

SCHOOL PSYCHOLOGY PROGRAM

Ed.M. STUDENT HANDBOOK

Teachers College

Columbia University

2019-2020

www.tc.edu/academic/hbs/SchoolPsych

Table of Contents

Program Philosophy and Goals	3
Core and Associated Faculty: Areas of Expertise	4
Ed.M. Program	10
General Description	10
Prerequisites.....	10
Attendance Requirements.....	10
Field Experiences	10
Internships	11
Research Experience.....	13
Master’s Project.....	13
Graduation	13
Applications: Information and Procedures	14
Organization of the School Psychology Program.....	17
Advisors.....	17
Student Committee	18
Program Policies.....	18
Student Evaluation.....	18
Student Grievances and Due Process	18
Monitoring Progress	19
Letters of Reference.....	20
School Psychology Certification Examination.....	20
Other Program Information	20
Students in the Program.....	20
Foreign Students: Certification and Licensure	21
Certification in School Violence and Child Abuse Prevention and Harassment, Bullying and Discrimination Prevention	22
Transfer of Credit	22
Breadth Requirement.....	22
Facilities and Resources of the School Psychology Program.....	22
Testing Materials	22
Dean-Hope Center for Educational and Psychological Services.....	23
Suggestions for Being Successful in the Program.....	23
College Policies	24
Site Statement of Internship Completion.....	36
Student Acknowledgement if Having Read the Handbook.....	37

Purpose of the Handbook

This handbook is intended as an introduction to the Ed.M. Program in School Psychology at Teachers College, Columbia University for prospective students, and as a guide to the policies of the Program and the College for students who are already enrolled. Enrolled students should keep this handbook as a part of their permanent records.

Program Philosophy and Goals

The theoretical model of our program involves the application of psychological science to the promotion of competence in learning and mental health in schools and other educational contexts. Course work provides students with a strong foundation in the theory and research from cognitive, developmental, and behavioral psychology and its application to (a) the instruction and learning of school related subjects, particularly reading, and (b) the understanding and treatment of mental health problems. Practica and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients. Clients are seen in a variety of contexts, including our collaborating schools (we provide school psychological services to children and youth in schools that serve children and families from ethnically and linguistically diverse low and middle-income environments). Faculty research, all of which is cognitively, behaviorally, and/or developmentally oriented, provides yet another vehicle for students (doctoral primarily) to develop and apply their knowledge.

The overall goal of the program is to educate school psychologists who can promote the cognitive, behavioral, and social-emotional growth and development of children, youth and families from diverse linguistic, cultural or racial backgrounds. Our more specific goals are:

- ◆ **Goal 1:** (a) Use knowledge of measurement and psychological and educational assessment for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes; (b) Use knowledge of evidence-based practices and strategies to develop, implement, and evaluate effective services for children and adolescents;
- ◆ **Goal 2:** Use knowledge of varied methods of consultation, collaboration, and communication with teachers, families, and other professionals for designing, implementing and evaluating services and programs;
- ◆ **Goal 3:** Demonstrate an understanding of individual and cultural differences and provide services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts;
- ◆ **Goal 4:** (a) Demonstrate a sound theoretical foundation in psychological science, and a basic understanding of statistics, measurement, research design, and (b) evaluate and apply psychological and educational research as a foundation for service delivery;

- ◆ **Goal 5:** Provide services consistent with ethical, legal and professional standards and demonstrate essential characteristics related to professional identity and effective practice as school psychologists.

Core and Associated Faculty: Areas of Expertise

Core Faculty

Prerna Arora, Ph.D.

Assistant Professor of Psychology and Education.

Prerna G. Arora earned her Ph.D. in School Psychology from the University of Texas at Austin, completed her predoctoral clinical internship at the Children's Hospital of Philadelphia, and served as a postdoctoral research and policy fellow at the University of Maryland, School of Medicine. Previously, she was an Assistant Professor of Psychology at Pace University, as well as a Visiting Assistant Professor at the University of Maryland, School of Medicine. Dr. Arora's research focuses on issues of access and quality of care for underserved youth and adolescents. Currently, Dr. Arora's work seeks to, using mixed methodology and participatory research methods, develop and examine school- and community-based culturally-tailored interventions for immigrant-origin youth and families. Additional interests include international school psychology and disparities in health care use among Asian American youth. Dr. Arora is the current Vice President for Social and Ethical Responsibility and Ethnic Minority Affairs of the Division of School Psychology for the American Psychological Association.

Sample publications

Arora, P. G., Baker, C. N., Krumholz, L. K., & Stark, K. D. (In press). Components analysis of a school-based cognitive-behavioral treatment for youth depression. *Journal of Clinical Child and Adolescent Psychology*.

Arora, P. G., Wheeler, L. A., Fisher, S, & Barnes, J. V. (2017). A prospective examination of anxiety as a predictor of depressive symptoms among Asian American early adolescent youth: The role of parent, peer, and teacher support and school engagement. *Cultural Diversity and Ethnic Minority Psychology*, 23(4), 541-550.

Arora, P. G., Godoy, L., & Hodgkinson, S. (2017). Serving the underserved: Cultural considerations in behavioral health integration in pediatric primary care. *Professional Psychology: Research and Practice*, 48(3), 139-148.

Arora, P. G., Nastasi, B., & Leff, S. S. (2017). Rationale for the cultural construction of school mental health programming. *International Journal of School & Educational Psychology*, 5(3),141-151.

Marla R. Brassard, Ph.D.
Professor of Psychology and Education.

For the past 30 years she has been studying psychological maltreatment - its assessment, the emotional injuries and behavioral problems that result, and the contextual factors that moderate the effect of maltreatment (particularly the role of schools, teachers and peer relationships), and interventions that improve family and child functioning. Dr. Brassard also studies psychological aggression in the teacher-student and peer relationships and its impact on children's functioning. She teaches courses on family as the context in child development and the individual psychological assessment of intelligence, personality, and behavior. Clinically, she has worked in schools (from preschool to high school), a prison, and clinics with normally developing as well as maltreated and other troubled children and youth and their families. She is a fellow of the American Psychological Association (Division of School Psychology), past president of the Council of Directors of School Psychology Programs (CDSPP), and a member of Lady Gaga's Born This Way Foundation Research Advisory Board.

Sample Publications

Brassard, M. R., Hart, S. N., Baker, A. J. L., & Chiel, Z. A. (in press). Psychological maltreatment of children. *APSAC Monograph 1*, apsac.org.

Hart, S. N., Brassard, M. R., Baker, A. J. L., & Chiel, Z. A. (in press). Psychological maltreatment of children. In J. Conte & B. Klika (Eds.), *The APSAC Handbook on Child Maltreatment: 4th Edition*. London: Sage Publications.

Brassard, M. R., & Fiorvanti, C. M. (2015). School-based Child Abuse Prevention Programs. *Psychology in the Schools*, 52(1), 40-60.
DOI:10.1002/pits.21811

Fiorvanti, C. M., & Brassard, M. R. (2014). Advancing child protection through respecting children's rights: A shifting emphasis for school psychology. *School Psychology Review*, 43(4), 349-366.

Baker, A. J., Brassard, M. R., Schneiderman, M. S., & Donnelly, L. J. (2013). Foster Children's Report of Psychological Maltreatment Experiences. *Journal of Public Child Welfare*, 7(3), 235-252.

Benjamin J. Lovett, Ph.D.
Associate Professor of Psychology and Education

Dr. Lovett studies the ways in which students are diagnosed with learning disabilities, ADHD, and related disorders. He has a special interest in studying students who are adolescents and young adults, or who have these diagnoses along with a high IQ and/or high academic achievement. Additionally, he examines the effects of testing

accommodations (such as extra time on tests) on test scores of students with and without disabilities, and he works on guidelines used to make decisions about when accommodations are appropriate. He has published over 80 papers, as well as a book on testing accommodations.

Sample Publications

Lovett, B. J., & Jordan, A. H. (in press). Are ADHD screeners safe to use? *Journal of Attention Disorders*.

Lovett, B. J., Lewandowski, L. J., & Carter, L. (in press). Separate room testing accommodations for students with and without ADHD. *Journal of Psychoeducational Assessment*.

Wood, W. L. M., Lewandowski, L. J., & Lovett, B. J. (in press). Profiles of diagnosed and undiagnosed college students meeting ADHD symptom criteria. *Journal of Attention Disorders*.

Lovett, B. J., & Bizub, A. L. (2019). Pinpointing disability accommodation needs: Which evidence is most relevant? *Psychological Injury and Law*, 12, 42-51.

Nelson, J. M., & Lovett, B. J. (2019). Assessing ADHD in college students: Integrating multiple evidence sources with symptom and performance validity data. *Psychological Assessment*, 31, 793-804.

Lovett, B. J., & Lewandowski, L. J. (2015). *Testing accommodations for students with disabilities: Research-based practice*. Washington DC: American Psychological Association.

Stephen T. Peverly, Ph.D.

Professor of Psychology and Education.

Director of Clinical Training Ph.D. and Ed.M. Programs.

His research focuses on two areas: (a) the cognitive processes that underlie reading comprehension and studying, and (b) cross-cultural differences between U.S. and Chinese children in mathematical performance and the reasons for differences in performance. He teaches courses on memory, reading comprehension and studying, and law and ethics for school psychologists. He is a fellow of the American Psychological Association's Division 16 (School Psychology) and an Honorary Professor at Universidad al Norte, in Barranquilla, Colombia.

Sample Publications

Hardy, L. M., Tomb, M., Irene Zhang, I., Cha, Y., Banker, S., Thomas, L., Algermissen, M., Peverly, S. T., & Margolis, A. E. (in press). Influences of

language minority status and reading disorder on phonological processing. *Journal of Child Psychology and Psychiatry*.

- Oefinger, L. M., & Peverly, S. T. (in press). The lecture note-taking skills of adolescents with and without learning disabilities. *Journal of Learning Disabilities* (Title of Special Issue: The interaction of reading, spelling and handwriting difficulties with writing development).
- Peverly, S. P. & Wolf, A. D. (2019). Note-taking. *Cambridge Handbook of Cognition and Education*. Cambridge, England: Cambridge University Press.
- Vekaria, P. C., & Peverly, S. T. (2018). Lecture note-taking in post-secondary students with attention-deficit/ hyperactivity disorder. *Reading and Writing: An Interdisciplinary Journal*. 31, 1551-1573, doi 10.1007/s11145-018-9849-2
- Thompson, R., Tanimoto, S., Abbott, R., Nielsen, K., Lyman, R. D., Geselowitz, K., Habermann, K., Mickail, T., Raskin, M., Peverly, S., Nagy, W. & Berninger, V. (2017). Comparing transcription modes for students with and without specific learning disabilities: Stylus versus groovy pencils and hunt/peck versus touch typing. *Assistive Technology*, 29, 131-139.
Doi/full/10.1080/10400435.2016.1199066

Department Faculty Associated with the Program who sponsor Dissertations

Dolores Perin, Ph.D.

Professor of Psychology and Education.
Coordinator of Reading Specialist Program
Department Chair

Her research focuses on reading and writing disabilities in adolescents and adults. She teaches courses on literacy assessment and intervention, and has directed dissertation research on individuals with both low-incidence conditions (e.g., behavioral disorders, attention deficit and hyperactivity disorder, and speech and language disorders), and students who fall into the typical range but have reading or writing difficulties. One area of interest is how intervention in reading and writing can be contextualized in important subject areas such as science and social studies. Another of her research areas is identifying subgroups in samples of students with low writing skills. She is a member of the American Psychological Association, the American Educational Research Association, the Society for the Scientific Study of Reading, and several other literacy organizations.

Sample publications

- Perin, D., Bork, R. H., Peverly, S. T., & Mason, L. M. (in press). A Contextualized Curricular Supplement for Developmental Reading and Writing. *Journal of College Reading and Learning*

- Marri, A.R., Perin, D., Crocco, M.S., Riccio, J.F., Rivet, A. & Chase, B.J. (in press). Content-driven literacy: One approach to urban secondary teacher education. *The New Educator*.
- Perin, D. (2011). Facilitating student learning through contextualization: A review of the evidence. *Community College Review*, 39(3), 268-295. doi: 10.1177/0091552111416227
- Reynolds, G.A. & Perin, D. (2009). A comparison of text-structure and self-regulation strategies for composing from sources by middle-school students. *Reading Psychology*, 30, 265-300. (Based on Gillian Reynolds' Ph.D. dissertation)
- Goldstein, M.T. & Perin, D. (2008). Predicting performance in a community college content-area course from academic skill level. *Community College Review*, 36 (2), 89-115. (Based on Miriam Goldstein's Ph.D. dissertation)
- Rogevich, M. & Perin, D. (2008). Effects on science summarization of a reading comprehension intervention for adolescents with behavioral and attentional disorders. *Exceptional Children*, 74 (2), 135-154. (Based on Mary Rogevich's Ph.D. dissertation)
- Graham, S. & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology*, 99 (3), 445-476.

Lecturers

Roseanne Gotterbarn, Ph.D.

Fieldwork Director

Dr. Gotterbarn is a licensed psychologist and a certified school psychologist with 27 years of professional experience in the schools and in private practice. She specializes in Cognitive Behavior Therapy and the provision of evidence based assessments and interventions in the schools.

DiGiuseppe, R., Venezia, R., & Gotterbarn, R. (2018). Introduction to cognitive behavior therapy. In S. Little & A. Aiken-Little (Eds.) *Behavioral Interventions in Schools: Evidence Based Positive Strategies* (Second Edition). Washington, DC: American Psychological Association.

DiGiuseppe, R., Venezia, R., & Gotterbarn, R. (2017). What is cognitive behavior therapy? (pp 1-36). In A. Vernon & K. Doyle (Eds.) *Cognitive Behavior Therapies: A Guidebook for Practitioners*. Alexandria, VA: American Counseling Association

Helen Stevens, Ph.D.
Internship Director.

Dr. Stevens is a licensed psychologist and certified school psychologist with 28 years of experience in private practice (28 years as a school psychologist and 26 years teaching school psychology at the graduate level). She specializes in individual and family therapy and psychological assessment, including public safety, reality TV, psycho-educational functioning, employment, adoption, law enforcement appeals, and disability evaluations.

Agiurgioaei-Boie, F.D., DiGiuseppe, R., Stevens, H., Terjesesen, M. Amato, L., & Pagirsky, M. (2016, October). *Education and mental health: An overdue and necessary alliance*. Panel Discussion conducted at the Association For Behavioral and Cognitive Therapies Convention, New York, NY.

Adjunct Faculty

Ann E. Boehm Ph.D. Professor (Emeritus). Psychoeducational assessment; observation and concept development in young children; intergenerational literacy

Erica Chin, Ph.D. Pediatric neuropsychology; differential diagnosis; consultation; educational advocacy, anxiety.

Constance Dekis, Ph.D. Individual and group CBT and DBT; anxiety, OCD, PTSD, and related disorders; adolescents and young adults; mindfulness; school consulting

Christina Fiorvanti, Ph.D. Infant/early childhood mental health; dyadic intervention; development and developmental disabilities; consultation; parenting; child rights and child participation; behavioral health in pediatric care

Jennifer Hope, Ph.D. Neuropsychological and bilingual assessment; Individual psychotherapy in English and Spanish

Kamauru Johnson, Ph.D. Psychoeducational assessment; individual psychotherapy; multicultural issues in school psychology.

Michael Koski, Ph.D. Group counseling processes.

Leah McGuire, Ph.D. Psychological assessment and therapy: PTSD.

Kelly Mulé, Ph.D. Psychological assessment and therapy.

Erin Rivelis, Ph.D.	Psychological assessment and therapy with maltreated youth and juvenile delinquents.
James Sumowski, Ph.D.	Neuropsychology and neuropsychological assessment
<u>Program Secretary</u>	Maeve O’Grady (212-678-3942)

Ed.M. Program

(Official Title: Applied Developmental and Learning Psychology: School Psychology; Program Code—SPSM)

General Description

An Ed.M. in school psychology can be obtained through successful completion of a three-year program of 69 credit hours. The first two years (including at least one summer) consist of coursework, practica, and fieldwork. Most students complete a full-time school-based internship in the 3rd year that consists of a minimum of 1200 hours. See Table 1 for the Ed.M. curriculum.

Prerequisites

An undergraduate degree in psychology is desired but not required. However, if students do not have an undergraduate degree in psychology they must take an undergraduate or graduate course in cognitive development before they graduate; HUDK 5023 may be used to fulfill this requirement. If you need to take a course in cognitive development as part of the program, your semester credit total will be 72 credits.

Attendance Requirements

Ed.M. students should plan on three years of full-time attendance, including at least two summer sessions. Though part-time attendance is possible (minimum of 6-9 credits per semester), full-time attendance leads to a richer educational experience. Ed.M. students must be available to spend a minimum of one full day per week for practica in their first year and two full days per week for fieldwork in their second year. Most internships are full-time (students are allowed to do a part-time internship over 2 years). In addition, students must be available for classes during the day in order to follow courses in an orderly sequence.

Field Experiences

- ◆ Year 1: an average of 1 day per week in an assessment practicum each semester (these take place in the Center for Educational and Psychological Services at Teachers College).
- ◆ Year 2: Two days per week in fieldwork for both semesters (these take place in one of the schools associated with our program). Fieldwork is a minimum of 600

hours over the academic year. See Appendix A for a description of our fieldwork sites.

- ◆ Year 3: School-based internship. Must be a minimum of 1200 hours. See our statement on internships below and consult the Internship Manual for specific information on requirements.
- ◆ Students are required to abide by the academic calendar of the school in which they are working, not the Teachers College academic calendar (e.g., fieldwork terminates in mid-June). If you have to extend your Teachers College housing contract, it is your responsibility to contact the housing office to make the appropriate arrangements.
- ◆ Field-based supervisors and the School Psychology faculty share information on students' progress and strengths and weaknesses on a regular basis.

Internships

All Students must locate a school setting and a certified school psychologist with three years of experience who works at the school who is willing to supervise them. They must also register for and receive internship supervision at the College or another NASP approved university-based school psychology program. Students who wish to have an internship outside of the New York metropolitan area must check the internship requirements in the state(s) wherein they wish to move and follow the procedures in the Internship Manual. Once a student accepts an internship offer either verbally or in writing, he or she **may not** turn down the internship for another internship. If this occurs, the student may be dismissed from our program. The Teachers College School Psychology faculty will not sign a memorandum of understanding with a school district for students who are going to register for internship supervision at another university or college. In such cases, students should consult the School Psychology Internship Director at the host institution regarding papers to be signed. Interns who complete the minimum 1200 training hours are expected to continue working at their training site until the last day of their contractual agreement.

International students must also note that internships may be subject to federal regulations regarding employment of non-U.S. citizens.

Generally speaking, non-paid, school-based internships are easy to obtain in the greater New York City metropolitan area (includes outlying suburbs in New York, Connecticut and New Jersey). Paid internships however, are rare in this area. The one consistent exception is the Psychologist-in-Training Program sponsored by the New York City Department of Education, however, applicants must be bilingual (English-Spanish preferably) to be eligible for this internship, and a year of service in the NYC public schools is required in exchange for payment. Most students who want a paid internship complete them in other parts of New York State (e.g., Syracuse) or other parts of the country (e.g., California, Virginia, Maryland, Illinois). If you are interested in applying for an internship in another part of the country, you should consult (a) our Internship Director, (b) State Department of Education websites for information on regulations regarding the training and certification of school

psychologists in the states you are interested in going to, (c) local school districts for the availability of internships (make sure you ask the TC school psychology faculty for information on students who may be living and working in the area(s) you want to move to), and (d) the proximity of NASP approved training programs to your internship for university-based supervision (which is required of all students).

Students supervised at other universities must enroll in the host university's internship course for credit. They must receive supervision by faculty associated with the university and complete the tasks outlined in the university's internship course syllabus. In this scenario, students must (a) also register for the internship course at Teachers College for 0 credits each semester, (b) transfer the course taken for the fall and spring semesters at the host university to Teachers College once they are completed, and (c) get a letter from the host university internship trainer stating that you have successfully completed the course at the end of the spring term. Before registering at another university, they must write the TC Registrar and request permission to dual register at TC and another university at the same time. If a university internship course is scored on a Pass/Fail basis, we also need a statement stating what the grade would have been had you been assigned a letter grade. Students will have to pay the Teachers College Registration fee.

A Certificate of Equivalency is *not* required to maintain a student's full time status in either scenario unless the student is not an American citizen.

Detailed information regarding internships may be found in our Internship Manual.

School Psychology Certification with a Bilingual Extension

The Ed.M. Program in School Psychology is approved by the State of New York to offer the Bilingual extension.

(<http://www.highered.nysed.gov/tcert/certificate/typesofcerts/extbil.html>)

To obtain the extension you must complete the regular curriculum and:

1. Pass a New York State proficiency examination (Bilingual Education Assessment) in English and your non-English language. See (http://www.nystce.nesinc.com/PageView.aspx?f=GEN_Tests.html). Take the test before your internship interviews, preferably in the summer before your second year in the program.
2. Take 1 additional course: BBSQ 5120 Communication Disorders in Bilingual/Bicultural Children,
3. Complete a bilingual internship under the supervision of a certified school psychologist who has the bilingual extension (see Professors Peverly or Stevens for information regarding the internship). The supervisor *does not need* to have the extension in the same language as the supervisee.

Research Experience

All students in the Ed.M. program must participate in a research project. Students can satisfy this requirement by working for a professor who is doing research on a topic that is relevant to students' functioning in schools. Ed.M. students cannot participate in projects that involve the same kinds of assessment tasks or activities covered in practica (e.g., administration/interpretation of cognitive, behavioral or achievement measures) and all research projects must be approved by the student's advisor. The research requirement may be satisfied by working on a research project outside of Teachers College. The minimum time of participation is 5 days (40 hours), preferably within one semester. Students must complete this requirement within the first 2 years of the program (if they are full-time). A letter completed by the supervisor of the research, stating that the student has completed this requirement, must be submitted to the students' advisor prior to internship and be placed in the student's permanent file.

Master's Project

All students in the Ed.M. program are required to compile a portfolio of work they have completed in the course of their training. The internship director will provide a detailed list of necessary documents for the portfolio and aid students in assembling their portfolios during their final year of study. The portfolio must be completed prior to graduation. If a student wishes to graduate in May of his/her third year in the program, the portfolio must be submitted to the internship coordinator no later than April 15. Failure to turn in the portfolio documents by this time will result in an October graduation.

Graduation

At the very beginning of the spring semester of the final year of the program, students must complete two applications, one for graduation (Registrar) and one for provisional certification as a school psychologist in New York State (Office of Teacher Certification). Students who are planning to work in other states should also apply for provisional certification as a school psychologist in New York State because doing so often makes it easier to get certified in another state. Since there is some confusion among students about the nature of the certification, the particulars are as follows: The "area of interest" is *Administration & Pupil Personnel Services*; The "subject area" is *Psychology*, the "grade level" is *PreK-12*, the certificate "title" is *School Psychologist* and the "certificate type" is *Provisional*. See Appendix B for a list of the tasks that need to be completed prior to graduation.

National Certification as a School Psychologist (NCSP)

Students are eligible for the NCSP after they have completed their internship, have graduated from the program, have a Certificate of Internship Completion signed by their site supervisor, and have passed the Praxis examination. All forms will be signed by the Ed.M. program Director at the end of June *after* students have completed their internships and turned in their Certificates of Internship Completion.

School Psychology Certification Requirements

- ◆ Graduates must obtain a Statement of Internship Completion that is signed by their internship site supervisor. The Statement should be on school letterhead. A copy of the Statement of Internship Completion form is attached. This form must only be completed and signed during the last week of internship.
- ◆ Graduates who wish to obtain National Certification as a school psychologist should fill out the online document from NASP and submit a hard copy of the form to Professor Peverly during the week of June 20th with a self-addressed and stamped envelope. A copy of this form is attached. Professor Peverly will only sign this form if he has received a signed Statement of Internship Completion from the Internship Site Supervisor on school letterhead. Once he receives both documents with a self-addressed and stamped envelope, he shall mail the signed NASP certification paper to applicants in his capacity as the Ed.M. Director.
- ◆ Graduates should also complete the NASP certification form that must be signed by the school-based Internship Supervisor and send it to Dr. Stevens in her capacity as the School Psychology Internship Director with a self-addressed and stamped return envelope. Given this, Dr. Stevens will mail the signed NASP certification paper to applicants.
- ◆ Graduates should contact the College Office of Teacher Certification regarding provisional certification as a school psychologist in this State after graduation and after they have obtained the Statement of Internship Completion that was signed by their Internship Site Supervisor. That office typically asks the Program for copies of the Statement of Internship Completion before acting on requests for State certification.

Outcomes for Our 2018 Graduates

Twenty-one students graduated last year (May, 2018). Nineteen are working as school psychologists, and two began Ph.D. programs in School Psychology.

Applications: Information and Procedures

- ◆ Applicants to the School Psychology Program should have a strong interest in psychology and practice as it relates to the functioning of children and adolescents in educational, community, and family contexts. All applicants must have completed an undergraduate course in cognitive development. If not, a course in cognitive development must be taken as part of the student's program at Teachers College.
- ◆ The recommended GRE minimum score using the new scale for Ed.M. applicants is 292 (Verbal and Quantitative combined), with scores not falling below 146 on the Verbal and Quantitative scales. The minimum GRE Writing score is 3.5 for Ed.M. applicants.

- ◆ The ability to work cooperatively with other students and faculty.
- ◆ The energy, flexibility, and organization to handle a heavy work load with diverse demands.
- ◆ The willingness and ability to move through the program in a timely manner.
- ◆ The willingness to work with ethnically, racially, and linguistically diverse children and families
- ◆ The willingness to adhere to standards of professional and ethical behavior. These are detailed in Ethical Principles of Psychologists and Code of Conduct (American Psychological Association) and The Principles For Professional Ethics (National Association For School Psychologists).

The following steps in the admission procedures must be followed carefully to avoid delay. It is the applicant's responsibility to see that proper procedures have been followed. Students are admitted for the fall semester only (applications for the Ed.M. program may be considered for the spring term if the program did not meet its enrollment goals for the Fall).

- ◆ Application Form: The application form must be filled out on-line (www.tc.columbia.edu). On the application form you should state that you are applying to the program in Applied Educational Psychology: School Psychology.

Completed Application: The deadline for filing an Ed. M. application is April 15th. However, applicants should make every effort to send in their complete applications by January 15, the priority date, as the incoming class may fill before April 15.

- ◆ Transcripts: Official undergraduate and graduate transcripts must be forwarded to the Admissions Office.
- ◆ Examinations: Applicants must submit a recent record of the results of the Verbal, Quantitative, and Writing portions of the Graduate Record Examination to the Admissions Office. The subject area exam in psychology is not required.
- ◆ References: Two letters of reference are required of all applicants. These letters should address the candidate's scholarly, professional, and personal qualifications for graduate training. Faculty and supervisors of research and clinical work are appropriate references, not family and friends. Former or current professors **must** prepare at least one of the letters. It is the candidate's responsibility to ask these individuals to write the references, and to make sure the letters have been sent to the Admissions Office.

- ◆ Writing Sample: Send with your application a copy of a recent paper you have written that would be a good example of your writing and/or research skills (send a copy; it will not be returned).
- ◆ Interview: We initially screen applicants and promising candidates are invited to participate in a face-to-face interview. Our graduate students and/or faculty typically interview Ed.M. applicants. Following the interviews, we decide on admission on the basis of GREs, GPAs, interview impressions, letters of reference, writing samples, and personal statements. Given the number of applications that we receive, our faculty typically does not meet with prospective students before their applications are received. If you are interested in speaking with one of our current students, please contact Professor Peverly (stp@columbia.edu). Telephone or electronic interviews are not conducted.
- ◆ Transfer Students. As our programs provide unique courses and clinical experiences, we do not admit applicants with advanced standing and or degrees from other School Psychology programs.
- ◆ Acceptance: If you are accepted, you must attend in the year that you are accepted. Deferrals will not be honored.

Tuition and Aid

The Financial Aid Cost of Attendance (COA) budget is a set of estimated expenses that are used by the Office of Financial Aid to determine the amount of aid a student can obtain. It is not a student's actual cost of attending the college. The tuition rate for 2019-2020 (Fall 2019, Spring 2020, and Summer 2020) is \$1701 per credit hour. The college fee is \$458 per semester. Please note that the college fee cannot be waived.

The price of tuition per credit hour is the same for both master's and doctoral students. There is no in-state or out-of-state tuition rate with the exception of some special cohort programs. The average class is three credit hours. Every student's budget and cost will be different and will vary depending on the number of credit hours & terms for which the student plans to attend during the year (periods of enrollment). Additional items such as books/supplies, room/board, personal expenses, and transportation costs will also affect how much you will pay during your time at TC. Note that these additional budget items, unlike tuition and fees, are variable expenses for you to determine how they would be factored in and covered by your financial aid as needed. Continue reading for additional budget information.

Additional Items Factored Into Your 2019-2020 Budget

These items represent additional expenses that you may incur over the course of the year while attending TC. These figures are purely estimates and are NOT mandatory/applicable to all students. While every student is allotted an annual budget for the items listed below, they are optional to include in your budgeting calculations.

Additional Items	Estimated Annual Budgets*
Gold Health Insurance**:	\$4,778
Books and Supplies***:	Varied based on enrollment
Travel Allowance:	\$1,089
Personal Expenses:	\$5,975
Living Expenses (Room and Board):	\$24,495

Credit Load and Financial assistance: As stated previously, Ed.M. students take 69 credits (72 credits if the student does not have an undergraduate degree in psychology and needs to take a course in cognitive development). Students should assume that they will take 24-30 points each academic year (September-May) and 6-9 points during the first summer. Ed.M. students are not typically given financial aid by the program but they may be given financial aid by the College in their first year but not subsequent years. You will need to consult with the Student Aid Office to obtain information regarding these resources. The current sources of financial aid are as follows:

- ◆ Teachers College minority group, foreign student, and general scholarships;
- ◆ Grant support
- ◆ Work Study

Organization of the School Psychology Program

The Program faculty is responsible for implementing and overseeing your education, monitoring your progress, and defining those sequences of specialized knowledge and skills that are necessary for competence in school psychology. Faculty meet on a monthly basis to discuss policies, issues, and student progress. Meetings are chaired by the Ed.M. program coordinator. Two student representatives, chosen by the student committee, attend the meeting (one Ed.M. and one Ph.D. student attend). Student input is important. Member of the program faculty are available to be of assistance to students. All have office hours posted and will arrange for additional appointments as necessary.

Advisors

Students are assigned advisors early in the summer before their first semester. Assignments can be changed after the first year. Your advisor will help with course

planning, program requirements, and any other questions you might have about the program and the College. All students must schedule an appointment and meet with their advisor at least once per semester.

Please Note: It is the student's responsibility to seek advisement. Not seeking advisement can have unintended consequences such as failure to complete the program in a timely fashion and additional cost.

Student Committee

The program has an active, elected student committee that consists of Ed.M. and Ph.D. students. Representatives of the committee, typically consisting of two doctoral and two Ed.M. students works with the faculty in addressing program curriculum, program governance, program changes, and student concerns.

Program Policies

Student Evaluation

The faculty provide continual and timely appraisal in order to meet the needs of students and to ensure that they have the necessary skills to be competent psychologists. It is important to have working relationships with program faculty so that the student evaluation procedures can be implemented in a way that maximizes students' growth and development. Assessment of student progress is ongoing and collected from several sources including supervisors, faculty and grades. At the end of each academic year there is a formal meeting where all faculty and supervisors teaching the first and second year students meet to review student progress. The Ed.M. Program Director then sends a letter to each student informing them that they are either (a) performing above and beyond what is expected for a student at their level (excellent grades and strongly positive reviews of performance in practica), (b) performing as expected for their level of training, (c) a letter that reviews their performance in each area but also describes one area in need of improvement that does not rise to a level of requiring a meeting (e.g., three instructors complained of non-educational use of laptops in class), or (d) a letter raising significant concerns or placing the student on probation following a formal meeting with two faculty members to provide an opportunity for discussion and remediation of the problems. This letter summarizes the discussion and remedial plan. A subsequent meeting is then scheduled, after an agreed-upon period of time, to evaluate progress in meeting the objectives in the remedial plan. If sufficient progress has not been made, students will be placed on academic probation for the period of 1-2 semesters. If, after that time, the problem has not been alleviated, the student will be dismissed from the program. The faculty reserves the right, if the presenting problem is especially egregious and represents a clear violation of ethical and professional responsibilities, to immediately dismiss a student from the program.

Student Grievances and Due Process

See the section entitled *College Policies* later in this document.

Monitoring Progress

Progress of students, as indicated above, is monitored throughout the course of study. Students must:

- ◆ Ed. M. students must maintain a B average or better. Ed. M. students must receive grades of B or better in: HBSK 5050, HBSK 5320, HBSK 5321, HBSK 5378, HBSK 6382, HBSK 5280, HBSK 6380, and HBSK 5480. If a student gets less than a B these courses, he or she will have to retake the course, and will not be allowed to enroll in any course for which the course in question is a prerequisite. In addition, the following courses require a grade of B- or better: HBSK 4072, HBSK 6584, HBSK 5096, HBSK 4073, HBSK 4025, ORL 5362, HBSK 5031, HBSK 5051, HBSK 5074, HBSK 4030, HBSK 5085, HBSK 6380, HBSK 6383, CCPJ 6362, and HUDM 4122. If a student gets less than a B- these courses, he or she will have to retake the course, and will not be allowed to enroll in any course for which the course in question is a prerequisite.
- ◆ If a student receives a grade of C+ or less in any course, the status of the student in the program will be reviewed by the faculty and the student will have to retake the course (also, NY State Education Department regulations indicate that **graduate** students must receive a minimum of a B- in courses that are to be counted toward certification). In such cases, the student may be placed on probation. If a student receives a grade of F in any course, the student will be terminated from the program.
- ◆ Complete all probationary courses within the first semester of graduate study (or as otherwise indicated by the student's advisor);
- ◆ Have no more than one active incomplete. Any incomplete must be finished by the term subsequent to the term in which it was obtained. A student will not be allowed to go on internship if there are any active incompletes on the student's record.
- ◆ Demonstrate satisfactory progress in research through the research practica-apprenticeship (doctoral students only);
- ◆ Purchase liability insurance in the first semester of the first year of the program and maintain coverage through completion of the internship;
- ◆ Demonstrate satisfactory performance in all fieldwork, practica and internship placements;
- ◆ Meet the appropriate advanced requirements successfully (doctoral students only);
- ◆ Become a student member of NASP and/or its state affiliate.
- ◆ Participate in program activities; and

- ◆ Adhere to all ethical and professional standards for the practice of psychology. These are detailed in Ethical Principles of Psychologists and Code of Conduct (American Psychological Association) and The Principles for Professional Ethics (National Association for School Psychologists).

Letters of Reference

The faculty is usually more than happy to write letters of reference for students who request them (students must fill out a reference-request form). However, the faculty of the School Psychology program views letters of reference as confidential communications between themselves and the persons or organizations that request the letters. Thus, we will write a letter of recommendation only if the student requests a confidential letter. Also, we will not provide students with copies of letters. If a student has concerns about what a faculty member might say in a letter, she or he should make an appointment with the faculty member to discuss the matter.

School Psychology Certification Examination

All students in the Ed.M. Program are required to complete the National Association of School Psychologists (NASP) Praxis exam, and report the *overall score and the domain scores* to the program director, prior to graduation (*send the scores to the Ed.M. Program director directly; do not send them to Teachers College*). **Starting with the class admitted in the Fall of 2014, students must pass the PRAXIS exam to graduate.** Ed.M. students should take the exam in the Fall semester of their third (internship) year. Students must report their score on the exam to the Ed.M. program director, Professor Peverly. We will not sign certification and graduation forms until we have received the score (domain and total score).

Laptop, PDA, and cellphone policy for classes. School psychology students, in signing the statement at the end of the Program Handbook, agree to refrain from using PDAs and cellphones in class. They also agree to use laptops for educational purposes only (i.e., to take notes) and not to access the Internet unless requested to do so by the instructor.

Other Program Information

Students in the Program

The Table below includes demographic data and information involving the GPAs and GRE scores of our students for the last three years. As may be seen, there are 76 Ed. M. students in the program (3 males and 73 females) Ten students are from abroad. Twenty-four (31.57%) are minorities. The median GRE Verbal scores for the reporting period were 155, 154, 155. The median GRE Quantitative scores were 153, 152, and 155 and the median Writing cores were 5, 5, and 4.5. With reference to GPA, median scores were 3.5, 3.6, and 3.6.

Enrolled Students			

	2016- 2017	2017- 2018	2018 2019*
Female	24	28	22
Male	0	2	1
% Male	0%	7%	5%
Total	24	30	23

	2016- 2017	2017- 2018	2018- 2019
International	3	2	5
American Indian or Alaska Native	0	0	
Asian	3	3	2
Black or African American	2	1	0
Hispanic	5	3	2
Not Indicated	1	0	0
Two or more races	1	0	2
Minority %	50%	23%	23%
White	9	21	12
White %	38%	70%	55%
Total	24	30	23

	2016- 2017	2017- 2018	2018- 2019
Median Verbal GRE	155	154	155
Median Quantitative GRE	153	152	155
Median Writing GRE	5	5	4.5
Median BA GPA	3.5	3.6	3.6

*2018-2019 data as of May 4th, 2018.

Foreign Students: Certification and Licensure

Foreign students should be aware that they can apply for provisional certification as a school psychologist upon of the Ed.M. Programs in New York State, but they must have a green card to apply for permanent certification (there may be issues of employment authorization, however). There are no related requirements for becoming a licensed psychologist in New York State. The program does not take responsibility for employment in the US after students graduate.

Certification in School Violence and Child Abuse Prevention and Harassment, Bullying and Discrimination Prevention

All students must complete (a) School Violence, (b) Child Abuse Prevention, and (c) Harassment, Bullying and Discrimination Prevention and Intervention workshops before they graduate and before they can become certified as a school psychologist in New York State. The Child Abuse training is taught in the fall of the 2nd year as part of Fieldwork. These School Violence training is not offered through the Program. You can take it at other colleges in the local area (e.g., Bank Street), or on-line (e.g., www.childabuseworkshop.com). These documents and a letter denoting 40 hours of research training from a doctoral level mentor must be received by Professor Peverly by December 15 of your internship year.

Transfer of Credit

According to Teachers College regulations, students accepted to the Ed.M. can transfer a maximum of 30 credits. The number of credits counted toward your course of study in School Psychology is determined by your advisor. In this context, advisors compare the curriculum of TC courses to the curriculum from other institutions. If the course contents correspond, a member of our faculty may authorize a transfer of credit.

Breadth Requirement

To meet the College's breadth requirement, students must take three non-HBSK Teachers College courses of at least two points each (two 3-point courses are not acceptable). This requirement is met by the program curriculum in Table 1.

Facilities and Resources of the School Psychology Program

The School Psychology Program is located on the 5th floor of Thorndike Hall. Students who are research assistants or supervisors will typically have space in Thorndike Hall or in another area in which research projects are located.

Testing Materials

An extensive test collection is housed in the Test Library located in the Dean-Hope Center for Educational and Psychological Services on the 6th floor of Thorndike building. The School Psychology and Reading Specialist programs combined their collections of materials with that of Special Education and Clinical Psychology, allowing students access to a wide variety of testing materials. Most of these materials can be signed out for overnight review or use with clients—SEE THE TESTING ROOM SUPERVISOR FOR EXACT PROCEDURES. It is the student's responsibility to make sure 1) that materials are returned promptly and in good shape and organized for the next person to use them, and 2) to inform the test room supervisor when the number of response forms remaining is low. The latter is essential to allow for the 2 or 3 weeks needed for the orders to be processed and received. Testing room materials are maintained through student course material fees and faculty contributions.

Dean-Hope Center for Educational and Psychological Services

This is our training clinic and is the practicum agency for students in several programs at Teachers College. The Center publishes a manual that governs the functioning of the clinic. The center director is Dr. Dinelia Rosa. It has two spacious student lounge/workrooms where students may practice tests, write reports, call clients, and relax.

Examples of Other Student Resources

Academic Computing & Information Services (241 Horace Mann). Offers a wide variety of computer support services.

Career Services Center (44 Horace Mann). Provides matriculants and alumni with career planning resources requisite to the development and refinement of job search skills.

Center for Infants and Parents. Provides child care for infants of parents who are students, faculty and full-time staff at the University.

Access and Services for Students with Disabilities (162 Thorndike Hall). Provides resources and arranges for accommodations for students with disabilities.

International Services. Offers a variety of services for students from other countries: student orientation, advising and counseling, immigration and tax information, and a variety of programs for students interested in multicultural issues. Currently there are approximately 500 students from more than 65 countries enrolled at the College.

Writing Skills Center. Provides assistance with academic writing.

Student Lounge is on the 1st floor of Main Hall.

Residence Halls Office. Offers housing for full-time married and single graduate students throughout the year. The residence halls are located near the classrooms, library, and cafeteria and are convenient to subway and bus transportation. It is essential to apply for housing as soon as possible.

Parking. Students are encouraged to use public transportation. Street parking is possible but difficult and local garages cost \$200 or more per month.

Mailboxes and Bulletin Boards. Student mail boxes are located on the 5th floor of Thorndike. Information notices are posted along the hallway of the 5th floor.

Suggestions for Being Successful in the Program

- ◆ Become familiar with this handbook and the documents mentioned within.

- ◆ Buy and use the APA Publication Manual (6th Edition, 2010). It provides the basis for organizing and referencing of all written work prepared for courses and projects.
- ◆ Read and abide by the APA and NASP codes of ethical principles. These codes will be discussed in "Professional and Ethical Functions of School Psychologists."
- ◆ Be respectful of everyone.
- ◆ Exercise care when using email. The faculty has dealt with a number of instances of email messages that have offended the receiving party, oftentimes inadvertently.
- ◆ Complete all work related to clients in a timely manner.
- ◆ Dress professionally when meeting with clients or when you are on fieldwork and internship.
- ◆ If you are in the doctoral program, begin your research early.
- ◆ Notify the Ed.M. program Director and the Department Secretary immediately of changes in home address, email address and phone number. Also, we strongly advise you to use the email address given to you by the college. If you fail to do any of these, you may miss important information sent to you by the faculty.
- ◆ Stay on top of your coursework by familiarizing yourself with the course syllabi, completing all assigned readings, utilizing faculty office hours for any necessary additional support, and addressing any difficulties with a course in a timely manner.
- ◆ Make it a point to consult with your faculty advisor if you have questions or concerns regarding academic issues.

College Policies

Services for Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

Statement on Academic Conduct: A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of

students' work at the college, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

Resolution of Student Academic Program Concerns: Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student's advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with either the Ed.M. or Ph.D. Program Coordinator. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

Grade Correction Procedure: The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students' work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the Chair of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the Provost. In situations where the student feels that such an appeal process might not be in the student's interest, counsel and assistance can be sought from the Office of the College Ombudsman and the Office of the Vice Provost.

Table 1

**Ed.M. Curriculum: Regular Track
Suggested Course Sequence
All Courses are Required
(69 Credits)**

First Year

Fall (15 credits)

HBSK 4025	3	Professional and Ethical Functions of School Psychologists
HBSK 5320	3	Individual Psychological Testing I*
HBSE 4015	3	Applied Behavior Analysis I
HBSK 5378	3	Psychoeducational Assessment of School Subject Differences*
HBSK 4074	3	Development of Reading Comprehension

Spring (15 credits)

HBSK 5321	3	Individual Psychological Testing II*
HBSK 6380	3	Psychoeducational Assessment of Culturally Diverse Students*
HBSK 5096	3	Psychology of Memory: Cognitive and Affective Bases
HBSK 5050	3	Cognitive and Behavioral Interventions
HBSK 4073	3	Childhood Disorders

Summer (6 credits)

Session A

HBSS 6100	3	Measurement and Program Evaluation
-----------	---	------------------------------------

Session B

ORL 5362	3	Group Dynamics: A Systems Perspective
----------	---	---------------------------------------

Second Year

Fall (16 credits)

HBSK 5070	3	Neural Bases for Language and Cognitive Development
HBSK 5280	4	Fieldwork
HBSK 6382	3	Psychoeducational Interventions in the Schools
HBSK 6584	3	Seminar: School Psychology Consultation
HBSK 5031	3	Families as a Context for Child Development

Spring (13 credits)

HBSK 5280	4	Fieldwork
HBSK 6362	3	Group Practicum
HBSK 4030	3	Multicultural Issues in School Psychology
HUDM 4122	3	Probability and Statistical Inference

Third Year

Fall & Spring

HBSK 5480 2 School Psychology Internship (2 credits per semester)

*Includes a lab that is not part of the scheduled time for the course. Lab times are decided on a group-by-group basis once lab supervisors are assigned (HBSK 5321 is an exception with a scheduled lab).

Ed.M. Curriculum: ABA Track
Suggested Course Sequence
All Courses Are Required
(84credits)

First Year

Fall (13 credits)

HBSK 4025	3	Professional and Ethical Functions of School Psychologists
HBSK 5320	3	Individual Psychological Testing I
HBSE 4015	3	Applied Behavior Analysis I
HBSE 4034	1	Practicum in ABA (1 credit)
HBSK 5378	3	Psychoeducational Assessment of School Subject Diff

Spring (15 credits)

HBSK 5321	3	Individual Psychological Testing II
HBSK 6380	3	Psychoed Assessment of Culturally Diverse Students
HBSK 5050	3	Cognitive and Behavioral Interventions
HBSK 4073	3	Childhood Disorders
HBSE 4034	0	Practicum in ABA (0 credits)
HBSE 4044	3	Methods I: Res Meth in Pedagogy, Curr, and Management

Summer (12 credits)

Session A

HBSE 4049	3	Professional and Ethical Issues in ABA
HBSS 6100	3	Measurement and Program Evaluation

Session B

ORL 5362	3	Group Dynamics: A Systems Perspective (one week)
HBSE 4048	3	Working with Families with Autism

Second Year

Fall (17 credits)

BBS 5069	1	Brain and Behavior II
HBSK 5280	4	Fieldwork
HBSK 6382	3	Psychoeducational Interventions in the Schools
HBSK 6584	3	Seminar: School Psychology Consultation
HBSK 5031	3	Families as a Context for Child Development
HBSE 4045	3	Methods 2: Curr/Ped Operations for Teaching

Spring (16 credits)

HBSK 5280	4	Fieldwork
HBSK 6362	3	Group Practicum
HBSE 4016	3	ABA II
HBSK 4030	3	Multicultural Issues in School Psychology
HBSK 5096	3	Psychology of Memory: Cognitive and Affective Bases

Summer (7 credits)

Session A

HUDM 4122	3	Probability and Statistical Inference
-----------	---	---------------------------------------

Session B

BBS 5068	2	Brain and Behavior I
HBSE 4047	2	Record Keeping in ABA (online)

Third Year

Fall and Spring (2 credits)

HBSK 5480	4	School Psychology Internship (2 credit per semester)
-----------	---	------------------------------------------------------

Appendix A: Fieldwork Sites

2019-2020 Academic Year

Second year students in the School Psychology program at Teachers College are required to complete two full school days of field practicum (“Fieldwork”). Fieldwork begins in September and continues through mid-June. Vacation schedules follow that of the fieldwork site. Students do not follow the Teachers College vacation schedule for Fieldwork attendance.

The following are brief descriptions of the fieldwork sites:

1. ACADEMY OF MT. ST. URSULA HIGH SCHOOL (2 Fieldwork students will be assigned)

School Liaison: Sr. Jean Marie Humphries, OSU, Ph.D., Principal
JHumphries@amsu.org

Mrs. Kathleen O’Connell, Guidance Chairperson
koconnell@amsu.org

Address: 330 Bedford Park Blvd. Bronx, NY 10458 (718) 364-5353
website: amsu.org

The Academy of Mt. St. Ursula High School is Catholic, college preparatory high school for girls, grades 9 through 12, conducted in the Ursuline tradition. The school is located on a picturesque campus high on a hill in the Fordham section of the Bronx. It is located near Fordham University and the Bronx Botanical Garden. The school serves young women from the local area. The school is a happy, vibrant place to teach and to learn. The school enjoys very good parental support.

Estimated Commute from Teachers College: 40 Minutes

There is ample parking on campus for students who drive

Public transportation: M60 bus or walk to Metro North Harlem line to Fordham University or Bronx Botanical Garden stop, or walk to 125th St. Station and take the D train to Bedford Park Blvd. stop and then walk for 6 minutes to the school

Other: VIRTUS training required

2. BROOKLYN ACADEMY HIGH SCHOOL (BAHS) (4 Fieldwork students will be assigned)

School Liaisons: David Ashe, Assistant Principal dashe@schools.nyc.gov
Charon Hall, Principal chall@schools.nyc.gov Website: schools.nyc.gov

Address: 832 Marcy Avenue, Brooklyn, NY (Bedford Stuyvesant section of Brooklyn) (718) 857-4237

Brooklyn Academy High School is a small, public, transfer high school that provides structure and support for students who are between the ages of 16 and 21 and are under-credited for graduation. The school enrolls students who have already completed one year of high school and have earned at least 10 high school credits and have passed one NYS Regents Examination. A combination of individual support, quality education, and flexible programming help meet the needs of this at-risk population.

Estimated commute time from Teachers College: 60 minutes

Public transportation: A and C subway (Nostrand Avenue), G and S subway, B15, B25, B26, B38 buses

Other: NYC Department of Education Fingerprinting required (\$100)

3. CORPUS CHRISTI SCHOOL (2 or 3 Fieldwork students will be assigned)

School Liaison: Joseph Tweed, Interim Principal

Website: ccschoolnyc.org

Address: 535 West 121st Street, NY, NY 10027 (212) 662-9344

Corpus Christi Elementary School is a catholic school which serves children from Pre-K to grade 8 in the Harlem/Morningside Heights section of the Upper West Side. The school has served this community for over 100 years. Students come from diverse ethnic and religious backgrounds and benefit from an inclusive, warm, supportive learning environment. The Teachers College School Psychology Program has a longstanding collaborative relationship with Corpus Christi school, as we have placed fieldwork students there for over 20 years.

Estimated commute from Teachers College: 5 minutes

Other: VIRTUS training required

4. FORDHAM PREPATORY HIGH SCHOOL (1 Fieldwork student will be assigned)

School Liaison: Dr. Jennifer Kelly, School Psychologist Kellyj@fordhamprep.org
Christopher Devron, SJ, Principal Website: Fordhamprep.org

Address: 2900 Southern Blvd. Bronx, NY 10458 (718) 367-7500 (ext. 277 for Dr. Kelly)

Fordham Prep is a catholic, Jesuit, all-male, college preparatory high school which is located on the campus of Fordham University in the Bronx, NY. Fordham Prep has a student body of over 1000 students. Specific demographics: 65% Caucasian, 17% Hispanic, 8% African American, 4% Asian, 6% other. The majority of the students commute to the school from Westchester County (57%), the Bronx (22%), and Manhattan (14%). The school describes its mission as the development of excellence in the whole person: intellectual, religious, social, emotional, and physical. The curriculum is extensive, with a rigorous study of the humanities and the sciences. A look at the languages a Fordham Prep student can study is impressive: Ancient Greek, Latin, Arabic, French, German, Italian, Mandarin Chinese, and Spanish. There are over 70 clubs and activities and 41 athletic teams. There is a full time school psychologist, as well as a part-time social worker on staff.

Estimated commute from Teachers College: 45 minutes by public transportation and 30 minutes by car (there is parking on campus)

Transportation: #1 train to the BX 12 bus, D or #4 train to Fordham Road station, Metro North Harlem Line to the Fordham University stop or Botanical Gardens stop, Metro North New Haven Line to the Fordham University stop

There is also the possibility that fieldwork students can utilize the Fordham University inter-campus van system (\$3.00 each way) which shuttles students between Lincoln Center and the Bronx campus.

5. IMMACULATE CONCEPTION SCHOOL (4 Fieldwork students will be assigned)

School Liaisons: Ms. Stephanie Bellizzi, School Psychologist
sbellizzi@icsfamily.org Sr. Patrice Owens, Principal srpatrice@icsfamily.org
Website: icsfamily.org

Address: 378 East 151st Street, Bronx, NY 10455 (Mott Haven neighborhood) (718) 585-4843

Immaculate Conception Elementary School is a catholic school that serves a small, ethnically diverse population with a larger Hispanic community. For over 100 years, Immaculate Conception has served the youth of the south Bronx. The school is located 10 blocks from Yankee Stadium and the student body hails from all over the extended neighborhood. Immaculate Conception School prides itself on providing an inclusive environment that respects and celebrates diversity. There is a full time school psychologist who is employed by the school.

Estimated commute from Teachers College: 35 minutes

Public Transportation: #1 and 2 subways, M60 bus **Other:** VIRTUS training required

6. SCHOOL OF THE BLESSED SACRAMENT (5 Fieldwork students will be assigned)

School Liaison: Ms. Carolyn Sliney, Principal csliney@sblsnyc.org

Address: 147 West 70th Street, NY, NY (212) 724-7561 Website: sblsnyc.org

The School of the Blessed Sacrament is a catholic parish elementary school located on the Upper West Side of Manhattan. It has served students in Pre-K to grade 8 since 1903. The school provides a quality catholic education and celebrates diversity, encourages strong ethical values, and the development of each child's academic potential. Christian leadership, individual responsibility, and service to those in need are essential parts of the school's mission.

Estimated commute from Teachers College: 20 minutes

Public transportation: #1 subway, M11 bus **Other:** VIRTUS training required

7. SCHOOL OF THE TRANSFIGURATION (2 fieldwork students will be assigned)

School Liaisons: Ms. Emily Eng, Principal
eeng@transfigurationschoolnyc.org

Address: 29 Mott St. New York, NY 10013 (212) 431-8769

Website: www.transfigurationschoolnyc.org

The School of the Transfiguration serves approximately 350 students in Pre-Kindergarten to eighth grade. It is located in three buildings, all within walking distance of each other, in the heart of the Chinatown neighborhood of Manhattan. The three buildings include an early childhood building (pre-kindergarten), a lower school (kindergarten to grade 3), and an upper school (grades 4-8). The school is described on its website as "A private, faith based pre-kindergarten through 8th grade school in lower Manhattan welcoming all faiths and all people. Most of the students are English speaking students of Chinese descent. They come from all over the five boroughs of NYC and New Jersey to attend the school. Many of the students have parents who work in the area, or they have extended family living near the school who provide after school child care. The school has a very involved parent body. The curriculum is rigorous. Mandarin is taught after second grade as a second language for all students. The school has an impressive 56% acceptance rate into select NYC public high schools.

Estimated commute from Teachers College: 50 minutes by public transportation

Public transportation: Located near subway lines N, Q, R, W (transfer from the #1 Train), or walk .9 mile from the #1 train.

Other: Virtus Training required

Fingerprinting required

8. ST. CHARLES BORROMEIO SCHOOL (2 fieldwork students will be assigned)

School Liaison: Mr. Dan Faas, Principal dfaas@stcharlesborromeoschool.org

Address: 214 W. 142nd St. NY, NY 10030 (212) 368-6666

website:stcharlesborromeoschoolnyc.org

St. Charles Borromeo School has been educating children in the heart of Harlem for over 100 years. The school serves children from the local neighborhood in pre-kindergarten to eighth grade. Their universal pre-k program surpasses NYC averages in nearly all standards and their elementary and middle school grades prepare graduates to attend top high schools in NYC. The school has a warm, supportive, and academically rigorous environment, where integrity, hard work, humility, and service are core values.

Estimated commute from Teachers College: 30 minutes

Public Transportation: M60/M10, C/B trains, 30 minute walk Other: Virtus training

9. XAVIER HIGH SCHOOL (4 Fieldwork students will be assigned)

School Liaison: Ms. Regina Valinoli, Guidance Counselor

valinotir@xavierhs.org Mr. Michael LiVigni, Headmaster (212) 924-7900

Address: 30 West 16th Street, NY, NY 10011 Website: Xavierhs.org

Xavier High School is an independent, Jesuit, college preparatory high school located in the Chelsea neighborhood of Manhattan. Xavier serves over 1000 young men who hail from all over the five boroughs of NYC, as well as Nassau County, Westchester County, and New Jersey. The student body is 70% Caucasian, 4% Asian, 4% African American, 12% Hispanic, and 10% multi-racial. Xavier's stated mission is to form independent thinkers and leaders who serve their communities. The curriculum is quite rigorous and the standards for personal decorum are high. The graduation rate is 100%, and 99% of the students in the class of 2018 attended four year colleges/universities.

Estimated commute from Teachers College: 30 minutes

Public transportation: #1 or #2 subway

Appendix B: Graduation Checklist for the Ed.M. Program

To graduate and become provisionally certified as a school psychologist, you must have completed:

1. All courses, including practica and internship, successfully (all fieldwork and internship evaluations must be in the student's file).
2. The Praxis exam and submitted your score to the Ed.M. program director (Starting for the class admitted in 2014, students must pass the exam to graduate). *This must be submitted prior to December 15 in the year you intend to graduate. We will not sign your graduation, certification and other graduation and certification related paperwork until the Praxis scores are submitted.*
3. An undergraduate or graduate course in cognitive development, if you do not have an undergraduate degree in psychology. *This must be completed before internship.*
4. The 40 hour research requirement. We must have a letter or email message from your supervisor stating the activities you engaged in and the number of hours you completed. *This must be completed before internship.*
5. The Child Abuse Prevention, School Violence Prevention and the Harassment, Bullying and Discrimination Prevention and Intervention workshops (these are required by the State of NY for provisional certification; the Child Abuse Prevention workshop is part of your curriculum; the others are not). *These must be completed before internship. A copy of each certification must be given to your advisor and placed in your file.*
6. The internship portfolio (submitted to and approved by Dr. Stevens, our internship director). *Your internship portfolio will not be complete by the time we sign your graduation application, since most internships extend through June. However, to obtain our signature for graduation, Dr. Stevens must judge that you have made sufficient progress on the work you have completed by that point in time. Also, Professor Pevery will not sign your NASP program completion forms or other forms/letters until he receives notification from Dr. Stevens that all assignments have been completed satisfactorily. If you were supervised at another university, Professor Pevery must receive notification from your supervisor at that university that all assignments have been completed satisfactorily.*
7. The application for the Ed.M. degree (Registrar's Office).
8. The application for provisional New York certification as a School Psychologist (Office of Teacher Certification).

Site Statement of Internship Competition

School Stationary

School Name

Address

Telephone

Site Statement of Internship Completion

This is to certify that (name of student) _____
successfully completed a (Number of Hours) _____ hour school psychology
internship at (name and address of school).

The internship began on (Date) _____ and was be completed
on (Date) _____.

The site supervisor (Name) _____ provided a
minimum of 2 hours per week of on-site supervision.

The Site Supervisor is a Certified School Psychologist in the State
of _____.

During the course of the internship, the intern behaved in an ethical and professional
way and successfully completed all of the terms of the internship.

Signature of Site Internship Supervisor

Date: _____

Student Acknowledgement of Having Read the Handbook

I have read the Handbook and agree to abide by its contents. (This form must be returned to Professor Peverly at the conclusion of HBSK4025. He will place it in students' files.)

Print Name: _____

Signature: _____

Date: _____