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Purpose of the Handbook

This handbook is intended as an introduction to the Ph.D. 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 goal of our scientist-practitioner program is to develop health service researchers and practitioners who can engage in the practice of science, and integrate science and practice to promote the cognitive, behavioral, and social-emotional growth and development of children, youth and families from diverse linguistic, cultural or racial backgrounds. Specifically, we prepare health service scientist/practitioners who:

1. Conduct research
2. Adhere to the ethical and legal standards of the profession
3. Are knowledgeable about and value individual and cultural diversity
4. Uphold professional values, attitudes and behaviors
5. Have strong communication and interpersonal skills
6. Are skilled in the tools that define the practice of school psychology: assessment, intervention, and consultation
7. Can supervise the development of the aforementioned skills in others

Our training model consists of formal instruction and apprenticeship. Course work provides students with a strong foundation in psychological theory and research as well as its application to (a) the instruction and learning of school related subjects, particularly reading, and (b) the understanding, prevention, and treatment of mental health problems. Practicum 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 the Dean Hope Center (our college clinic), collaborating schools (we provide school psychological services to children and youth in schools that serve children from ethnically and linguistically diverse low and middle income environments), organized externships in public schools, hospitals, and clinics in the New York City area, and internships (most of which are APA accredited). Under the close supervision of faculty, Ph.D. students apprentice in teaching (modules for assessment courses) and supervision of first year students with practicum clients at the Dean Hope Center. Students also take on leadership roles in research labs, admissions, faculty searches, and in mentoring younger Ph.D. students. Faculty research, all of which is cognitively, behaviorally, and/or developmentally oriented, provides yet another vehicle for students to develop and apply their knowledge.
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 pre-doctoral 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 populations. 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:*


**Marla R. Brassard, Ph.D.**  
*Professor of Psychology and Education*  
Professor Brassard’s research focuses on psychological maltreatment of children by parents, teachers, and peers. Her current project, *Improving Parenting and Enhancing Maternal Well being in Mothers of Preschool Children* (a collaboration with Professors Greer, Jahromi, and Dudek and 6 PhD students) looks at parenting and wellbeing across high stress contexts (e.g., parenting a child with ASD, a child who has been maltreated). She has co-authored four books, many articles/chapters, co-wrote the *Guidelines for the Psychosocial Evaluation of Suspected*
Psychological Maltreatment (APSAC, 1995; 2017), and is co-convening a Lilly Foundation supported Global Summit on Psychological Maltreatment in October 2019. She has trained graduate students in individual psychological assessment and diagnosis and family as the context for child development. She is a licensed psychologist and has conducted and/or supervised hundreds of individual psychoeducational evaluations for individuals ages 2 to 50. Among her many publications is a co-authored graduate text, Brassard and Boehm (2007), Preschool Assessment: Perspective and Strategies. Since 1995 she has been a consultant to testing agencies on applicant requests for accommodations on their exams for neurodevelopmental and mental health problems. She is a fellow of the American Psychological Association, 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:


Note: *signifies that the co-author is a PhD student/graduate.

Benjamin 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


Stephen T. Peverly, Ph.D.
Professor of Psychology and Education
Director of Programs in School Psychology

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:


**Dolores Perin, Ph.D.**

*Professor of Psychology and Education*

*Director of the Reading Specialist Program*

*Department Chair*

Dr. Perin's research focuses on reading and writing difficulties among academically-underprepared adolescents and adults. She teaches courses on literacy assessment and intervention. Topics of research conducted by her current and past doctoral students include: relation between literacy skills, native language, and stereotype threat, and literacy difficulties among individuals with behavioral disorders, attention deficit and hyperactivity disorder, and speech and language disorders, as well undiagnosed students who are struggling readers. She is a member of the American Psychological Association, the Association for Psychological Science, the American Educational Research Association, the Society for the Scientific Study of Reading, and several other professional organizations.

**Sample Publications:**


**Lecturers**

**Roseanne Gotterbarn, Ph.D.**

*Field Work Director.* Dr. Gotterbarn is a licensed psychologist and a certified school psychologist with 27 years of professional experience. She specializes in Rational Behavior Therapy and the provision of evidence-based assessments and interventions in the schools.


Helen Stevens, Ph.D.

Internship and Externship Director. Dr. Stevens is a licensed psychologist and certified school psychologist with 25 years of experience in private practice. She specializes in individual and family therapy and psychological assessment, including forensic, psycho-educational, employment, adoption, law enforcement appeals, and disability evaluations. She has over twenty years experience teaching and supervising graduate students in clinical and school psychology.


Adjunct Faculty Associated with the Program Who Sponsor Dissertations

Noelle Leonard, Ph.D.

CDUHR - Associate Director, Transdisciplinary Research Methods Core
NYU Silver School of Social Work - Associate Research Scientist
Adjunct Associate Professor of Psychology and Education
Health and Behavior Studies, School Psychology Program

Sample Publications:


communication in condom negotiation: Insights from late adolescent couples’ subjective ratings of self and partner. *Journal of Adolescent Health, 57*(1), 94-99. PMCID: PMC4478194

**James Sumowski, Ph.D.**  
Adjunct Associate Professor of Psychology and Education  
Health and Behavior Studies, School Psychology Program  
Associate Professor of Neurology and Psychiatry  
Icahn School of Medicine at Mount Sinai  
Clinical Neuropsychologist  
Corinne G. Dickinson Center for Multiple Sclerosis, Mount Sinai Hospital

Dr. Sumowski received his Ph.D. in School Psychology at Teachers College, Columbia University and he acquired specialty training in neuropsychology through coursework, externships, an APA accredited clinical neuropsychology internship, and a clinical research postdoctoral fellowship on cognition in multiple sclerosis (MS). His research utilizes behavioral, neuroimaging, and rehabilitation approaches to advance understanding and treatment of cognitive dysfunction in MS, and he is initiating a separate line of work on cognition in children and adolescents with neurologic conditions. He has more than 40 peer-reviewed journal articles, including several publications in high impact neurology, neuroscience, and neuropsychology journals. He developed the concept of reserve (resilience) against cognitive decline in persons with MS, and he is currently the principal investigator on a National Institutes of Health (NIH) R01 to study risk and protective factors related to cognitive decline. Dr. Sumowski teaches the “Neural Bases of Language and Cognitive Development” course. He is seeking Ph.D. students interested in academic careers involving neuropsychological and cognitive neuroscience research in children and adults with neurologic conditions. Dr. Sumowski’s laboratory within the academic medical center setting at Mount Sinai Hospital provides graduate students with rich training opportunities in neuropsychology and cognitive neuroscience research.

**Sample Publications:**


**Adjunct Faculty**

**Ann E. Boehm Ph.D.**  
(Emeritus) Early childhood assessment including observation and concept development in young children; assessment of deaf/hearing of hearing and blind/visually impaired.

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

**Constance Dekis, PhD.**  
Individual and group CBT and DBT; anxiety, OCD, PTSD, and related disorders; adolescents and young adults; mindfulness; school counseling.

**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.**  
Processes in group counseling.

**Leah McGuire, Ph.D.**  
Pediatric neuropsychology; differential diagnosis; evidence-based interventions and supports; posttraumatic stress disorder.

**Kelly Sichel Mulé, Ph.D.**  
Adolescent mating strategies; treatment of maltreated and substance abusing youth; consultation.

**Erin Rivelis, Ph.D.**  
Psychological assessment and therapy with maltreated youth and juvenile delinquents.

**James Sumowski, Ph.D.**  
Neuropsychology and neuropsychological assessment.

**Program Secretary**  
Maeve O’Grady  (212-678-3942)
Ph.D. Program in School Psychology
(Official Title: School Psychology; Program Code—SPSD¹)

General Description
The doctoral program (Ph.D.) is fully accredited by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Attainment of the doctoral degree prepares students for certification as a school psychologist (at the state level and nationally with the N.C.S.P.), and licensure as a psychologist.

If you have questions regarding the program contact the Director of Clinical Training

Stephen Peverly, Ph.D.
TC Box 120
Teachers College, Columbia University
525 West 120th Street
New York, NY 10027
212-678-3084 (or 3942)
stp4@tc.columbia.edu

If you have questions regarding the accreditation of the program by the American Psychological Association (APA) contact:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, N.E.
Washington, DC 20002-4242
202-336-5979
http://apa.org

If you have questions regarding the accreditation of the program by the National Association of School Psychologists (NASP) contact:

National Association of School Psychologists
4340 East West Highway
Suite 402
Bethesda, MD 20814
301-657-4155
http://www.nasponline.org

¹ In addition to the Ph.D., the Program in School Psychology also has a New York State Department of Education registered Ed.D. option. However, that degree is not accredited by the American Psychological Association (APA) and the program has not accepted applications or admitted students to the Ed.D. program in many years.
Overview of Curriculum
The curriculum consists of a minimum of 90 semester credits that can be completed in five years if students attend full time and start their research early in the program. Most coursework can be completed in 3 years. The remaining two or three years consist of the completion of the dissertation, externship(s), and internship. Students have practicum/externships in most, if not all, semesters prior to internship (see the description of the field experience component of our program below). See Appendix A for the suggested sequence of courses by year and semester.

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. To be eligible for admission to the Ph.D. program, the Graduate School of Arts and Sciences (GSAS) requires students to have a minimum of 90 undergraduate credits in the Arts and Sciences (a conferred BA or BS degree meets this requirement).

Field Experiences
There are 3 or 4 years of pre-internship experiences:

- Year 1: an average of 1 day per week in assessment practicum in both semesters for 300 hours (these take place in the Dean Hope Center for Educational and Psychological Services at Teachers College).
- Year 2: Two days per week of fieldwork (practicum) in both semesters (in one of the schools associated with our program). Fieldwork is a minimum of 600 hours over the academic year. See Appendix B for a description of our fieldwork sites.
- Year 3/4: Pre-doctoral externships; please read the following carefully.
  1. Students who want a school-based internship are required to complete one externship—two days per week over an academic year in a non-school setting (typically a hospital or community clinic) working with children and/or adolescents. Students who want an APA accredited internship that is not in a school setting, must complete two externships, over 2 years (years 3 and 4): one in a hospital/community clinic and one in a school (a school as defined by NASP meaning that it has both regular and special education).
  2. Students choose between the five- and six-year plan for completion of the program. If the student chooses the 5-year plan, s/he will have a generalist externship (one that provides experience in assessment and therapy), followed by a school-based externship, then internship. The six-year plan is for those who want to specialize. In this plan, the student does a third externship in the specialty area (e.g., early childhood; neuropsychology). In either scenario, students must do a generalist externship first.
  3. Externships in the 3rd and 4th years of the program must be a minimum of 600 hours over an academic year but cannot exceed 16 hours a week in the 3rd year. Students completing a third externship in their 5th year may do up to 20 hours if their advisor approves (this is contingent on the progress made on the dissertation). Our rationale is that students who work more hours have noticeably diminished intellectual energy to put into research, courses, and their graduate assistantships. It is our belief, which is shared by other faculty in NYC and around the country, that more than 16 hours constitutes exploitation of free student labor.
4. Students should register for HBSK5271 each semester that they are on externship. All students must take externship for two credits per semester in the first year and receive supervision at the College as well as at the externship site. Students who complete a second or third externship must register for HBSK5271 each semester for 0 credits. They do not need to receive supervision at the College but must receive it at the externship site. In all cases, students must receive supervision by licensed psychologists with a doctorate. Supervisor licensure status can be easily checked on each state’s website.

5. Any student who completes 2 externships (one in a school) prior to their doctoral internship will be eligible for provisional certification as a school psychologist in New York State. In the spring semester of the second externship, the student should file applications for the Ed.M. in School Psychology and MA in Educational Psychology: Schooling degrees (Registrar’s Office). The student may also apply for provisional certification as a school psychologist (Office of Teacher Certification). The former must be completed very early in the semester and the other must be completed in late March or early April. See the Teachers College catalog for deadlines. They must also take and pass the Praxis exam and create a portfolio to be reviewed by the Internship Director (see the Internship Manual).

6. Virtually all of our students enter the APPIC match seeking APA-Accredited internships. For students seeking a school-based internship adhering to the Council of Directors of School Psychology Programs (CDSPP) 2017 Guidelines, see our internship manual, in a separate publication, for further information. All doctoral students must have an internship eligibility form completed online by the Director of the Ph.D. Program as part of the internship application process if they are applying for APA accredited internships.

- Students are required to abide by the calendar of the school or other agency 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 to meet this requirement, 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.

Advanced Requirements

The program is planned in a sequence so that students are exposed to theory, research, and practice throughout their training and meet the necessary requirements for doctoral study laid out by the American Psychological Association, the National Association of School Psychologists, and New York State. In addition to courses, specific program requirements include:

- All students must be continuously registered. If a student needs to leave the program temporarily for health or personal reasons, the student must file a leave of absence (personal or medical) through the Registrar’s office. Failure to do so can put the student’s status with the College and with their federal loans in jeopardy.

- Continuous registration requirements after the completion of credit bearing courses: Ph.D. students must register each Fall and Spring term for a doctoral dissertation advisement course (8900), following enrollment in Dissertation Seminar (HBSK7503; can be taken for 2 terms only), or the approval of the dissertation proposal, whichever comes first. The requirement of continuous registration stays in effect until all degree requirements are completed (consult with your advisor for exceptions);
Pass the psychology research methods exam. This should be taken in the Fall semester of the third year of the program and must be completed by the Fall semester of the year in which the student is applying for internship (it is not given during the summer);

Present a conceptual review of the research literature of publishable quality in the area of the dissertation. This review should be completed during the third year of the program and must be submitted, and approved by the dissertation sponsor and second reader, as a prerequisite to applying for internship;

Once the research methods examination and the theoretical and empirical papers have been completed, and all credit-bearing courses have been completed (internship is not credit-bearing), students are eligible for Doctoral Certification and the Masters of Philosophy degree (M.Phil.) from GSAS (the Graduate School of Arts and Sciences). Students are responsible for accessing and completing the application online (Office of Doctoral Studies website) once they have completed the aforementioned requirements. The form must be signed by the Department Chair;

Prepare a Program Plan. It must be submitted subsequent to the 1st year of graduate study (see “The Requirements for the Degree of Doctor of Philosophy” from the Office of Doctoral Studies for more information). The form must be submitted online (Office of Doctoral Studies website). Consult your advisor on how to fill out the form;

For students entering from a bachelor’s degree program, the internship cannot begin until the fourth year of the program. In order to begin the internship, students need to have an approved dissertation proposal (this assumes that the theoretical and empirical papers have been completed) and must have passed the research methods examination. The director of the Ph.D. program will complete the online internship application for students only if they have completed the research methods exam, the theoretical paper, and their empirical paper. 

Students applying to APA-accredited internships must have completed these requirements by the beginning of November (internship applications are typically due by mid-November). Students applying to non-APA-accredited internships must have their theoretical and empirical papers completed by April 15 or before they accept an internship offer, whichever comes first. Note: Even though the director of the Ph.D. program will complete internship applications online before the proposal hearing is completed, it does not absolve students of the responsibility of having their proposal hearing by the end of the spring term before internship. Students must have an approved proposal prior to the internship. Having an approved proposal enhances students’ competitiveness in the APPIC match. Some internship sites will not accept applications from students unless they have an approved proposal. When students apply for internship they are asked to report a GPA for their work at Teacher College. Teachers College does not report a GPA. Students should use the Columbia College online grade calculator (www.college.columbia.edu/academics/gpacalculator) to calculate their GPA.

Dissertation proposal hearing. When the student and dissertation advisor have agreed on a proposal for dissertation research, a proposal hearing will be scheduled. The members of the reviewing group will include the student’s dissertation committee (his or her dissertation advisor, plus one other faculty member) and one additional faculty representative of the psychology faculty (psychology faculty are represented across departments at Teachers
College. Students must be enrolled in Dissertation Seminar (HBSK 7503) during the semester in which they plan to have their dissertation proposal approved (prior to this, in every semester, every student must be enrolled in his/her advisor’s research practicum, HBSK 6570-9). The dissertation seminar can be taken for a second semester if approval does not occur during the first semester. HBSK 7503 can be taken for two semesters only. Students must register for HBSK8900 in all subsequent semesters, even if the proposal hearing has not taken place, with the exception of the semester in which a student plans to defend his/her dissertation. In that semester, students must sign up for TI8900.

Advanced Seminar. When the student has completed the collection of data and written the Results chapter of their dissertation, with their advisor's approval, the student will request that an Advanced Seminar be scheduled (a 90-minute meeting). The purpose of the Advanced Seminar is for the committee to review data and the analyses so that problems can be resolved and additional data collected, and analyses conducted, if necessary, before the Dissertation Defense; and

Dissertation Defense. Ph.D. students must be enrolled in TI 8900 in the semester in which they plan to defend their dissertation (a 2 hour meeting). See the Teachers College catalog for the current fee for TI 8900. For all other requirements, see the Ph.D. requirements bulletin, which is available at the Office of Doctoral Studies (3rd floor of Thorndike). Be sure to read and follow the procedures carefully.

Internship Guidelines
The internship manual describes procedures and requirements for students applying to non-APA-accredited sites. Regardless of setting, Ph.D. students must be supervised by a licensed doctoral level psychologist employed by the school or agency in which the internship takes place. All Ph.D. interns must be paid. Once an internship offer has been accepted it cannot be withdrawn unless the student is seriously ill and unable to perform his/her duties or is in a situation of similar magnitude. The faculty will remove students from the program if they violate this rule.

Student Admissions, Outcomes, and Other Data

(See Appendix C for APA Tables on time to completion, program costs, internship placement, attrition and licensure percentage.)

Time to Completion
The Ph.D. program can be completed in 5.2 years (enter in September of Year 1, graduate in October of Year 5 as internships end on either June 30 or August 31 and the next graduation date is early October) if students begin a program of research early in the program and complete the doctoral certification requirements (research methods examination, theoretical and empirical paper) by the 4th year of the program. Typically, most coursework (including practica, fieldwork, and externship) is completed by the end of the third year if the student completes the one required externship. However, for many years, all students have completed two externships to make themselves more competitive in the APPIC match (one in a clinical setting, one in a public school), extending externship into the 4th year. Some students have chosen to do a third externship if they are specializing in early childhood, intellectual disabilities/autism or child
neuropsychology. The third externship increases competitiveness in the internship match and postdoctoral competition. The 4th and 5th (or 6th) years are devoted to dissertation and internship.

Employment of Graduates

Upon graduation virtually all students obtain a postdoctoral fellowship or work in a school, medical center or residential treatment facility where they can be supervised for licensure. After the first postdoctoral year, graduates are employed as psychologists in a variety of settings. Over the 10-year period from ’09-'10 to ’18-'19, we have had 44 graduates. Most are working as psychologists in hospitals/residential treatment centers (n = 18, 42%) and schools both public and independent (n = 13, 30%), than in any other setting. The others work in private group practices (n = 9, 21%), university faculty (n =2, 4%) or stay at home parent (n = 1, 2%).

Attrition

Since 2009-2010 we have had 4 students leave the program for reasons other than graduation (see Table below). One student left after the first semester to pursue an alternative career and the other three left after the first year because of academic difficulties or the desire to pursue another area of psychology.

Internships

As can be seen in the table in Appendix C, from 2009-2010 to 2018-2019, all 40 students who applied for internship received paid internships. Of these, 34 applied for and matched to an APA-Accredited internship (85%). The other 6 (15 %) obtained school-based internships or medical center internships that followed the Council of Directors of School Psychology Programs Internship Guidelines. The APA sites in which our students obtained two or more internships are: St Luke’s/Roosevelt Medical Center (6 students), Andrus Children’s Center (4 students), Queens Children’s Psychiatric Center (2 students), Illinois School Psychology Internship Consortium (2 students), University of North Carolina – Chapel Hill Medical center (2 students), Harvard Medical (2), Jewish Child Care Association (2 students). A number of other sites have matched with one of our students over the last 10 years: Astor Services for Children and Families, Stanford Children’s Hospital, Trinitas Regional Medical Center, Lincoln Medical and Mental Health Center, Franciscan Hospital for Children, Westchester Jewish Community Services, University of Southern California Children’s Hospital, Harvard/Boston Children’s Hospital, South Shore Mental Health Inc., Oakland Children’s Services, Rutgers University Behavioral Healthcare-Therapeutic Day School, the HELP Group, Devereaux Schools, Lewisville Independent School District, and Mercy First.

Licensure Outcomes

Our program has a high rate of licensure for a school psychology program, 89% (see Appendix C). Doctoral School psychologists have a lower rate of licensure than clinical and counseling psychologists because a psychology license isn’t required to work in a school, only certification as a school psychologist.

Program Costs
Program costs are briefly described in Appendix C and later in the document under “Tuition, Fees, and Financial Assistance.” PhD students entering from their first year are typically guaranteed at least half of tuition for 3 years.

**State and National Certification, Licensure, and the Bilingual Extension**

**Ed.M. Degree & School Psychology Certification**
The doctoral program does not have an en-route Ed.M. It is possible, however, to obtain an Ed.M. once both externships (one of which must be school-based) have been completed or a school-based internship has been completed, whichever applies. If a student does a school-based internship and completes only one externship (in a non-school site), he or she is not eligible for the Ed.M. until internship is completed. Once the requirements for the Ed.M. have been completed, and an application for the degree has been submitted, students can also apply for provisional certification as a school psychologist in NY State (talk with your advisor about procedures for the latter). All students in the doctoral program, who wish to apply for the Ed.M. degree and certification, are required to: (a) compile a portfolio of work they have completed in the course of their training and (b) complete the Praxis. Regarding the former, the internship coordinator will provide a detailed list of necessary documents for the portfolio and will aid students in assembling their portfolios during their final year of study. The portfolio must be completed prior to obtaining provisional certification as a school psychologist or graduation, whichever comes first. Regarding the latter, Praxis scores must be received by the Ed.M. Program Director prior to the deadline for a completed application for the Ed.M. degree. We do not recommend that doctoral students apply for certification in New York unless they plan to work immediately as a school psychologist. This is because NY certification is provisional until an individual has completed two years as a school psychologist within a five-year period. This five-year period can only be extended once. Instead, we recommend that you apply for certification in New Jersey or some other state so that you are a permanently certified school psychologist even if you are not currently working in a school.

**Bilingual Extension**
The Ed.M. Program in School Psychology is approved by the State of New York to offer the Bilingual extension (see [http://www.nystce.nesinc.com/PageView.aspx?f=GEN_Tests.html](http://www.nystce.nesinc.com/PageView.aspx?f=GEN_Tests.html) for more information). The Ed.M., including the bilingual extension, can be earned by Ph.D. students as they move through the Ph.D. program. See School Psychology Certification Exam section on p. 25 above.

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.
2. Take 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 Professor Peverly for information regarding the internship).

**National Certification as a School Psychologist (NCSP)**

Students are eligible for the NCSP after they have completed their Ed.M. or internship, whichever comes first, 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.

Effective January 1, 2016, individuals applying for the NCSP credential as a graduate of a NASP-
Accredited program must submit their application within 10 years of completing the program. Previously, those completing NASP-accredited programs could apply through that process regardless of when they completed the program. More information on the logistics and rationale of this revision can be found at www.nasponline.org.

Foreign Students: Certification and Licensure
Foreign students should be aware that they can apply for provisional certification as a school psychologist in New York State upon completion of the Doctoral Program, 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.

Practicing in Other States
Students are often interested in practicing in other states after they finish the program. Information on the 50 states’ psychology associations, psychology laws, and psychology regulations can be viewed at http://www.uky.edu/Education/EDP/psyinfo2.html. It is recommended that students apply for NY State Licensure and school psychology certification before applying for licensure and certification in another state.

Applications: Information and Procedures on Student Selection

♦ 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 ability to produce highly competent graduate work, as shown by GRE scores, undergraduate transcripts, a sample research paper, a personal statement, letters of recommendation, and an in-person interview are required.

♦ The recommended minimum GRE score for Ph.D. applicants using the old GRE scale is 1200 (Verbal and Quantitative combined). Both the Verbal and Quantitative scores should be 500 or above and the Writing score 4.0 or above. The recommended minimum GRE score using the new scale for Ph.D. applicants is 310 (Verbal and Quantitative combined). Both the Verbal and Quantitative scores should be 145 or above and the Writing score 4.5 or above.

♦ The recommended minimum GPA for Ph.D. students is 3.25.

♦ Applicants should have the ability to work cooperatively with other students and faculty.

♦ Applicants must demonstrate the willingness to work with ethnically, racially, and linguistically diverse children and families

♦ It is important that applicants have the energy, flexibility, and organization to handle a heavy work load with diverse demands.
♦ Applicants should be willing and able to move through the program in a timely manner.

♦ Doctoral students are expected to demonstrate leadership in class discussions, as well as in instructional, supervisory, and research roles is important.

♦ Applicants must be willing 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. Doctoral students are admitted for the Fall semester only.

♦ 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 Ph.D. program in Applied Educational Psychology: School Psychology. The application will not be reviewed until all supporting documents have been submitted.

♦ Completed Application: The application form and all required credentials must be submitted by December 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.

Personal Statement: You must indicate why you want to be a school psychologist, why you want to come to Teachers College and which faculty members you are interested in having as a research mentor.

♦ 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 uploaded to the application website.

♦ Research Paper: Send with your application a copy of a recent paper you have written that is 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 an on-campus a face-to-face interview. One or more members of the faculty and one doctoral student typically interview doctoral applicants. Following the interviews, admission decisions are made 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 (stp4@tc.columbia.edu). Telephone or electronic interviews are not conducted.

♦ Transfer Students. As our program has a strong apprenticeship component that trains PhD students in the teaching and supervision of junior students in first year courses and practica, 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, Fees and Financial Assistance**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Teachers College Tuition, Per Point (Credit)</td>
<td>$1,700</td>
</tr>
<tr>
<td>Teachers College Fee, Per Term</td>
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</tr>
<tr>
<td>Teachers College Research Fee</td>
<td>$468</td>
</tr>
<tr>
<td>Columbia Health Fee - (Fall/Spring if enrolled for 12 or more points)</td>
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</tr>
<tr>
<td>Tuition deposit (non-refundable but applicable against tuition assessment)</td>
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<tr>
<td>Doctoral Dissertation Advisement fee</td>
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</tr>
<tr>
<td>Late registration fee</td>
<td>$100</td>
</tr>
<tr>
<td>Late payment fee (flat fee)</td>
<td>$50</td>
</tr>
<tr>
<td>Late payment (monthly fee)</td>
<td>1- 1/3% (16% annually)</td>
</tr>
<tr>
<td>Deferred payment plan fee</td>
<td>$50</td>
</tr>
</tbody>
</table>

Credit Load and Financial Assistance: Doctoral students take a minimum of 90 credits. Students should assume that they will take 24-30 points each academic year (September-May) in their first two years and 6-9 points during the first summer. Fewer courses are taken in the 3rd and 4th years (7 to 22 credits per year). There are a number of financial aid resources to assist with educational costs. You will need to consult with the program faculty and the Student Aid Office to obtain information regarding these resources. The current sources of financial aid are:

♦ Teachers College minority group, foreign student, and general scholarships;

♦ Graduate assistantships in the 2nd to 3rd years, wherein students receive approximately $3000 and 3 credits each semester while being trained in clinical supervision and teaching – these are part of the financial package for the 2nd and 3rd year and are often available in the 4th year;

♦ The Miller Scholarship and the Brenner Family Endowed Scholarship provide student support of approximately $4,000 and $2,000 respectively, per year, to a student in the program;
♦ Grant support;
♦ Work Study;
♦ Students are eligible for a Student-Grant-in-Aid toward the end of their doctoral program. Awards are need based and are available for a maximum of 2 semesters and on a first come first serve basis. These awards should be used when students are enrolled in HBSK 8900 and TI 8900. See your advisor for details.
♦ There are several competitive research and other grants available from the College. See http://www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/fellowships-and-grants/.

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 typically meets on a bi-weekly basis to discuss policies, issues, and student progress. Two student representatives, chosen by the student committee, attend the first part of the meeting; only faculty are present for discussions of student progress. Student input is important. The student committee conducts an anonymous bi-annual survey of student satisfaction in the first two years of the program and shares a summary of the findings with the faculty. All 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 research advisors early in their first semester. Your research advisor is also your program advisor unless your research advisor is not a member of the School Psychology faculty. In that case, one of the school psychology faculty will be assigned as your advisor. 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.

Student Committee
An elected student 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 of students using a series of gateway assessments (see Figure 1 below). First, students are admitted after a careful evaluation of the academic (grades, major, GRE scores, writing sample) and dispositional preparedness (letters of recommendations, personal statement, interview). Second, after the first semester in the program (or earlier if concerns arise) the Director of Clinical Training (DCT), confers with Professor Brassard who teaches who teaches HBSK Individual Psychological Testing I in the first semester
Dr. Stevens who teaches HBSK 5378 Practicum in Psychoeducational Assessment of School Subject Difficulties (taught in the first semester when students see their first client in pairs under close supervision in the Dean Hope Center) about the student’s readiness for the second semester practicum, HBSK 6380 Practicum in Psychoeducational Assessment with Culturally Diverse Students. In this second practicum each student has his or her own client under close supervision. If there are concerns about the student’s ability to accurately administer and interpret tests or interact professionally with a client, there are three possible courses of action: (a) the student will receive feedback about what needs to be improved, and given remedial goals to be performed over the winter break, if the problem is seen as easily addressed with extra practice and feedback; (b) the student will be placed on probation, if the difficulties are perceived to be more intractable, and not be allowed to take practicum in the second semester (this will add an extra year to the student’s program). The student will be required to retake the problematic first semester courses in the next year, and demonstrate competence before s/he is allowed to continue in practicum or (c) if the concerns are quite serious, the student will be counseled out of the program. If concerns are raised, the DCT sends inquiries to each of the student’s other instructors to see how he or she is performing and then reports the findings to the faculty at one of the regularly scheduled faculty meetings. A decision is made as to who will meet with the student to provide feedback and inquire about perceived barriers to success in any of the courses. Two faculty members meet with the student and notes of the meetings are taken. A written letter stating the concerns raised and what was discussed at the meeting is then sent to the student for feedback. The student has an opportunity to respond to the letter. The letter and student response are sent to the faculty and a decision about how to proceed is discussed and decided on at one of the regularly scheduled faculty meetings, which is communicated to the student verbally and in writing. Once the efficacy of the remediation is determined, and a decision is made by the faculty about the student’s standing in the program, that information is communicated to the student verbally and in writing.

The third gateway assessment occurs at the end of the first year during the annual review of students when all of the core faculty and the other adjunct faculty teaching first and second year students in the program meet to evaluate student progress and make suggestions for improving the program. Assessment of student progress at that meeting is based on the first year transcript, feedback from course instructors, the research mentor, and the practicum supervisors. A decision is made as to the readiness of each doctoral student for second year Practicum (HBSK 5280 Fieldwork in School Psychological Services).

The fourth gateway assessment, readiness for internship, is a multiyear process that begins at the end of the second year when students are evaluated on their clinical readiness for Externship as part of their summative evaluation for Practicum (Fieldwork) in School Psychological Services. Annual reviews at the end of the 3rd, 4th, 5th (and if necessary 6th) years assess ongoing progress in research requirements, course work, quality of teaching and supervision as a graduate assistant (GA), and externship evaluations, all of which play a role in faculty approval for internship. The Doctoral Student Annual Evaluation form in Appendix D is used to summarize students’ progress according to the goals of the program. If a remedial plan is needed, the narrative section of the evaluation for that year will elucidate the concerns and how the plan will address those concerns. 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 been made, the student will be informed, and a note to that effect will be placed in the student’s file. If sufficient progress has not been made, the student will be placed on academic probation for the period of 1-2
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.

### Figure 1: Gateway Assessments in School Psychology Ph.D. Program

<table>
<thead>
<tr>
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<th>Undergraduate/Graduate Transcripts</th>
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<tr>
<td></td>
<td>GRE Scores</td>
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<td>Letters of Recommendation</td>
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<td>Writing Sample</td>
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<td>Interview</td>
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<td>Personal Statement</td>
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<tr>
<th>Readiness to See Own Client</th>
<th>HBSK 5378 Evaluation</th>
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<tbody>
<tr>
<td></td>
<td>Liability Insurance</td>
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<td></td>
<td>Membership in a Professional Organization</td>
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<td>Mid-Year Evaluation</td>
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</tbody>
</table>

| Readiness for Practicum      | End of Year 1: Readiness for Practicum (Fieldwork) Evaluation |

<table>
<thead>
<tr>
<th>Readiness for Internship</th>
<th>End of Year 2: Practicum (Fieldwork) Summative Evaluation</th>
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<tbody>
<tr>
<td></td>
<td>End of Year 3, 4, and 5: Annual Evaluation</td>
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<tr>
<td></td>
<td>Transcript Review</td>
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<tr>
<td></td>
<td>Quality of Teaching and Supervision</td>
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<tr>
<td></td>
<td>Externship Evaluations</td>
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<td></td>
<td>Research Progress</td>
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**End of Year 4-Beginning of Year 5: Research Competence Evaluation**

<table>
<thead>
<tr>
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<th>Research Methods Exam</th>
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<tr>
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<td>Theoretical Paper</td>
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<td></td>
<td>Empirical Paper</td>
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<td></td>
<td>Readiness for Internship Checklist</td>
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</tbody>
</table>

**End of Year 5: Dissertation Proposal Defense**

<table>
<thead>
<tr>
<th>Readiness for Practice</th>
<th>Internship Completion</th>
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<tbody>
<tr>
<td></td>
<td>Advanced Seminar</td>
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<td></td>
<td>Dissertation Defense</td>
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</table>
Student Grievances and Due Process
See the section entitled College Policies later in this document.

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

♦ Maintain a grade point average and receive the grade of B+ or better in courses taken to fulfill basic psychology requirements which are HBSK5096, HBSK5070, ORLJ5540, HUDK6520, CCPX6020, as well as, HBSK5050, HBSK5378, HBSK5320-21, HBSK5280, HBSK6380, HBSK6382 and HBSK657 .. If a student does not get a B+ or greater, the student 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 grade of 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 may 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 (judged on average as adequate or exceeds expectations by the research mentor on the Doctoral Student Annual Evaluation form in section 7);

♦ 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, externship, and internship placements (ratings of adequate or meets expectations) on all rated items in the spring evaluation); An overall rating of 3 and a rating of 3 in each domain of the rating form is required;

♦ Meet the appropriate advanced requirements successfully as outlined in the section that begins on pp. 14-16;

♦ Become a student member of APA, and/or the 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 program faculty is usually more than happy to write letters of reference for students who request them. However, members of the faculty of the School Psychology program view 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 Ph.D. students who wish to receive the Ed.M. in School Psychology are required to pass the National Association of School Psychologists (NASP) Praxis exam, and report the overall score and the domain scores to the Ed.M. program director, prior to graduation (send the scores to the Ed.M. Program director directly; do not send them to Teachers College). The Praxis exam should be taken in the Fall semester of their school-based externship or internship, whichever applies. The electronic scores must be submitted to Professor Peverly by December 15. He will not sign off on certification and graduation forms until he has received the score report (domain and total scores).

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.

Dress Code
When working with clients in the Dean Hope Center, in schools, or in clinic settings students must dress professionally. Depending on the setting this can vary from business casual (nice slacks/skirt, dress shirt/blouse) to business wear (suit, dress) but never includes jeans, flipflops, or shorts. Students must also avoid wearing clothing that is too tight or revealing (e.g., of legs, cleavage, thongs) or in any way appears “sexy”.

Other Program Information
Students in the Program
At the beginning of the 2018-2019 academic year there were 16 students in the Ph.D. program. The demographics are; female (n = 14; 87.5 %), male (n = 2, 12.5 %), white (n = 10; 62.5 %), and minority (n = 6; 37.5 %). None are from a foreign country. All students are full-time. The averages for critical admission variables are for these students are: GPA (3.73); and GRE-W (4.75), GRE-V (159.5) and GRE-Q (156). Those who submitted old scale scores were: GRE-V (606.7), old-scale GRE-Q (653.3). For the 2019-2020 academic year we received 67 applications. Six were admitted five accepted.
Certification in School Violence, Child Abuse Prevention 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 can become certified as a school psychologist in New York State. The Child Abuse training is completed in the fall of the 2nd year as part of Fieldwork. The other trainings are not offered through the Program. You can take them at other colleges in the local area (e.g., Bank Street), or on-line (e.g., www.childabuseworkshop.com).

Transfer of Credit
According to Teachers College regulations, students 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 content corresponds, a member of our faculty may authorize a transfer of credit.

Breadth Requirement
To meet the College’s breadth requirement, students must take 6 credits of non-HBSK Teachers College courses. The requirement is met by following the program curriculum.

Out-of-State non-APA Internships
Students who wish to complete school-based, non-APA internships outside of the State of New York must check the internship requirements in the state(s) to which they wish to move and follow the procedures in the Internship Handbook.

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, Counseling Psychology, 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) 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 test 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, who is a licensed psychologist and NYS certified school
psychologist. 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.

*Office of Access and Services for Students with Disabilities (301 ZankelThorndike Hall).* Provides resources and arranges for accommodations for students with disabilities. 212-678-3689.

*Office of the Vice President for Diversity and Community Affairs.* The Office for Diversity and Community Affairs leads the President's and College's initiatives concerning community, diversity, civility, equity, and anti-discrimination. 212-678-3391, 128 Zankel.

*College Ombuds.* A confidential resource for discussing problems, problem solving, mediation, etc. 212-678-4169; ombuds@tc.columbia.edu.

*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 Zankel 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 $300 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. **Confidential information should not be placed in these mailboxes.** All first year students and supervising 2nd and 3rd year PhD students have mailboxes in the Dean Hope Center as well. **Confidential information may be placed in these mailboxes as they are in an inner area of the Center that is continuously supervised by staff.**
Suggestions for Being Successful in the Program


2. 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."

3. Read and abide by the Student Code of Conduct (http://www.tc.columbia.edu/policylibrary/student-conduct-code/)

4. Be respectful of everyone. This includes fellow students. Our program has strong practice and theoretical components. Students must feel psychologically safe in order to fully participate through the sharing of ideas and by role playing skills.

5. 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.

6. Complete all work related to clients in a timely manner.

7. Dress professionally when meeting with clients or when you are on fieldwork and internship.

8. Begin your research early.

9. Notify the Ph.D. 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.

10. 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.

11. Stay on top of the milestones you need to meet to graduate (Appendix E)

12. Become very familiar with the contents of this Handbook (Appendix F)

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 Ombuds, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis or the director of the Office of Community and Diversity who is also the College’s Title IX coordinator.

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 Vice-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.

Incompletes (IN)

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including
repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

Columbia University Network ID (UNI)

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free Columbia email account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student’s Columbia email account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their Columbia account to an email address which they will monitor.

Religious Observance

It is the policy of Teachers College to respect its members’ observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.
Appendix A: Doctoral Curriculum

All courses are required unless otherwise stated
(Semesters in parentheses represent other times courses are offered)

School psychology doctoral students must (a) have the knowledge and skills necessary to function effectively in schools, universities and hospitals, and (b) meet the requirements of a broad basic education in advanced general psychology. The school psychology doctoral curriculum is designed to enable students to accomplish both “a” and “b”.

The general psychology requirement, approved by the psychology program directors’ committee at Teachers College, is represented in seven categories: cognitive-affective basis of behavior, individual differences, psychometrics, history and systems, social bases of behavior, biological basis of behavior, research design, methodology, and statistics. The complete list of approved general psychology courses follows the doctoral curriculum. Students need to achieve the grade of B+ in 4 of the 7 courses. A grade of B- or less in any of the 7 courses is not acceptable and the course must be retaken.

Suggested Sequence of Courses by Year and Semester
(Semesters in parentheses represent other times courses are offered)

First Year

Fall
HBSK4025(3) Professional and Ethical Functions of School Psychologists
HBSK5320(3) Individual Psychological Testing I*
HBSK5378(3) Practicum in Psychoeducational Assessment of School Subject Difficulties*
HBSE 4015(3) Applied Behavior Analysis I
HBSK4074(3) Development of Reading Comprehension
HBSK657_(0) Research Practicum

Spring
HBSK5321(3) Individual Psychological Testing II*
HBSK4073(3) Childhood Disorders*
HUDM4122(3) Probability and Statistical Inference (most semesters)
HBSK6380(3) Practicum in Psychoeducational Assessment with Culturally Diverse Students
HBSK5050(3) Therapeutic Interventions for School Psychologists
HBSK657_(0) Research Practicum

Summer
HUDM5122(3) Applied Regression Analysis (most semesters)
ORL5362(3) Group Dynamics: A Systems Perspective (most semesters)

Second Year

Fall
HBSK5070(3) Neural Bases of Language and Cognitive Development
ORLJ5040(3) Research Methods in Social Psychology
HBSK5280(2) Fieldwork in School Psychological Services
HBSK6584(3) Seminar: School Psychology Consultation
HBSK6382(3)  Advanced Practicum in Psychoeducational Interventions in Schools
HBSK657_(0)  Research Practicum

Spring
HBSK6383(3)  Neuropsychological Assessment of Children and Adults*
HBSK657_(0)  Research Practicum
HUDM5123(3)  Linear Models and Experimental Design
HBSK5280(2)  Fieldwork in School Psychological Services
HBSK6362(3)  Group Work with Children and Adolescents
HBSK 4030(3)  Multicultural Issues in School Psychology

Summer
HUDM5059(3)  Psychological Measurement

Third Year

Fall
HBSK5271(2)  Supervised Externship in Psychoeducational Practice (Section 1)
HBSK657_(0)  Research Practicum
HBSK5031(3)  Family as the Context for Child Development
HUDK6520(3)  Seminar in Lifespan Developmental Psychology (offered every other year)

Spring
HBSK5096  Psychology of Memory: Cognitive and Affective Bases
HBSK5271(2)  Supervised Externship in Psychoeducational Practice (Section 1)
HBSK5273(1)  Supervised Experience in Supervision
HBSK657_(0)  Research Practicum

Summer
CCPX6020(3)  History and Systems of Psychology

Fourth Year

Fall
HBSK7503(1)  Dissertation Seminar**
HBSK5271(0)  Supervised Externship in Psychoeducational Practice (Section 2)

Spring
ORLJ5540 (3)  Proseminar in Social Psychology
HBSK5271(0)  Supervised Externship in Psychoeducational Practice (Section 2)
HBSK8902(0)  Dissertation Advisement

Fifth Year
HBSK6480(2)  School Psychology Internship
HBSK8902(0)  Dissertation Advisement***
*Includes a lab that is not part of the scheduled time for the course. Lab times are usually decided on a group by group basis once lab supervisors are assigned (HBSK 5321 is an exception with a scheduled lab).

**If the student has a proposal hearing after one semester of HBSK7503, s/he must enroll in HBSK8900. HBSK7503 cannot be taken more than twice.

***In the semester in which you plan to defend your dissertation, sign up for TI8900 and not HBSK8902.
Appendix B: Practicum (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 a 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:** Mr. Matthew Bull, Principal  mbull@ccschool.nyc.org

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@sblsny.org

Address: 147 West 70th Street, NY, NY   (212) 724-7561   Website: sblsny.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 BORROMEO 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 required

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

Please see the course description for HBSK 5280 for a description of fieldwork requirements.
Appendix C

Student Admissions, Outcomes, and Other Data
### Time to Completion for all students entering the program

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Year in which Degrees were Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students with doctoral degree conferred on transcript</td>
<td>4</td>
</tr>
<tr>
<td>Mean number of years to complete the program</td>
<td>5.6</td>
</tr>
<tr>
<td>Median number of years to complete the program</td>
<td>5.2</td>
</tr>
<tr>
<td>Time to Degree Ranges</td>
<td>N</td>
</tr>
<tr>
<td>Students in less than 5 years</td>
<td>0</td>
</tr>
<tr>
<td>Students in 5 years</td>
<td>3</td>
</tr>
<tr>
<td>Students in 6 years</td>
<td>0</td>
</tr>
<tr>
<td>Students in 7 years</td>
<td>1</td>
</tr>
<tr>
<td>Students in more than 7 years</td>
<td>0</td>
</tr>
</tbody>
</table>

Also, please describe or provide a link to program admissions policies that allow students to enter with credit for prior graduate work, and the expected implications for time to completion. Please indicate NA if not applicable:

The only advanced standing students we admit are from our own Ed.M. program. They are admitted at the end of the second year and typically take 4 years (or a total of 6 years from the time they entered the Ed.M. program) to complete the Ph.D. program.
## Program Costs

<table>
<thead>
<tr>
<th>Description</th>
<th>2018-2019 1st-year Cohort Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for full-time students (in-state)</td>
<td>51,030</td>
</tr>
<tr>
<td>Tuition for full-time students (out-of-state)</td>
<td>NA</td>
</tr>
<tr>
<td>Tuition per credit hour for part-time students <em>(if applicable enter amount; if not applicable enter &quot;NA&quot;)</em></td>
<td>NA</td>
</tr>
<tr>
<td>University/institution fees or costs</td>
<td>936</td>
</tr>
<tr>
<td>Additional estimated fees or costs to students (e.g. books, travel, etc.)</td>
<td>7729</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Students who obtained APA/CPA-accredited internships</td>
<td>4</td>
</tr>
<tr>
<td>Students who obtained APPIC member internships that were not APA/CPA-accredited (if applicable)</td>
<td>0</td>
</tr>
<tr>
<td>Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (if applicable)</td>
<td>0</td>
</tr>
<tr>
<td>Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (if applicable)</td>
<td>1</td>
</tr>
<tr>
<td>Students who obtained other internships that were not APA/CPA-accredited (if applicable)</td>
<td>0</td>
</tr>
<tr>
<td>Students who obtained any internship</td>
<td>5</td>
</tr>
<tr>
<td>Students who sought or applied for internships including those who withdrew from the application process</td>
<td>5</td>
</tr>
</tbody>
</table>

Internship Placement – Table 1
## Internship Placement - Table 2

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Students who sought or applied for internships including those who withdrew from the application process</td>
<td>5 - 4</td>
<td>4 - 4</td>
<td>5 - 5</td>
<td>4 - 4</td>
<td>2 - 3</td>
<td>4 - 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who obtained paid internships</td>
<td>5 100</td>
<td>4 100</td>
<td>4 100</td>
<td>5 100</td>
<td>5 100</td>
<td>4 100</td>
<td>2 100</td>
<td>3 100</td>
<td>4 100</td>
<td>4 100</td>
</tr>
<tr>
<td>Students who obtained half-time internships* (if applicable)</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 1</td>
</tr>
</tbody>
</table>

* Cell should only include students who applied for internship and are included in applied cell count from “Internship Placement – Table 1”
### Attrition

<table>
<thead>
<tr>
<th>Variable</th>
<th>Year of First Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Students for whom this is the year of first enrollment (i.e. new students)</td>
<td>5</td>
</tr>
<tr>
<td>Students whose doctoral degrees were conferred on their transcripts</td>
<td>5</td>
</tr>
<tr>
<td>Students still enrolled in program</td>
<td>0</td>
</tr>
<tr>
<td>Students no longer enrolled for any reason other than conferral of doctoral degree</td>
<td>0</td>
</tr>
</tbody>
</table>
## Licensure

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2009-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago</td>
<td>38</td>
</tr>
<tr>
<td>The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years</td>
<td>33</td>
</tr>
<tr>
<td>Licensure percentage</td>
<td>89%</td>
</tr>
</tbody>
</table>
Appendix D: Student Evaluation Form

TEACHERS COLLEGE COLUMBIA UNIVERSITY
GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

DOCTORAL STUDENT ANNUAL EVALUATION

Student ___________________________ Year Admitted ________
Advisor ___________________________

Please rate your advisee’s performance during the academic year according to the following scale:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inadequate; well below what one would expect at this level of training</td>
<td>Needs improvement; below what one expects at this level.</td>
<td>Adequate; about average for students at this level.</td>
<td>Exceeds expectations; exceptionally strong skills in this area.</td>
<td>Not observed/not applicable</td>
</tr>
</tbody>
</table>

I. Research

Doctoral students are expected to demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base; conduct research or other scholarly activities; critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

II. Ethical and Legal Standards

Doctoral students are expected to be knowledgeable and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies, governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Doctoral students are also expected to recognize ethical dilemmas as they arise and apply ethical decision-making process in order to resolve the dilemmas; conduct self in ethical manner in all professional activities.

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

III. Individual and Cultural Diversity

Doctoral students are expected to demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and
interact with people different from themselves; knowledge of the current theoretical and empirical base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service; the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Doctoral students demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

<table>
<thead>
<tr>
<th>Year</th>
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**IV. Professional Values and Attitudes**

Doctoral students are expected to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for welfare of others; engage in self-reflection regarding one’s person and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness; actively seek and demonstrate openness and responsiveness to feedback and supervision; respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

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**V. Communication and Interpersonal Skills**

Doctoral students are expected to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services; produce and comprehend oral and written communications that are informative and well-integrated; demonstrate and grasp of professional language and concepts; demonstrate effective interpersonal skills and ability to manage difficult communications well.

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**VI. Assessment**

Doctoral students are expected to select and apply assessment methods to draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient; interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization,
classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective; communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

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### VII. Intervention

Doctoral students are expected to establish and maintain effective relationships with the recipients of psychological services; develop evidence-based intervention plans specific to the service delivery goals; implement interventions informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables; demonstrate the ability to apply the relevant research literature to clinical decision making; modify and adapt evidence-based approaches when a clear evidence-based is lacking; evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

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### VIII. Supervision

Doctoral students are expected to demonstrate knowledge of supervision models and practices.

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### IX. Consultation and interprofessional/interdisciplinary skills

Doctoral students are expected to demonstrate knowledge and respect for the roles and perspectives of other professions; demonstrate knowledge of consultation models and practices.

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### Year 1: Progress in the Program

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Year 2: Progress in the Program

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Advisor’s Signature __________________________ Date: ______________
Student’s Signature __________________________ Date: ______________

_____ Passes research methods exam (Date __________ )
_____ Makes satisfactory progress on: theoretical paper_____ empirical paper_____
_____ Poster/paper session at national/international conference with sponsor/other (Date
__________ )
_____ Satisfactory ratings for 1st externship (an average of 3.0 in every area) (Date _____ )
_____ Take Praxis exam (Date _____, Score _____)

Advisor’s Signature __________________________ Date: ______________
Student’s Signature __________________________ Date: ______________

Year 3: Progress in the Program

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Advisor’s Signature __________________________ Date: ______________
Student’s Signature __________________________ Date: ______________

Year 4: Comments on Progress in the Program

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Advisor’s Signature __________________________ Date: ______________
Student’s Signature __________________________ Date: ______________
_____ Completes theoretical (Date _____ ) and empirical papers (Date _____ )
_____ Completes proposal (Date_______)
_____ Completes second externship with satisfactory ratings (Date _____ )
_____ Program Plan submitted to ODS (Date:_______)

Advisor’s Signature ______________________________ Date: ______________

Student’s Signature ______________________________ Date: ______________

Year 5: Faculty Comments on Progress in the Program

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_____ Co-author or publication with sponsor/other (Date ________ )
_____ Completes internship with satisfactory ratings or written evaluation (Date_______)
_____ Completes advanced seminar (Date:_______)
_____ Completes dissertation defense (Date:_______)

Advisor’s Signature ______________________________ Date: ______________

Student’s Signature ______________________________ Date: ______________

Year 6: Faculty Comments on Progress in the Program

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Advisor’s Signature ______________________________ Date: ______________

Student’s Signature ______________________________ Date: ______________
Appendix E: Graduation Checklist for the Ph.D. Program

To graduate you must have:

1. Completed all courses, including practica and internship, successfully (all fieldwork, externship, and internship evaluations must be in the student’s file).

2. Completed the child abuse, violence prevention, and harassment/bullying workshops (these are required by the State of NY for provisional certification; they are not part of your curriculum). These must be completed before internship. A copy of each certification must be given to your advisor and placed in your file.

3. Passed research methods exam (should be done by the end of the 3rd yr.).

4. Completed the theoretical paper with approval of sponsor and second reader (should be done by the beginning of the 4th year).

5. Completed the empirical paper with approval of sponsor and second reader (should be done by the beginning of the 4th year).

6. Completed the first externship with satisfactory ratings (an average of 3.0 (“meets expectations”) or above in every area): Psychoeducational Evaluation Skills; Consultation and Collaboration Skills; Intervention Skills; Counseling and Communication Skills; Personal & Professional Characteristics.

7. Taken Praxis exam if applying for Ed.M.

8. Completed the second externship with satisfactory ratings (an average of 3.0 or above in every area) if applying for an APA accredited internship, you must: Psychoeducational Evaluation Skills; Consultation and Collaboration Skills; Intervention Skills; Counseling and Communication Skills; Personal & Professional Characteristics.

9. Filed Program Plan with ODS.

10. Filed for Doctoral Certification and the Masters of Philosophy degree from GSAS (the Graduate School of Arts and Sciences).

11. Passed proposal defense (should be done by the beginning of the 5th year).

12. Passed Advanced Seminar Hearing (should be done by the end of the 5th year).

13. Passed dissertation defense (should be done by the end of the 5th year).

14. Completed the internship with satisfactory ratings (3.0 or above in every area): Psychoeducational Evaluation Skills; Consultation and Collaboration Skills; Intervention Skills; Counseling and Communication Skills; Personal & Professional Characteristics.
Appendix F: Attestation Form

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.)

Name: ________________________________________________________________

Date: __________