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Ed.M. PROGRAM
IN SCHOOL COUNSELOR
Student Handbook



WELCOME



Welcome to the Ed.M. online program in School Counselor (Online Track) at Teachers College! We are pleased that you have decided to pursue your graduate studies with us. This handbook will offer you information to facilitate a smooth entry into and through the Program. Please refer to this handbook for course requirements, procedures, and other questions related to the Program.

Remember to always double check information that is unclear with your Advisor, the Program Director or the Counseling Program office. Be sure to be alert to critical dates and check them with the Counseling Program office. Please note that while this handbook serves as your guide, changes in the College may affect the availability of certain course offerings. Also, the handbook is subject to change at the discretion of the faculty, though we will do our best to inform you of these changes in a timely manner.

Thank you,
The Counseling Psychology Program Faculty

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TRAINING OBJECTIVES

The Ed.M.is designed to prepare students for the position of school counselor with awareness, knowledge and skills for promotion of the academic, social, career and interpersonal development for all K-12 students. The Program is dedicated to preparing counselors who facilitate normal and optimal development for individuals, groups, and organizations through a multicultural, social justice framework that emphasizes justice, equity and access for all. Students are also trained in the assessment, evaluation, amelioration and treatment of socio-emotional disorders and dysfunctions.

The objectives of the Program are to train school counselors who:

- focus on the personal, racial/cultural, and career development of individuals and groups; understand the multiple roles and functions of professional school counselors in urban school settings;
- facilitate the development of students in three broad areas (as outlined by the American School Counselor Association's National Standards): academic development, career development, and personal/social development.
- provide mental health services to students and associated systems;
- are competent in providing consultation, workshops, and psychoeducation to individuals, groups, and organizations;
- are self-aware and reflective about social and cultural constructions, and issues related to identity and group membership;
- are competent in designing, implementing, and evaluating school counseling interventions can consult with other professionals and school administrators on meeting the developmental needs of culturally diverse students;
- practice as ethical school counselors.

These objectives will help prepare students to work as school counselors in a K-12 setting with students who need assistance with adjustment issues both in their personal and/or academic lives. School Counselors help students clarify their concept of self as well as help them explore their career and academic aspirations. This is done through individual counseling, group counseling, program development, family counseling, psychoeducational workshops, implementing systemic change, consultation, academic advisement etc. The role of a school counselor is to help individuals from a variety of cultural and socioeconomic backgrounds utilize internal and environmental resources in order to live more optimally. They are skilled in

working with students with different sexual orientations, abilities, ethnic, racial, cultural, religious, and socioeconomic backgrounds.

School counseling is one of several specialties comprised within the counseling profession. As a specialty area, school counseling consists of the essential functions generally found in the counseling profession as well as services unique to school settings. Moreover, students' cognitive, social and emotional functioning must be understood within a cultural and social context, so it is critical that school counselors become familiar with the ecological as well as the developmental factors that contribute to students' psychological well-being and academic

success. On an individual level, counselors play an important role in helping students to make the most of their school years and also to make plans for the future. However, the school counselor is an integral part of the overall school setting and often assumes leadership of

a school guidance and counseling program. Counselors also work with parents, guardians, teachers, and school administrators in supporting students' success, so a consultative whole-systems approach is an important part of the school counselor's perspective.



It is important to note that becoming a counselor can be a very challenging process. In addition to the academic rigor expected of students in this program, students are required to engage in experiential activities that are often quite provoking, cognitively and affectively. The process of becoming a counselor involves self-exploration and reflection beyond what many have done in the past. Thus, we encourage you to consider the level of self-examination that will be required of you before beginning this program.



Appendix A contains a statement regarding the Assessment of Professional Competencies used by program faculty to evaluate the progress of students. Please read this statement carefully.

The Counseling Program Faculty believes that students share an ethical responsibility to assure that individuals preparing for careers in health and guidance services possess both the academic qualifications and the level of personal adjustment necessary to function effectively as mental health service providers. All students in the program are expected to maintain satisfactory ethical standards as presented in the ethical standards of the American Psychological Association, American School Counselor Association, and the American Counseling Association and adequate

self-understanding. Student performance is monitored by the program by means of semester grades and behavioral evidence of appropriate adjustment and professional conduct. If satisfactory progress is not being made, the program will inform the student and, where appropriate, give possible steps toward remediation (and specify criteria to regain good standing in the program) or offer assistance to the student in finding a field of study for which he or she is more suited. In certain circumstances, should program faculty have serious concerns regarding student performance and/or behavior, a "hold" may be placed on a student's registration. Unethical behavior, including academic dishonesty, is considered grounds for immediate dismissal from graduate training

PROFESSIONAL ASSOCIATIONS

The School Counseling program strongly encourages students to become members of professional organizations and associations. Here are some national and NY based ones, however, feel free to look into ones more locally based to your home

American School Counselor Association (ASCA)

www.schoolcounselor.org

ASCA supports School Counselors' efforts to foster students' academic, personal/social and career development essential for enhancing academic achievement and taking on valued adult roles in their communities. ASCA provides leadership training, publications, continuing education opportunities, and advocacy services to more than 18,000 professional school counselors internationally.

American Counseling Association (ACA)

www.counseling.org

Founded in 1952, the American Counseling Association is dedicated to the growth and enhancement of the counseling professions. ACA is the world's largest association representing professional counselors in various practice settings, providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 45,000 members. ACA has been instrumental in setting professional and ethical standards for the counseling professions. The association contributes substantively to updating and revising accreditation, licensure, and national certification policies, represents professional counselors' interests before the US Congress and US federal executive agencies, and promotes recognition of professional counselors to the public and in the media.

National Association of College Admissions Counseling (NACAC)

www.nacac.org

The National Association for College Admission Counseling (NACAC), founded in 1937, is an organization of more than 15,000 professionals from around the world dedicated to serving students as they make choices about pursuing postsecondary education. NACAC is committed to maintaining high standards that foster ethical and social responsibility among those involved in the transition process, as outlined in NACAC's Code of Ethics and Professional Practices (CEPP).

New York School Counselor Association (NYSCCA)

www.nyscca.org

NYSSCA's Mission is to unite, represent, and support professional school counselors in New York State as they provide academic, personal/ social, and career services for their students.

THE FACULTY

Teachers College faculty with primary responsibility for the Program in Psychological Counseling include the following, whose major interests are indicated.





**Becky
Reed**

Online School Counselor Coordinator

The intersections of education with social class and dis/ability; mindfulness; Participatory Action Research; social justice work in school settings; integrating multicultural interventions & competencies in the practice of school counseling.



**Riddhi
Sandil**

Ed.M. Program Director

Counseling needs of international students; counseling expectations of South Asian populations; experience of Asian international GLB populations in the US; minority stress and identity intersections; feminist psychology.



**Brandon
Velez**

Ph.D Director of Training

Links of discrimination and identity-related attitudes with mental health and career outcomes among sexual, gender, and racial/ethnic minority individuals, as well as populations with multiple minority identities.



**Melanie
Brewster**

Ph.D. Program, Director of Training

Mental health correlates of heterosexism, sexism, racism and other forms of discrimination; intersections of personal identities (e.g., gender, race, religion, sexual orientation); social justice in the workplace; instrument development and psychometric evaluation.



**Jennifer
Chang**

Multicultural counseling and competence; factors associated with the development of intersecting sociocultural identities, with specialization in Asian American, BIPOC, and LGBTQIA+ psychology; activist identity and youth leadership development; training and supervision; multicultural organizational development.



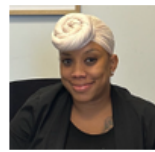
**Amanda
Donlon**

Counseling international first-generation college students, and students with dis/abilities; issues in consent and sexual assault; LGBTQIA+ issues; multicultural counseling and social justice; intersections of identities; trauma; self-compassion & imposter syndrome; group & couples counseling; supervision & training.



**Whitney
Erby**

The relationship between the experience of racism, racial identity, and well-being; intersection of race and work; Black women's mental health; couples therapy; psychological assessment



**Tiesha
Finley**

Examining the relationship between racial identity, internalized racism and depression among African Americans; multicultural counseling with a focus on Black Deaf Identity and African American racial trauma; childhood trauma and maltreatment.



**George V.
Gushue**

The influence of racial/cultural attitudes, beliefs and values on social cognition (e.g., perception, judgment, memory, and attribution) in the areas of client evaluation and counseling practice; career development, and health; group and family counseling; psychosocial dimensions of HIV/AIDS.



**Cindy
Huang**

Cultural factors associated with child development and psychopathology for ethnic minority and immigrant youth; prevention of psychopathology; culturally-informed child and family interventions; and family, school, and community-based prevention intervention.



**Kiara
Manosalvas**

Qualitative methods; mental health experiences or disparities related to race, culture, and/or identity in Latiné/x communities; bilingual/bicultural training & supervision; social justice training within counseling psychology training programs



**Marie
Miville**

Multicultural counseling; universal-diverse orientation; Latina/o psychology; LGBT issues; women's issues; intersections of identities; supervision and training.



**Laura
Smith**

School counseling; social class issues; community psychology; group counseling.



**Derald
Wing Sue**

Multicultural counseling and therapy; cultural competency, multicultural consultation and organizational development; psychopathology; microaggressions in everyday life; racism and antiracism; law and ethics.



THE ED.M PROGRAM REQUIREMENTS

The Ed.M. is granted after a successful completion of 60 graduate points of planned, sequential study beyond the Bachelor's degree, of which at least 45 must be taken at Teachers College. In addition, candidates for the degree must complete and pass the Special Project and the Comprehensive Exam. A sample Ed.M. Planner is located in Appendix B of this manual.

It is important to note that the minimum grade in all classes is a "B" to remain in good standing in the program. A grade of B- or

lower does not designate "failing" but alerts the faculty that a student should be discussed and monitored more carefully in the following semester. In some cases, a student may be placed on academic probation. It is very important all students familiarize themselves with Appendix A - Standards, Policies, and Procedures in the Psychological Counseling Ed.M. Program and the Professional Counseling Performance Evaluation (PCPE).

This document clearly outlines how student progress will be monitored and evaluated. Please also note that TC Policy does not allow more than 3 points of C- to count toward graduation.

Because of certification eligibility and academic requirements of our Ed.M.school counselor specialization, it is important to note that our schedules are developed and oriented toward full- time students. Generally, our full-time online students are able to complete the program in two academic years while completing coursework over the summer sessions. Part-time students must be prepared to make accommodations and/or to be realistic in accepting an extended time period to graduate.

The Ed.M. can lead to the Ph.D. but with some loss of time and credits because of differences in emphasis between the two degree programs. Ed.M. students who apply and are

subsequently admitted to the doctoral Program in Counseling Psychology at Teachers College can ordinarily expect to receive credit for up to 30 points toward the 90 points required for the doctorate.

In 2005, New York State approved Teachers College as a registered training program for school counselors. The specific coursework that fulfills the Certified School Counselor specialization is listed in the appropriate section of the handbook. Students should consult with their advisors regarding the specific requirements consistent with the New York State certification law. Students outside of New York should refer to their state's certification and licensure requirements.

Admissions Procedures

Applications are considered once a year, with students typically beginning their studies in the Summer.

Candidates should apply to the Office of Admission, Box 302, Teachers College, Columbia University, New York, NY 10027-6696 to permit evaluation of all undergraduate and graduate transcripts, personal statement, resume and two letters of reference. Application due dates are as follows: **January 15** (*early deadline for Fall enrollment*), **April 1** (*final deadline for Fall enrollment*).

Students who have not submitted their credentials in time for them to be reviewed by the department may register as a non-degree student pending submission and review of their credentials to the Office of Admission. A maximum of 16 points taken as a non-degree student may be credited, with your advisor's approval, toward a degree. No more than 8 of these credits, however, may be applied toward the requirements in your major field.

Contact the Office of Admission for further details at (212) 678-3710.



Office of Admission
Teachers College, Columbia University
Box 302, New York, NY 10027-6696



For Fall enrollment
Early deadline: **January 15**
Final deadline: **April 1**

While an undergraduate major in psychology or a related behavioral and social sciences is an advantage, it is not required. Preference is given to candidates whose transcripts, references and previous work experience suggest that they have the potential for

academic excellence and sound professional practice. Applications are welcomed from older, mature adults with significant work experience and from persons with diverse cultural and ethnic backgrounds.

Financial Aid

For financial aid, applicants must also apply to the Office of Financial Aid, Box 309, Teachers College by February 1. Applicants will not be considered for financial aid until the application procedures of both the Office of Admission and the Office of Financial Aid have been completed. For more specific information about financial aid opportunities visit the Teachers College Financial Aid website <http://www.tc.columbia.edu/financialaid/>. Inquiries and requests for further information about the Ed.M. Program in Psychological Counseling should be addressed to the Counseling Psychology Program, Box 102, Teachers College, Columbia University, New York, NY 10027-6696, 212-678-3397.

Advisement

Recognizing that both faculty and students have much to gain from more sustained contacts than are possible at registration time or even during office hours, students will be advised by the Program Director, Dr. Riddhi Sandil, and Online School Counseling Coordinator, Dr. Becky Reed. We encourage students to maintain contact with the Program Advisors to ensure they have accurate information regarding program requirements and planning their program of study as well as discussion of professional development goals.

Registration

Before registering for classes, review the Schedule of Classes available online and check with the program office to make sure the schedule is accurate and current. Consult with your Advisor, and the Program Coordinator, as well as review program materials if you have questions about which classes to take. Make sure you obtain special permission from the instructor of any course listed in the Schedule of Classes that requires instructor approval. Approval for all special permission courses must be entered into the computer system by the program before you can register via Touch-tone or web services. Information regarding registration may be obtained at the Office of the Registrar, by phone (212-678-3200), or online at <http://www.tc.columbia.edu/registrar/>.



Student Progress in the Ed.M. Program

Students are reviewed every semester regarding their progress in the program by the program faculty. Individually and collectively, faculty members are responsible for evaluating student progress in the program and for providing students' with feedback. Opportunities for feedback exist through course grades and evaluations, practicum and fieldwork evaluations, Advisor feedback, etc. If satisfactory progress is not being made, the program faculty will inform the student and, where appropriate, provide possible steps toward remediation, specifying criteria to regain good standing in the program, or offer assistance to the student in finding a field of study for which he or she is

more suited. In certain circumstances, if program faculty has serious concerns regarding the student's performance and/or behavior, a "hold" may be placed on a student's registration. Unethical behavior, including academic dishonesty, is considered grounds for immediate dismissal from graduate training.

In the event that students experience dissatisfaction of an academic nature, they should first consult with their instructor (if course related), Advisor, then the Program Coordinator and, if required, the Department Chair. The Office of the Ombudsperson is also available to facilitate resolution. Consultation with the Ombudsperson is confidential, and his/her hours are posted at the Information Desk. Also, a Guide to Student Rights and Responsibilities, which is available to all members of the Teachers College Community, provides details concerning due process procedures for handling grievances.

Transfer Credits

Students may transfer a maximum of 15 credits from another graduate program (including Teachers College) toward the 60 points required for the Ed.M. degree. Possibly relevant graduate work completed at other institutions and in other departments and programs at Teachers College are indicated by the Admission Office. Approval of transfer credits must be conducted no later than by the end of your first semester; transfer credits will not be accepted thereafter. Please note that few students (typically those from a closely and directly related specialty or discipline) are given full credit for courses taken in other programs or institutions. Required experiential classes for the Ed.M. degree cannot be substituted by those taken at another institution.

Protocol for Transferring Credits

1. Students should contact the Office of Admission to request a Transfer Credit Evaluation Form or download it online.
2. Once students have completed the form, they should submit it along with a copy of course syllabi (of the courses intended for transfer) and an official transcript (from previous graduate program) to the Office of Admission.
3. After evaluation of the materials, the Office of Admission will send pertinent information to program coordinator.
4. The program coordinator, in consultation with other faculty, if necessary, will approve acceptable credits and return the signed Transfer Credit Evaluation Form to the student.
5. The Student will return the completed Transfer Credit Evaluation Form to the Office of Admission.
6. The program coordinator will then generate a written memo and a copy of the same will be provided to the student. A copy of this memo will be placed in the student file in the program office.
7. The Office of Admission will notify the student once the transfer credits have been officially approved by Teachers College.

Ordinarily, only those courses will be credited which a) have been completed in the past five years; b) are equivalent in subject matter, scope, depth and level to courses normally taken by students in this Program; and c) contribute directly, significantly and substantively to sound professional preparation as a counselor.

Please note: Transfer credits cannot be used toward the M.A. en passant.



THE CURRICULUM

Courses listed in this section represent required coursework that must be successfully completed in order to obtain the Ed.M. in School Counselor. In addition to the courses listed below, you will be expected to select electives from the various areas of psychology and other appropriate disciplines which will provide breadth and depth to your preparation as a counselor. Numbers in parentheses below refer to number of points required by the program for each course. Please note aspects of the curricula are sequential, and several core courses have prerequisites or co-requisites that must be satisfactorily completed prior to or while taking the course (marked by a “*”).

Program Core Courses

- **CCPJ 4064** Theories of Counseling (3)
- **CCPJ 4160** School Counseling for Children and Adolescents (3)
- **CCPJ 4560** Professional and Ethical Issues in Psychological Counseling (3)
- **CCPJ 5371*** Foundations of Counseling (3)
- **CCPJ 5062** Career Counseling and Development (3)
- **CCPJ 5025*** Group Counseling (3)
Prerequisites: CCPJ 4064 and CCPJ 5371
- **CCPJ 4165** Consultation in Community Agencies and Resources (3)
- **CCPJ 5060*** Assessment in Counseling (3)
Prerequisites: CCPJ 4064 and CCPJ 5371
- **CCPJ 4170** College Admissions Counseling For School Counselors
- **CCPJ 5164** Multicultural Perspectives in Counseling and Psychology (3)
- **CCPJ 5070** Evaluation and Research Methods In Counseling Psychology
- **CCPJ 4180** LGBT (Q) Issues in Psychology (3)
- **HUDM 4120** Basic Concepts in Statistics (3)
- **HUDK 4022** Developmental Psychology: Childhood (3)
- **CCPX 5034** Child Psychopathology

Practicum and Fieldwork Courses

Practicum (1 point)

All students will complete the practicum at their field placement site, during the first six weeks of their fieldwork placement (1 point course, 100 hours of experience, 40 direct hours of experience). The practicum essentially serves as a course that allows the student to familiarize themselves with all expectations of their fieldwork along with getting didactic information on pertinent professional and clinical topics. Students will spend their practicum shadowing clinical supervisors, building a caseload, getting acclimated, and attending a weekly online practicum course. In addition to practicum placement, students must also attend a seminar class which is part of supervision and course work. Students must register, concurrently, for the following course in order to be enrolled in Practicum:

- **CCPJ 4160** School Counseling for Children and Adolescents (3)
- **CCPJ 5360** Practicum in Career and Personal Counseling (1)

Prerequisites for Practicum

- **CCPJ 4064** Theories of Counseling
- **CCPJ 4560** Professional & Ethical Issues in Psychological Counseling
- **CCPJ 5062** Career Counseling & Development
- **CCPJ 5371** Foundations of Counseling
- **CCPJ 5025** Group Counseling

Fieldwork (6 points)

Fieldwork is a year-long experience whereby you work in a school setting for 2-3 days per week. Students work at their fieldwork site for approximately 20 hours per week. Students complete a minimum of 300 hours at their site per semester, and 600 hours over the year. Two hundred and forty of the total fieldwork hours need to be direct service. Half of the 600 hours is spent at a high school and the other half at a middle or elementary school (two sites). Students beginning their coursework in the Fall semester generally take fieldwork during the second year of the program. You must complete a Fieldwork application and look for Fieldwork placements the semester before you are to begin fieldwork. Please see the Program Advisor and Appendix C for more information. Students must take one of the following courses for two academic semesters: In addition to field placement, students must also enroll in a seminar class which is part of supervision and course work.

- **CCPJ 5263** Supervised Fieldwork in Elementary School Counseling (3) OR
- **CCPJ 5265** Supervised Fieldwork in Secondary School Counseling (3)

Prerequisites for Fieldwork

- **CCPJ 4064** Theories of Counseling
- **CCPJ 4560** Professional & Ethical Issues in Psychological Counseling
- **CCPJ 5062** Career Counseling & Development
- **CCPJ 5371** Foundations of Counseling
- **CCPJ 5025** Group Counseling

Comprehensive Exam and Special Project

Purposes

The Ed.M. in School Counselor is a certificate-eligible degree that provides training for students who intend to work with students throughout their career. The courses selected by the faculty as the sequence for this degree focus on major areas of school counseling, such as theory, contextual factors, research process, and various forms of practice. Although students are not able to practice independently immediately after graduation, they will eventually be able to work in the field without supervision. As such, the program

requires criteria by which to assess whether students 1) have adequately learned course material, 2) can integrate knowledge and skills, and 3) can apply learned information to real-life situations. The program uses two tasks, the Comprehensive Exam, and the Special Project, to assess readiness for licensed work.

Eligibility

Students typically sit for the Comprehensive Exam in the semester in which they have already completed 32 credits and will complete 45 credits at the conclusion of the term. The Special Project is completed in the last semester of study. The comprehensive exam and special project will be each administered two times per year (Fall and Spring semesters). Students must pass the Comprehensive Exam in order to be eligible for the MA en passant to the Ed.M. Students must pass both the Comprehensive Exam and the Special Project in order to receive the Ed.M.



Comprehensive Exam

The program's Comprehensive Exam is administered in the last year of the program.

The eight domains on which the examination questions are based are

1. Human Growth and Development: the nature and needs of individuals at all developmental levels.

2. Social and Cultural Foundations: issues and trends in a multicultural and diverse society.

3. Helping Relationships: counseling and consultation processes and theories.

4. Group Work: group development, dynamics, counseling theories, group counseling methods and skill, and other group work approaches.

5. Career and Lifestyle Development: career development and related life factors.

6. Appraisal: individual and group approaches to assessment and evaluation.

7. Research and Program Evaluation: types of research methods, basic statistics, and ethical and legal considerations in research.

8. Professional Orientation and Ethics: all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

The comprehensive exam is administered at an ETS testing center, and students are welcome to take the exam during the semester in which they will complete 45 points. Students will be required to submit an application to take the comprehensive exam and these must be submitted to the program office by the semester deadline. Students who have not applied for the comprehensive examination will not be allowed to take the examination. Each student is responsible for paying administration fee for the comprehensive examination. This fee is non-refundable.

The minimum passing score for the exam varies each year and falls at one standard deviation below the national mean. Students will have two attempts to successfully complete the comprehensive exam. In the event that a student is unable to complete the exam in their first attempt, they will be provided with a remediation plan. This may include one or all of the following:

- Retake specific content domains of the exam
- Retake the entire exam
- Complete additional coursework
- Complete additional assignments as deemed appropriate by program faculty.

A failure to successfully complete the comprehensive exam in two attempts may result in further remediation or dismissal from the program.

Students can visit the CPCE program website for further information about the exam
<http://www.cce-global.org/Org/CPCE>.

Special Project

The Special Project allows school counseling students to demonstrate their knowledge and understanding of key concepts in the school setting. The Special Project will cover either a case study in a school setting or a theoretical question that requires students to critically examine a pertinent concern when working with children and adolescents. Students will have one week to complete this examination. More information regarding this exam will be provided nearer to the date of the examination.

Students receive one of three initial grades on the Special Project: Pass, Fail, or Re-do.

A Pass indicates that the student has given acceptable answers and has demonstrated adequate knowledge of school counseling in a clear, concise, and professional manner.

Students receive a Re-do when they have given adequate responses but their answer could benefit from additional clarity and/or information. Students will receive a Fail when their answer is deemed inadequate.

If a student receives a Re-do on their Special Project, the student will receive in-depth feedback regarding responses requiring revision. The student will then have one week from the time of notification to rewrite the failed responses and return them to the Program Advisor. Students are only allowed one opportunity to re-do answers. The faculty grader will then re-read the problematic responses and assign a final grade on the exam. If the problematic responses are not re-graded as adequate, the student will receive a Fail on the exam.

If a student receives a Fail on his or her first attempt at a Special Project, the exam will be given to a second faculty grader to confirm the evaluation. If the failing grade is confirmed by the second faculty grader, the student will be required to retake the exam in the following semester. If the student receives a Fail on both administrations of the exam (either the Comprehensive exam or Special Project), the student may face several consequences, including course remediation as determined by the faculty or dismissal from the program.

Dates for Special Project administration will be announced each semester via Canvas as well as by email to all enrolled students. It is important that students follow all directions for the completion and submission of the Special Project. Please note that no extensions will be granted regarding posted due dates and times. Students who take the special project but do not complete it will receive a failing grade for the exam.

The Special Project should be completed in the same semester that you apply for the Ed.M. degree. Students may complete the Project either in the Fall or Spring semesters. If you expect to complete the Ed.M. degree in the Summer, then you may complete this project in the previous Spring semester.

Please Note: Because the Comprehensive Exam and Special Project are required for the awarding of the Ed.M., successful completion of both is required for graduation. A student may pass one exam and not pass the other, thereby delaying graduation.

OVERVIEW OF YOUR PROGRESS TOWARD CERTIFICATION



New York State

Two certification levels are possible for school counselors in New York State: Initial and Professional. You are eligible for an initial certificate upon completion of the program along with all pre-certification requirements (explained below), and it is valid for 5 years. During that time, you must obtain two years of practical experience, and afterward, you can apply via the NYSED-TEACH online system for professional certification (which requires no further maintenance). Students are also required to take the New York State Teacher Certification Examinations (NYSTCE) in order to receive their initial certification in school counseling:
https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY193_TestPage.html

During your first year of progress through the program:

- As part of the program, school counselors need to complete two online workshops, one on school violence prevention and one on child abuse reporting. The workshops can be found online at <http://www.violenceworkshop.com> and www.childabuseworkshop.com
- Make sure that you retain the proof-of-completion forms for these workshops so that they can be submitted to the program and to the TC Office of Teacher Education.
- Create a TEACH account during your first year, which allows online applications for certification with the NY Department of Education. To register, click on the “TEACH Online Services” button at their website at www.highered.nysed.gov/tcert/
- Get fingerprinted. The best way to do this is through the TC Office of Teacher Education. They offer fingerprinting usually near the beginning of every semester, including summer. You’ll be filling out a form called the OSPRA 104 at that time – it is a consent to release your fingerprint status to the NYSED via the TEACH system. More information is available at the TC Office of Teacher Education website: <http://www.tc.columbia.edu/teachercertification/>. Students who will be completing their fieldwork in states other than New York should contact their local board of education to determine appropriate fingerprinting locations.

In the beginning of the semester when you will graduate:

- Get a Certification Checklist Form and an Institutional Recommendation Data Form (IRDF) from the Office of Teacher Education located in Zankel Hall 411 or from the website provided above.
- Complete submit the Institutional Recommendation Data Form (IRDF) with all of your non-Teachers College transcripts to the Office of Teacher Education 400RH

Once you have graduated, the Teachers College Office of Teacher Education will evaluate your IRDF and transcripts and will endorse your electronic recommendation via the NYSED-TEACH online system. In addition, the Office of Teacher Education will prepare/mail a letter to you informing you that the institutional recommendation was endorsed and the certification area of endorsement. If you are asked for a preliminary letter before that time, please contact the Office of Teacher Education for what is called a “receipt letter.”

Expert clarification can be obtained with regard to any of the above from the TC Office of Teacher Education reception area, whose associate director for certification compliance is Faride Suarez located at Zankel Hall 411.

New York State Licensure

You can find the latest information about what you need to be certified in New York State at the website of the New York State Education Department website:

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

In the search form that you'll find there, select "**Administration and Pupil Personnel Services**" in the first pull-down menu, and select "**School Counseling**" in the second pull-down menu.

The Teachers College Ed.M. program in Psychological Counseling is a state approved teacher education program. As such, the Office of Teacher Education will assist you in applying for state certification. If you are interested in becoming certified in another state, you may also contact the Office of Teacher Education for more information, and **you should investigate that state's requirements through their state websites and offices as soon as possible.**

Please note: Presently, only United States citizens and permanent residents can apply for permanent certification as a school counselor in the State of New York. The program encourages students to ensure that they meet all requirements for certification by visiting the New York State Education Department website.

New York City Certification

A New York City license is a teaching credential issued by the city Department of Education to applicants who possess New York State certification. School Counseling students who wish to work as school counselors in New York City are required to obtain a New York City license. You may apply for the New York City license after you are recommended for provisional certification in New York State (you will receive a letter from the Office of Teacher Education at TC).

You can find out more about New York City certification at

<http://schools.nyc.gov/Offices/DHR/TeacherPrincipalSchoolProfessionals/Certification/Teacher+and+School+Professional+Certification.htm>

Certification in Other States

Currently, the Program meets the educational requirements for recommendation for certification as a School Counselor in NY state. It is possible that the Program might meet requirements for certification in other states; however, certification requirements differ from state to state. For information regarding certification requirements in other states, please refer to the particular state's licensing agency for the requirements for school counselor certification.

For students seeking certification in other states, please contact the Program Director to plan your program of study. The Program Director can also help you complete all certification forms and provide additional support or resources.



EARNING THE M.A. EN ROUTE TO THE ED.M.

Although students are not accepted into the Program as candidates for a terminal M.A., Ed.M. students may apply for the M.A. degree en passant. Students may apply for the M.A. degree in the semester in which she or he will complete 45 out of the 60 points required for the Ed.M. at Teachers College. A student files an M.A. degree application by completing an online degree audit (available through MyTC), getting their advisor's

signature on the audit, and then submitting the audit to the Registrar's office by the application filing deadline. For more information visit:

<https://www.tc.columbia.edu/registrar/pages/degree-information/how-to-file-for-a-masters-degree/>.

Please note that your M.A. degree application will only contain 32 (or 33) points of course work even though you must have completed at least 45 points. They should include major and non-major courses (see sample list below), and additional, Advisor-approved courses with a minimum of 12 points in CCPI. A comprehensive exam must be successfully completed, and should be taken in the semester in which you apply for the M.A.

With the exception of courses in which the only grades awarded are "P" and "F" grades in the aforementioned courses must be letter grades. Transfer credits cannot be used toward the M.A. en passant. A degree audit must be filed with the Registrar's office on or before the stated deadline.



CALENDAR

The following list will give you a general idea about when you need to complete certain requirements, register for certain classes, etc. Please be advised that you should always contact the Program Coordinator to confirm and/or inquire about these dates.

CCPJ 5371 Foundations of Counseling

This is an experiential course offered as a summer intensive at Teachers College. You also need to take the Foundations course prior to taking Group Counseling. You must complete CCPJ 5371 before you are eligible for Practicum and Fieldwork. It is offered once a year in the summer semester, requires an on-campus attendance, and students will typically take it in their first year in the program.

CCPJ 5025 Group Counseling

Group counseling is an experiential course offered as a summer intensive at Teachers College. Prior to taking Group Counseling, you must take Theories of Counseling and Foundations of Counseling. Please note that the course Group Dynamics may not be substituted for this course. This course is offered in the summer semester, requires on campus attendance, and students will typically take it in their second year in the program.

Practicum and Fieldwork

You are required to complete 100 hours of practicum and 600 hours of Fieldwork. These experiences for school settings generally begin in the Fall semester of your second year. You are ultimately responsible to find and secure a Fieldwork site, through a process similar to searching for a job. The Program Advisor is available to guide students through the search process and share ideas for potential sites. The Program Advisor is also responsible for approving fieldwork sites in order to ensure that they satisfy program requirements and provide a solid training experience.

Comprehensive Exam

The Comprehensive Exam is taken during the semester in which you complete 45 credits in partial fulfillment of requirements to receive an M.A. en passant (see previous section on this topic). Students must register to take the exam with the Program Advisor.

Special Project

The Special Project is completed in the same semester that you apply for the Ed.M. degree. Students may complete the Project either in the Fall or Spring semesters. If you expect to complete the degree in the Summer, then you may complete this project in the previous Spring semester. The project should draw from an experience in fieldwork or practicum, and should incorporate relevant theory and casework. APA style must be used throughout the paper. Students must register for the Special Project with the Program Advisor. Students have one week to submit the Project.

Announcements regarding when Comprehensive Exams and Special Projects will be offered each semester will be posted to the program's Canvas page as well as via direct emailing to enrolled students. Please follow all directions provided for completing the Exam and Special Project, including turning them in; please note that no extensions will be granted regarding posted due dates and times.

SAMPLE PROGRAM OF STUDY

First Year (Total Points: 30)

Summer 1-B (9 credits; June 2024)

- CCPJ 4064 Theories of Counseling (asynchronous)
- CCPJ 4160 School Counseling for Children and Adolescents (hybrid)
- CCPJ 5062 Career Counseling and Development (asynchronous)

Fall 1 (12 Credits; September 2024)

- CCPJ 4560 Professional and Ethical Issues in Psychological Counseling (asynchronous)
- CCPJ 5371 Foundations of Counseling Skills with Children and Adolescents (synchronous)
- CCPJ 5164 Multicultural Perspectives in Counseling and Psychology (synchronous)
- HUDM 4120 Basic Concepts in Statistics (asynchronous)

Spring 1 (12 credits; January 2025)

- CCPJ 4165 Consultation in Community Agencies and Resources (asynchronous)
- CCPJ 5025 Group Counseling (synchronous)
- CCPJ 5070 Evaluation Methods in Counseling Psychology (asynchronous)
- CCPJ 5060 Assessment in Counseling (asynchronous)

Summer 2-B (6 credits; June 2025)

- CCPJ 4170 College Admissions Counseling For School Counselors (asynchronous)
- **One Required Human Growth and Development Course:**
 - HUDK 4022 Developmental Psychology: Childhood (asynchronous)
 - HUDK 4023 Developmental Psychology: Adolescence (asynchronous)

Fall 2 (12 credits; September 2025)

- CCPJ 5360 Practicum in Career and Personal Counseling (synchronous)
- **One Required Fieldwork Sequence:**
 - CCPJ 5265 Fieldwork in Secondary School Counseling (synchronous)
- **One Required Clinical Psychology Course:**
 - CCPJ 4000 Multicultural Psychopathology (asynchronous)
 - CCPX 5034 Child Psychopathology (synchronous)
- **Elective | CCPJ 4199** Motivational Interviewing (asynchronous)

Spring 2 (12 credits, January 2025)

- **One Required Fieldwork Sequence:**
 - CCPJ 5265 Fieldwork in Secondary School Counseling (synchronous)
- **Second Required Social and Cultural Foundations of Counseling Course:**
 - i.e., CCPJ 4030, CCPJ 4050, CCPJ 4070, CCPJ 4180, CCPJ 5165, CCPJ 5020, or IND 5020
- **Elective | CCPJ 4199** Parent Family Intervention (asynchronous)
- **Elective | ORLH 4040** The American College Student (asynchronous)

Second Year (Total Points: 30)



PREPARING TO LEARN ONLINE

If you have never taken or completed an online course, you may be surprised at how different this experience will be from learning in a classroom. In a face-to-face setting, your classroom time is already scheduled, and you know when you're supposed to show up. You also get to see, hear, and interact with your instructor and classmates in real time. This won't be the case in an online course.

In an online course, you will be in charge of setting your learning routine and proactively building relationships with classmates that you may never meet in person. There will also be some lag time between the time you raise a question and the time you receive a response.

So what's good about learning online?

Despite the differences between online learning and classroom learning, there are a number of benefits including:

- An ability to control the pace of your learning;
- Flexibility to learn anywhere and anytime;
- More time to reflect more deeply on a question before responding publicly;
- Increased opportunities to engage with your instructors and mentors who provide support and feedback throughout your learning process; and
- Exposure to different thoughts and perspectives as every student has an opportunity to be heard.

Before the program, you will receive resources to help you prepare for your online learning experience.

Learning Management System

Teachers College uses the Canvas Learning Management System (LMS) for the online course environment. You will use this environment to send emails, engage with faculty and peers, share information about the course, and complete course assignments.

What steps do I need to take to gain access to the Canvas site?

If you are officially registered in the program, you will be able to access your courses from the **myTC portal** at <https://my.tc.columbia.edu/>.

The screenshot shows the myTC portal interface for Teachers College, Columbia University. The top navigation bar includes the myTC logo and navigation links for Support, Gmail, Calendar, Drive, Canvas, and Library. Below the navigation bar, there are tabs for Welcome, Student Resources (which is highlighted), Employee Resources, and Support Resources. The main content area is divided into several sections:

- My Account:** My Account Summary, Account Balance (\$0.00), View eBill, Enroll/Manage eRefund, and Make a Payment.
- Personal Information:** TC Alert Signup, My TC ID Number, Update Emergency Contacts, TC Gmail Terms of Agreement, Manage My UNI Account, Update E-mail Addresses, and Update Addresses and Phones.
- Human Subjects Research Protocol:** Mentor IRB and Office of Sponsored Programs (OSP).
- Degree Audit:** Track your progress towards your degree!
- Electronic Diploma:** Click here to order your electronic diploma (for students graduating February 2019 and after).
- Registration Tools:** Add or Drop Classes, Look Up Classes, Student Detail Schedule, Change Credit Hours, Registration Status, and Course Search.
- Student Grades:** The Beginning of Time (Summer Term 2020) and Preferences. A message indicates "No Data Found".
- Career Education and Professional Development:** A section at the bottom right.

In **myTC portal**, you can either

- Click on the **Canvas icon** at the top right corner of the page.
- Or click on the **Student Resources tab** at the top of the page, look for the **Academic Technology Resources** section and click on the **Canvas Courses** link. Clicking on this link will take you to your Canvas dashboard where you will see a thumbnail for your course site listed.

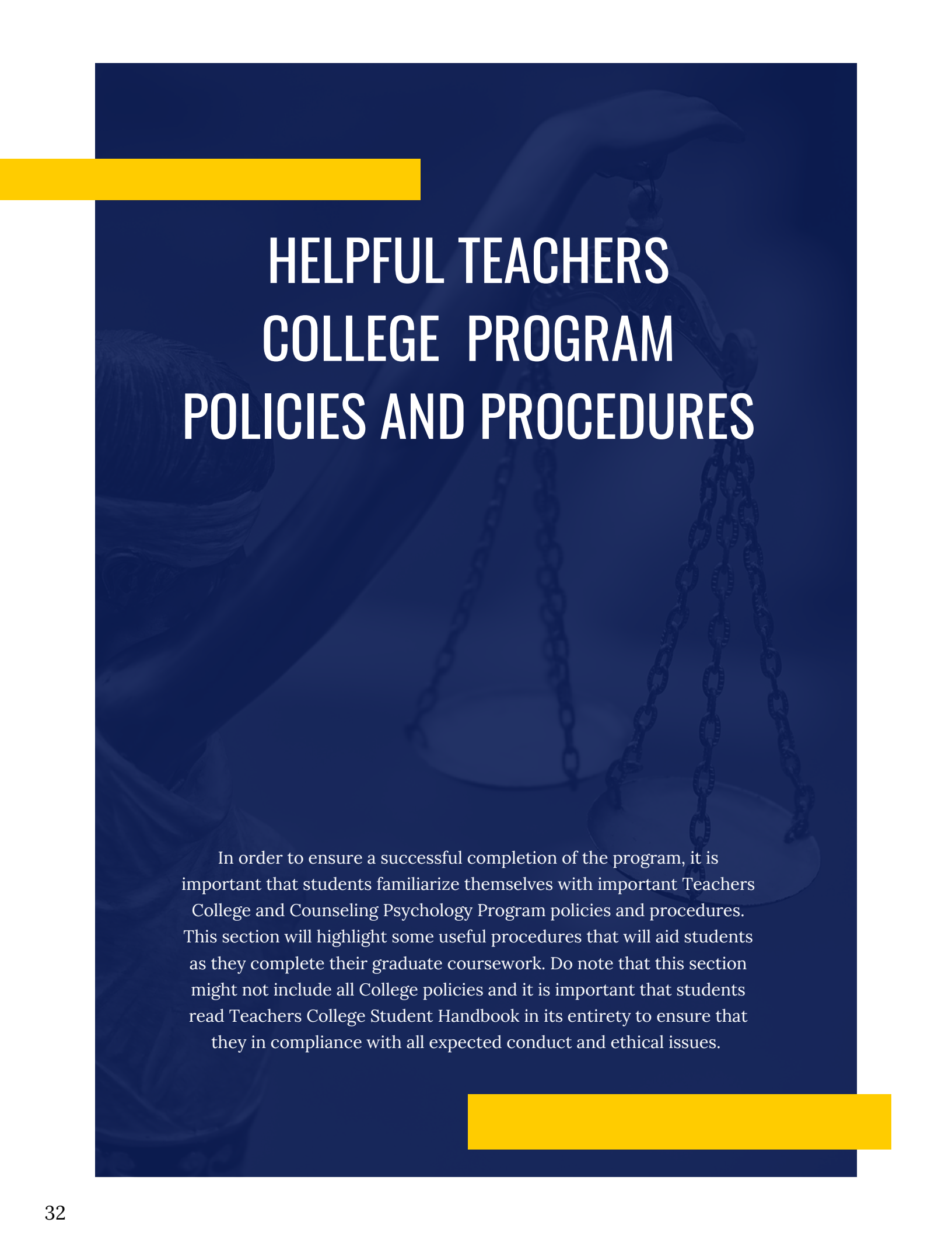
Please note that it takes about 24-48 hours for you to have access to the myTC portal, and you will not be able to access your course site on Canvas until the course site is published.

Who can I contact if I have questions about the online technology used in the program and/or getting into the TC email system or the CANVAS learning platform?

If you have questions about using the Canvas learning platform, please contact the **Canvas Support Hotline** at **+1-844-906-0594**. You can also chat live with Canvas Support. Canvas Support is available 24 hours a day, 7 days a week. Please note, Canvas Support representatives can answer general questions if you experience technical issues while using Canvas, however, they will not be able to assist with course- specific questions.

In addition to Canvas, you will also be using other technologies including Gmail and Google Docs. Your TC Gmail account will be set up for you shortly after you register. It takes about 24 hours for the Gmail account to be activated. Please note that all communications will be sent to your TC Gmail, so please be sure to activate your account. If you experience any issues accessing your TC Gmail, please contact **Computing and Information Services** by phone at **212-678-3300** or email servicedesk@tc.columbia.edu.

For questions related to course content and other technologies that may be used in the course, please reach out to your Course Assistant or Teaching Assistant.



HELPFUL TEACHERS COLLEGE PROGRAM POLICIES AND PROCEDURES

In order to ensure a successful completion of the program, it is important that students familiarize themselves with important Teachers College and Counseling Psychology Program policies and procedures. This section will highlight some useful procedures that will aid students as they complete their graduate coursework. Do note that this section might not include all College policies and it is important that students read Teachers College Student Handbook in its entirety to ensure that they in compliance with all expected conduct and ethical issues.

Program Handbook: This handbook serves as your guide to program policies. Please ensure that you familiar with the contents of this Handbook. Additionally, it is also important for you to read through be the TC Catalog and the TC Student Handbook. You are also obligated to be knowledgeable about the APA and ACA Code of Ethics.

Record Keeping: You will be completing and receiving various forms of paperwork and documentation throughout your graduate student career. Keep electronic and/or copies of everything for yourself. It is particularly important for you to keep copies of all your evaluations (experiential courses, practicum, and fieldwork) and course syllabi as you might these for licensure purposes. The program also recommends that you invest in clinical hours tracking software (for example time to track) to ensure that you are keeping accurate logs of your clinical hours. It is your responsibility to keep track of the courses you have completed and the academic requirements you still need to fulfill (please refer to your degree audit for more information), and to keep track of your clinical hours.

Communication: Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail 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 TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

Language: You are responsible for using accurate, inclusive and nondiscriminatory language in your oral and written communications.

Classroom Behavior: As a university student you are expected to speak and behave in a manner that is respectful to the instructors, guest speakers, and other students. You are encouraged to critique what is presented in the readings or in class by professors or your peers. However, all critiques should be delivered in a respectful manner. In addition, distracting and potentially disruptive behaviors are out of place in a university classroom, and will negatively affect your class performance.

Religious Holidays: 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.

Writing: Papers should be turned in on time; they should adhere to APA-style (including first drafts), referenced, and proofread. Websites such as Grammarly may be of service in helping with proofreading. Remember to put your name and date on everything you hand in.

Faculty: The faculty have multiple responsibilities and demands. Therefore, please remember that:

- a. They need time to read the material that you hand in. When you agree to a turn-in deadline for a major piece of work, the faculty member is planning for that, too. When you turn in something late, faculty will have scheduled something else for themselves at that time – the receipt of another student’s work or some work of their own. Faculty cannot change all their other deadlines because you have missed yours – so your wait time for feedback or edits now becomes indeterminate.
- b. Relatedly, when you are making up an incomplete, handing in a late application or petition, or have otherwise missed official deadlines, don’t expect faculty members to put everything else aside for you.
- c. Most importantly, it is your responsibility to check in periodically with the Program Advisor or other faculty. Do not lose contact with the Program! Keep faculty informed of your whereabouts and progress.

Academic Integrity: Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. This also includes duplication of your own work from other classes: submitting any work submitted to fulfill another assignment without appropriate revision to meet the instructional goals of the current course is in violation of Teachers College Policy. In cases of uncertainty or ambiguity, a student should check with the student’s instructor. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

Accommodations: 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 (OASID) for information about registering with the office. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who are registered and submit appropriate documentation.

Social Media: As future representatives of the counseling profession, it is important that students are vigilant about their social media presence. Please ensure that your social media is appropriate and adheres to the ethical principles of our profession. While the program does not expect students to not engage on social media platforms, it is important that your online presence does not include inappropriate, harmful, or discriminatory content. As a faculty, we always welcome discussions about managing your personal and professional identities and encourage you to seek consultation/supervision about your online presence.

Confidentiality: Being actively involved in the class sessions (experiential and otherwise) and entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust and openness needed to learn counseling skills, it is extremely important that confidentiality be maintained. You are accepting an ethical obligation as a counselor in training. It is expected that anyone who participates in a course that invites self-disclosure will have their confidentiality respected. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share your experience outside of class, please reveal only your own reactions or understandings -- do not reveal the names or any identifying data of classmates. ***Disregarding this confidentiality policy may result in remediation and/or dismissal from the program.***

Gender Misconduct Policy: Columbia University is committed to fostering an environment that is free from gender-based discrimination and harassment, including sexual assault and all other forms of gender-based misconduct. The Gender-Based Misconduct Policy for Students is one part of the University's multifaceted approach to eliminate gender-based misconduct from our community, which also includes educational programs; services and resources for those affected by gender-based misconduct; accessible, prompt, and fair methods of investigation and resolution of reports of misconduct; and protections designed to prevent against recurrence. More information about the Gender Misconduct Policy can be found at: <https://www.tc.columbia.edu/titleix/>

Program Home Room: You will be enrolled in a program "home room" canvas page. This page will provide you with information regarding important program updates and deadlines. Additionally, this page will also give you an opportunity to connect with other students in the program. Please ensure that you are up to date all information posted on this page.

APPENDIX A

Standards, Policies, and Procedures

Procedures Regarding Student Progress: Overview

Students will be reviewed every semester regarding their progress in the program by the program coordinator. Individually and collectively, faculty members are responsible for evaluating student progress in the program and to provide students with feedback. Opportunities for feedback exist through course grades, practicum and fieldwork evaluations, and advisor feedback. If satisfactory progress is not being made, the program will inform the student and, where appropriate, provide possible steps toward remediation, specifying criteria to regain good standing in the program, or offering assistance to the student in finding a field of study for which he or she is more suited. In certain circumstances, if program faculty have serious concerns regarding the student's performance and/or behavior, a "hold" may be placed on a student's registration. **Unethical behavior, including academic dishonesty, is considered grounds for immediate dismissal from graduate training.**

In the event that students experience dissatisfaction with regard to an academic situation, they should first consult with their instructor (if course-related). Next, they can raise the issue with their advisor, then the program coordinator, and, if required, the department chair. In addition, the Office of the Ombudsperson is available to facilitate resolution. Consultation with the ombudsperson is confidential. Also, a Guide to Student Rights and Responsibilities, which is available to all members of the Teachers College community, provides details concerning due process procedures for handling grievances.

Policies Relevant to Student Progress

The minimum grade to pass in good standing is a B. Teachers College requires that a student may have no more than 8 points of C- course grades in order to remain in good standing. The Counseling Psychology Program adheres to these standards, but also imposes another level of policy that allows us to carefully gauge student progress. Since our Ed.M. students often complete this degree with the goal of certification as a School Counselor, we believe that the responsibilities of practice at this level merit close monitoring of student attainment.

A student must receive a minimum of B to remain in good standing in the Counseling Psychology Program. Lower grades can lead to remediation and/or change of status (such as “under review” or probationary status). A grade of B- or lower does not designate “failing” the class as it does in the doctoral program; rather, a grade of B- or lower alerts the faculty that this student should be watched more carefully in the following semester. Additional required remediation is also possible if deemed necessary. Individual professors will contribute each semester to a list of students (to be compiled in the program office) who have received a B- so that their progress can be reviewed.

Given its pivotal role in the development of counseling skills, a grade of B- in Foundations has special consequences. In these instances, the student will be encouraged to continue his/her skill development, such as through enrollment in additional courses.

We support TC policy stipulating that students may not count more than three points of C- toward graduation with an MA or Ed.M. degree. Any course that puts students over this three-point limit must be re-taken. A student who accumulates 8 or more points of C- (or lower) grades will not be permitted to continue as a student or receive a degree.

Absences from experiential summer intensive courses

Because missed work in experiential summer intensive classes cannot be made up outside class, attendance policies must be strictly followed.

Interpersonal competence and professional competence evaluation (PCPE)

Our PCPE policy was adapted directly from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) and follows the American Counseling Association's (ACA, 1995) Code of Ethics and Standards of Practice. This statement is a policy that governs our training program (both at the master's and doctoral level) in terms of the evaluation of student academic and professional competencies. The PCPE form itself is attached at the end of this document, and will be administered in Ethics, Fieldwork Seminar, Practicum Seminar, and all experiential classes (such as Foundations and group Counseling).

Students in training programs that lead to license eligibility in school counseling and mental health counseling (at the masters, doctoral, internship and post-degree level) should know before their training begins that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) insure, insofar as possible, that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional graduate programs in mental health have an ethical obligation to prevent the advancement of students with issues or problems (e.g., cognitive, emotional, psychological,

interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers or the public at large. Students thus identified will then be required to end their participation in the training program, either temporarily or permanently.

Therefore, within a developmental framework and with appropriate regard for the inherent power differences between student and faculty, students and trainees should know that their faculty, training staff and supervisors will evaluate competence in areas that lie beyond the acquisition of didactic knowledge in the form of theory and specific content, but which directly impact professional competence. These competencies include, but are not limited to, the demonstration of sufficient:

(a) interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public);

(b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public);

(c) openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and

(d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty or by participating in personal therapy in order to resolve problems or issues).

Students will be evaluated on the above items in conjunction with their academic performance. Failure to meet these expectations can lead to program intervention, including a review and remediation plan, failing the class, change of program status, and/or program dismissal. Failing the course would occur if a student were to end the semester with a rating of zero on one or more of the evaluation areas.

Professors will speak with the student individually as soon as a concern becomes apparent and before the end of the semester when possible. If the concern is not significantly egregious, they will attempt to strategize to resolve the issue before the end of the class.

If the concern is not resolved, then the professor will forward the concern to the faculty. A subcommittee of faculty will meet with the student if the student wishes to be involved at this level. After gathering all information, the faculty will make a decision regarding the student's status in the program, including any remediation. The student's advisor will meet with him or her to convey and discuss the decision of the faculty.

The student can then appeal any decision in writing to 1) the department chair, and after the chair's decision, to 2) the Dean.

Failing Fieldwork or Practicum

Fieldwork and practicum comprise components of the program that are substantively different from every other: students are actually practicing within the context of a working clinical or school site as part of a professional staff. A successful fieldwork and practicum experience, therefore, builds upon (but is different from) the skills required for classroom success, and occasionally a trainee who has demonstrated good classroom performance may experience difficulty in applying their classroom knowledge to work in a clinical setting. Failing (or being asked to leave) a practicum or fieldwork experience has special significance regarding a trainee's readiness to be entrusted with the well-being of vulnerable clients or students, and may lead to extensive mediation or dismissal.

When the faculty becomes aware of concerns that exist onsite about a student's performance, the fieldwork coordinator and the student's advisor will communicate with the onsite supervisor and/or other relevant staff to determine the parameters of the issue. The supervisor will be asked to document his/her concerns.

The advisor and the student will discuss the situation from the student's perspective. The advisor will create a memo documenting the meeting with a copy to the program office for the student's file.

All material resulting from these communications will be received and discussed by the faculty, and the Program Advisor will convey the decision of the faculty.

The faculty's decision regarding subsequent proceedings may include but are not limited to:

- Requiring the student to take the rest of the semester off and then re-apply for fieldwork
- Requiring the student to take the rest of the semester off, requiring the student to then take additional coursework and if successfully completed, allowing the student to re-apply for fieldwork
- Requiring the student to re-take (or take for the first time) and pass any or all of the program's experiential skill-building courses and Ethics, and then reapply for fieldwork

The last of these is the likeliest consequence when a student has been unequivocally required to leave a fieldwork placement without possibility of any remediation at or further involvement with the site itself.

Evaluation points and Faculty Review

In summary, points at which a faculty review of student progress will be triggered include:

- Receiving a grade of B- in any course

- Low score (0 or 1) on the PCPE at any point
- Unfavorable evaluations from supervisors
- Two or more withdrawals from classes
- Agreement among faculty or supervisors that concerns exist regarding a student's progress in academic performance or interpersonal competency at any point in the semester

In each of these circumstances, the student's advisor will make him/her aware of the nature of the faculty's concerns, and will document this communication with a copy to the program office for the student's file. Faculty response in these instances may include a letter to the student indicating that he/she is considered to be on probation. This status signifies that the faculty will continue to monitor the student's progress closely, may restrict the student's ability to proceed to more advanced coursework, and may require remediation as appropriate to the specific concern.

APPENDIX B

Fieldwork Overview

The primary objective of the counseling fieldwork program is to enable students to apprentice in the role of a practicing counselor. Counselor interns become part of a professionally approved counseling program in which they can observe successful practices, participate in all aspects of the program and apply classroom learning to actual clinical, school, and organizational situations. Interns are expected to function as part-time employees of their chosen fieldwork site during the academic year. As part of their intern requirements at Teachers College, interns are required to engage in ongoing individual (personal and/or career) and group counseling. Interns must have an individual caseload of five or more students throughout their intern experiences. Other training experiences should include case conferences, crisis intervention, staff meetings, testing and assessment, staff development workshops, program development, seminars for staff, data gathering and record keeping as it applies to their population. All activities must be under the direction/guidance of a licensed/certified supervisor, who has a minimum of three (3) full years of experience and a minimum of a Masters Degree in a school counseling-related field.

Prerequisites

Before registering CCPJ 5263/CCPJ 5265 (Supervised Fieldwork in Elementary School Counseling), students must complete:

- **CCPJ 4064** Theories of Counseling
- **CCPJ 4560** Professional & Ethical Issues in Psychological Counseling
- **CCPJ 5062** Career Counseling & Development
- **CCPJ 4160** School Counseling for Children and Adolescents
- **CCPJ 5371** Foundations of Counseling
- **CCPJ 5025** Group Counseling
- Workshops: Child Abuse Reporting / Violence Prevention/ DASA

Students are also required to obtain insurance coverage (liability insurance) through ASCA.

Time Commitment

Students are expected to commit to a minimum of 700 hours throughout the course of two

Semesters (100 practicum hours and 600 fieldwork hours). 700 hours is the equivalent of 2-3 days (20 hours) a week. Students will be at two different sites – one HS and one EM or MS. The actual distribution of time is negotiated between the professional needs and requirements of the school and the coursework and other commitments of the student.

APPENDIX C

Degree Audit Information

Teacher College's degree system is designed to assist students keep track of their progress towards a degree program. The audit is a snapshot of the student's academic history and includes all degree requirements, in progress courses, transfer credits, and more. The degree audit is also used as the degree application process for graduation. Students pursuing an en passant degree, please use and follow the "**Degree Audit Student Manual - Adding Goals**" instructional guide.

For more information, please visit

<https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

- ★ When submitting the degree audit as your application for graduation, the Office of the Registrar will refer to the "DECLARED" degree/major program for review and clearing purposes (exception: en passant majors).
- ★ The degree audit system cannot be accessed in some areas outside the United States. If you have questions regarding this please contact degreeaudit@tc.edu

APPENDIX D

Professional Counseling Performance Evaluation (PCPE) & Ed.M. Program Planner