



Student Handbook
SMB AREA OF FOCUS

Psychology in Education M.A. Program
Teachers College, Columbia University

2025 – 2026



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Welcome to the Spirituality Mind Body Area of Focus!

The Spirituality Mind Body Institute (SMBI) at Teachers College, Columbia University explores the intersection of science and spirituality through the framework of psychology. SMBI consists of external programming to the public, grant-funded research projects, an initiative in spirituality in education, and a graduate degree program. This handbook is for our graduate degree program. On campus, we are located in Horace Mann 238 (HM 238).

The Institute offers an SMB (Spirituality Mind Body) Area of Focus within the **Master of Arts Degree Program in Psychology in Education**. Upon completion, students will be awarded a Master of Arts degree with a major in Psychology in Education. The Psychology in Education major is housed within the Department of Clinical and Counseling Psychology. Students will also receive an Award of Completion issued by the SMB program.

The SMB Area of Focus is at the forefront of SMBI's pioneering mission: individual inner work, in service of collective outer change. The coursework and programming have been designed to foster academic exploration of spirituality to graduate an international community of inspiring thought leaders, mind-body healers, spiritual activists, and visionaries.

We welcome you, the new cohort, to a fruitful upcoming year of important work for your professional growth as you meet the needs of our rapidly changing world!

Sincerely,

Dan Tomasulo, Ph.D.



DAN TOMASULO, PH.D.



Academic Director,
Spirituality Mind Body Area of Focus

Lisa Miller, Ph.D.



LISA MILLER, PH.D.



Founder,
Spirituality Mind Body Institute

The Pedagogical Model

The SMB Area of Focus offers a unique pedagogical model as a "crossroads" for spiritual leaders and thinkers from around the globe. SMB prioritizes experiential learning interfaced with science, insights from world traditions, and diverse spiritual practices. Dr. Lisa Miller designed this model based on twenty years of teaching spirituality in psychology at Teachers College, Columbia University. Initially offered in the late 1990s as a single class, SMB has grown to house the first Ivy League graduate degree program focused on spirituality and psychology!

The SMB pedagogical model consists of three integral components: Cohort, Coursework, and Journeying. Students enter and complete the SMB Area of Focus with their incoming Cohort within the academic year. Along with the SMB Coursework during the year, the Journey component integrates academic knowledge with personal experience to illuminate a professional path. The Cohort is integral to peer collaboration, Coursework, and Journeying. By the concluding SMB Spring Ceremony, students have clarified and expanded their vision to contribute to society through spirituality.

Cohort

The SMB Cohort comprises diverse students representing an intersection of global crossroads. Students come from near and far to grow and to learn together through deep engagement in coursework and conversation. The SMB Area of Focus hosts a Summer Intensive for immersive exposure to SMB coursework, where the Cohort is initiated, and life-long community and kinship are forged. The Journey through the SMB Area of Focus concludes during the Spring Ceremony the following year.

Coursework

Students are invited to explore the academic offerings within the Spirituality Mind Body focus at Teachers College and Columbia University more broadly. The SMB concentration is a 19-credit program that is the core of the 36-credit Master of Arts curriculum for the degree of Psychology in Education. Students must complete the 19-credit SMB Area of Focus by the Spring of their first year with their journeying Cohort.

As a requirement of the broader Master of Arts program at Teachers College, students must take at least 19 of the 36 credits in person, face-to-face, to graduate.

Journeying

While taking classes, students engage equally with their journey groups through academic advising and peer groups to illuminate their unique professional voice and calling.

The SMB Leadership Team

SMB Leadership

Members of the SMB leadership team are the core designers of the SMB pedagogical model and course offerings. They create the SMB requirements and interface with the TC administrative offices to implement its programming. Students may communicate with the Administrative Director regarding administrative needs and with the Academic Director for more in-depth advice. Basic questions about SMB requirements and class selection should be referred to the Academic Advisors (see below).

Dr. Lisa Miller

Founder, Spirituality Mind Body Institute

Helen Herman

Administrative Director

Dr. Dan Tomasulo

Academic Director

Tom Ford, MA (effective through August 1, 2025)

Melanie Lown, MA (beginning August 1, 2025)

Integrative Project (IP) Instructor

Yoel Paredes Rodriguez, MA

Academic Advisor

Education Technology Manager

Jason Reid, MA, MMS

Curriculum Support Coordinator

SMB Advisors

Academic Advisor

Yoel Paredes Rodriguez (yjp2107@tc.columbia.edu) is the go-to person for all course-related concerns and requirements. Yoel provides academic, professional, and administrative support and is the primary contact for students in need of SMB and TC-related guidance.

Faculty Advisors

Dr. Lisa Miller and Dr. Dan Tomasulo are assigned faculty advisors to the students and may provide broader professional and academic support. You will be assigned to either Dr. Miller or Dr. Tomasulo during the Summer Intensive. SMB Advisors are available to address inquiries in person, via email, and Zoom.

Integrative Project (IP) Instructor

Students must complete an Integrative Project (IP), a requirement of the Psychology in Education Master of Arts degree. Tom Ford (Thomas.Ford@tc.columbia.edu) and Melanie Lown (ml12217@tc.columbia.edu) will be able to help students understand and meet the requirements of the Integrative Project, providing guidance and support for submission. They will help you refine your project outline and goals and can also assist in aligning you with an IP faculty advisor. The IP Instructor is available to address inquiries via email or Zoom. **For comprehensive details, helpful resources, and project requirements, please read the [Integrative Project Guidelines](#).**

Course Assistants

These roles are responsible for assisting students enrolled in SMB courses. Please note, not all courses have an assigned teaching assistant.

SMB Core Faculty

Aurélié Athan, Ph.D.

Elective Instructor: Archetypal Symbolism

Aurélié Athan is an Associate Research Professor in the Department of Clinical Psychology and a core faculty member of SMBI, Teachers College, Columbia University. Her scholarly interests center on spiritual development across the lifespan, with a current emphasis on the transition to motherhood or matrescence, and the emerging concept of reproductive identity. Her clinical orientation is informed by depth perspectives such as Jungian psychology, with a focus on the creative expression of the human psyche in art and therapy as well as ritual and rites of passage. She has been honored to work with the Archives for Research on Archetypal Symbolism on a 10-year effort culminating in *The Book of Symbols: Reflections on Archetypal Symbolism* (Taschen). As an experienced administrator in higher education, she applies a strength-based and transformational learning framework to foster the flourishing of students through innovative curriculum design and academic guidance.

Mark Kuras, Ph.D.

Elective Instructor: Methods of Individuation

Dr. Mark Kuras is on the Faculty of Columbia Medical School, Teachers College Clinical Psychology and SMBI. He directs the High Risk Unit in the Community Psychiatry Clinic at NY Hospital and is a core faculty in the Columbia University Clinical Psychology Internship Program. He is a licensed Clinical Psychologist, Jungian Analyst and was the founding Director of Training of the Jungian Psychoanalytic Association. His major interests are in Animistic forms of apperception and their relationship to the special forms of Millennial distress.

Linda Lantieri, M.A.

Core Course Instructor: Spirituality & Education

Linda Lantieri, MA, has been in the field of education for over 40 years in a variety of capacities: classroom teacher, assistant principal, director of a middle school in East Harlem, and faculty member at Hunter College, New York City. Currently, she serves as a Senior Program Advisor for the Collaborative for Academic, Social, and Emotional Learning (CASEL). She has also been involved in designing and teaching the K-12 Spirituality in Education Strand of the SMB Area of Focus within the Master's in Psychology in Education at Columbia University. For the last 15 years, she served as the Founding Director of The Inner Resilience Program, whose mission is to cultivate the inner lives of students, teachers, and schools by integrating social and emotional learning with contemplative practice. Before that, she co-founded the Resolving Conflict Creatively Program (RCCP), a research-based K-8 social and emotional learning program that is being implemented in over 400 schools worldwide. Linda has recently been appointed to the Council of Distinguished Educators of the National Commission on Social, Emotional & Academic Development and is currently Senior Advisor to Social, Emotional, and Ethical (SEE) Learning Program at the Center for Contemplative Science and Compassion-Based Ethics at Emory University. With the blessing and support of the Dalai Lama, the SEE Learning Program

seeks to develop a guiding curriculum framework based on Compassion to be integrated into Kindergarten-Higher Education worldwide. Linda has written numerous articles and book chapters and is coauthor of *Waging Peace in Our Schools* (Beacon Press, 1996) editor of *Schools with Spirit: Nurturing the Inner Lives of Children and Teachers* (Beacon Press, 2001), and author of *Building Emotional Intelligence: Practices to Cultivate Inner Strength in Children* (Sounds True, 2008, 2014).

Jack McGourty, Ph.D.

Core Course Instructor: Purpose-Driven Innovation Blending Behavioral Science and Spiritual Practice

Jack McGourty, Ph.D. is the Director of Community and Global Entrepreneurship at the Columbia Business School and a faculty member teaching courses in entrepreneurship, venture creation, and product innovation. Prior to joining the Columbia Business School, he was Vice Dean for Columbia's Engineering School. For over 20 years, Dr. McGourty has been an active member of the University's entrepreneurial community, establishing an undergraduate minor in entrepreneurship, teaching core and advanced courses in new venture creation and growth, and launching the Columbia-Harlem Small Business Development Center. He is the driving force behind Venture for All®, a program designed to educate aspiring entrepreneurs and build capacity for high-potential startup ventures in emerging global markets. Dr. McGourty is the recipient of the Columbia Engineering School's Distinguished Faculty Teaching Award and Columbia Business School's Dean's Award for Teaching Excellence. He also supports spiritually inspired entrepreneurs in collaboration with Teachers College's Spirituality Mind Body Institute within the clinical psychology department. Dr. McGourty holds a Ph.D. in applied psychology from Stevens Institute of Technology and both a master's degree and a Post Doctoral Re-specialization Certificate in clinical psychology from Teachers College. Dr. McGourty is co-author of the Wiley publication, *Patterns of Entrepreneurship Management, 6th Edition*, published in 2020.

Lisa Miller, Ph.D.

Professor and Founder, Spirituality & Mind Body Institute

Core course & Elective Instructor: Research Apprenticeship; Animal-Human Bond; Psychotherapy, Spirituality, and Religious Diversity

Scholarly Interests: Spirituality and Religion, Basic Science of Spirituality, Applied Interventions Using Spirituality, Depression and Substance Abuse, Related Risk and Protective Factors, Wellness and Mental Health.

Lisa Miller, Ph.D., is Professor of Psychology and Education at Columbia University, Teachers College, and is Founder of the [Spirituality Mind Body Institute](#), the first Ivy League graduate program in spirituality and psychology. Dr. Miller is a foremost scientist on spirituality across the lifespan, with her work published in top research journals including JAMA-Psychiatry, American Journal of Psychiatry, and the Journal of the American Academy of Child & Adolescent Psychiatry. Her innovative research has focused on quantifiable effects of spirituality in health, resilience and thriving, and an overall sacred and joyful life. Her clinical and consultation work focuses on spiritual awareness and spiritual growth for individuals, families, groups, and organizations. Dr.

Miller is the author of “The Spiritual Child: The New Science of Parenting for Health and Lifelong Thriving.” Based upon her decade and a half of experience, she offers talks, workshops, and consultations on spirituality in healthy development to parents and schools, adult wellness groups, and private and public organizations. She is the Editor of *The Oxford Handbook of Psychology and Spirituality* and Co-Editor of the APA journal, *Spirituality in Clinical Practice*. She has been elected as a Fellow by the American Psychological Association, as well as for the Virginia Sexton Mentoring Award for graduate students. A graduate of Yale, she received her doctorate from the University of Pennsylvania from Martin Seligman. She frequently is cited in print and in on-line media and has appeared on CNN, Fox News, MSNBC, and NBC Today Show as an expert. She lives in Connecticut with her husband and three children.

Ruth Rosenbaum, Ph.D., L.P.

Professional Integration Instructor: Spirituality & Mind-Body Issues

Dr. Rosenbaum is a licensed psychoanalyst in private practice of psychotherapy and psychoanalysis in New York City. She has worked with individuals and couples for over 30 years. She is also a certified biofeedback therapist, helping people understand and transform their mind-body communications to overcome a variety of stress-related problems, including panic attacks, migraine headaches, back pain, heart arrhythmias, and irritable bowel syndrome. In addition, she is a certified Kundalini yoga and meditation instructor and has studied Tibetan Buddhist philosophy and meditation with Lama Pema Wangdak. Her psychotherapy work reflects these in-depth studies and her lifelong interest in the integration of mind, body, and spirit. In addition to teaching at Columbia’s Teachers College as one of the core faculty members of SMI, Dr. Rosenbaum is a faculty member, supervisor and training analyst at the New York-based psychoanalytic institute, NPAP (National Psychological Association for Psychoanalysis), where she also gives workshops and continuing education classes on integrating psychoanalytic psychotherapy and spirituality. She serves on the Editorial Board of the professional journal, *The Psychoanalytic Review*. Dr. Rosenbaum conducts two private groups--one on Sexuality and Spirituality, and another that is a study/supervision group for clinicians, devoted to exploring how a post-Newtonian perspective can enhance the practice of psychotherapy. She has published and lectured on a variety of topics, including intersubjectivity, spirituality and psychotherapy, parallels between psychoanalysis and the Buddhist philosophy of the evolution of the soul over many lives, and the connection between the process of change in psychotherapy and concepts from fields such as neuroscience, quantum physics, and psi phenomena. She has been a guest speaker at scientific conferences in Europe on topics such as “Consciousness and Quantum Physics” and “Contemporary Psychoanalysis and New Models of Consciousness.”

Mitchell Saskin, Ph.D.*Professional Integration Instructor - Spirituality & Mind-Body*

Mitchell Saskin, Ph.D., is a Clinical Psychologist with a practice on the Upper West Side of Manhattan. The focus of his psychotherapy practice is providing counseling for individuals and couples who are struggling in terms of life transitions and major life changes. He has over 20 years of experience as a psychotherapist in private practice as well as working and consulting in public, parochial, and independent schools throughout NYC. Mitchell received his Ph.D. in State as a Clinical Psychologist and a School Psychologist. While Mitchell has been analytically trained as a psychotherapist, he has moved towards incorporating more alternative, mindful, and spiritual forms of treatment into his practice. This is primarily based on his long-standing meditation and spiritual practice. Mitchell uses mindfulness and spiritual practices in his counseling practice with individuals and couples, as well as offering workshops on mindfulness to students, educators, and parents. He is currently an Adjunct Assistant Professor in the SMB Area of Focus at TC, where he specializes in teaching the integration of spirituality and psychotherapy.

Suza Scalora, Ph.D.*Core Course Instructor: Spirituality & Wellness*

Dr. Suza C. Scalora is an Assistant Professor of Clinical Psychology in the Department of Psychiatry at Weill Cornell Medicine and an Assistant Attending Psychologist at New York Presbyterian Hospital. She is an Adjunct Assistant Professor at the Spirituality Mind Body Institute (SMBI), Teachers College, Columbia University, teaching the Spirituality & Wellness: Awakened Awareness. Her research interests focus on developing and evaluating Spiritual Mind-Body (SMB) wellness interventions and emerging adult mental health and wellness. Dr. Scalora co-developed an integrative SMB wellness intervention, Awakened Awareness for Adolescents and Emerging Adults, delivered it at Columbia University and Barnard College, and co-led a two-year research study evaluating the intervention. Dr. Scalora received her Ph.D. in Clinical Psychology from Teachers College, Columbia University. She is a New York State licensed clinical psychologist. Before her doctoral studies, Dr. Scalora earned a master's degree in Psychology in Education from Teachers College, Columbia University, with a concentration in Spirit Mind-Body psychology, and worked as the Director of Research at the Integrative Wellness Center at Teachers College, Columbia University. Dr. Scalora provides treatment to adults through Weill Cornell Medicine's Physicians Organization and young adult graduate and medical students through the WCM Graduate Student Mental Health Program. Her theoretical orientation is integrative, using mindfulness and mind-body-spirit practices and evidence-based treatment modalities.

Lorne Schussel, Ph.D.*Elective Instructor: Spirituality & Post-Materialist Science in Health*

Dr. Lorne Schussel is Adjunct Assistant Professor and Core Faculty at SMBI, Columbia University, Teachers College. He is the Research Director of the

Contemplative Science and Post Materialism Lab as well as the PI of the Contemplative Neuroscience and Connectivity Project. His research focuses on the utilization of contemplative practices, human connectivity, contemplative neuroscience, EEG hyperscanning, and integrating clinical biomarkers into treatment. Currently, he and his team are working on developing an epigenetic clinical pilot using mediation-visualization practices and EEG hyperscanning for the Police Force. Dr. Schussel developed a psychological healing practice known as “The Best Self Visualization Method,” which has been cited in the New York Times, ABC Online, and the Huffington Post. He has also been an invited speaker at the United Nations Mission to Nigeria and the United Nations Church Center. The method has been added to a curriculum for mental health and resilience at Zucker Hillside Hospital (NorthWell Health) and the Long Beach School District. He has presented to corporate leaders in Indonesia as part of a mental health initiative for the COVID-19 crisis and lectured to Psychiatry Medical Residents at Mount Sinai Hospital, Glendale Adventist Hospital, and the University of Southern California. Dr. Schussel has recently worked as visiting faculty at the California State Judicial College, teaching about mental health and employee burnout to appointed state judges.

Dan Tomasulo, Ph.D. MFA, MAPP

Academic Director, SMB Area of Focus

Elective Instructor: Positive Psychology / The Healing Power of Hope: Bridging Practice and Science

Dan Tomasulo, PH.D., is the Academic Director and core faculty at the Spirituality Mind Body Institute (SMBI), Teachers College, Columbia University, and is on the teaching staff at the University of Pennsylvania, where he works with Martin Seligman. He holds a Ph.D. in psychology, MFA in writing, and a Master of Applied Positive Psychology from the University of Pennsylvania. He is a Review Editor for Frontiers in Psychology Special section Positive Psychology, and honored by Teachers College, Columbia University with their 2021 Teaching Award. He co-authored the American Psychological Association’s first book on psychotherapy for people with intellectual and psychiatric disabilities and has authored six books and published over 20 articles on innovations in delivering mental health and wellbeing services. Dr. Tomasulo was the lead author for the first Diagnostic Manual - Intellectual Disability (DM-ID), identifying the criteria for Post Traumatic Stress Disorder in people with intellectual disabilities.

Dr. Tomasulo has been elected to fellow of the American Society for Group Psychotherapy /Psychodrama and has served as a board member for this organization as well as the National Association for Dually Diagnosed (NADD). Dr. Tomasulo has been honored as one of the top ten online influencers on the issue of depression. and twice awarded the Avant-Garde Clinical Intervention award by the International Positive Psychology Association. He has been a teaching fellow at Princeton University and is a graduate of Yeshiva University and the University of Pennsylvania. For more information about his work, please see this link

https://en.wikipedia.org/wiki/Dan_Tomasulo



Degree Requirements: The SMB Area of Focus

The SMB Area of Focus is a **19-credit** program. It is required to be completed during the student's incoming academic year. The SMB Area of Focus serves as the cornerstone of the **36-credit** Master of Arts degree program, which students usually finish during one or two years.

SMB AREA OF FOCUS REQUIREMENTS 19 SMB course credits as delineated below.	
SMB Courses	Credits
SMB SUMMER INTENSIVE SEMINAR	6
CORE COURSE REQUIREMENT	3-6
PROFESSIONAL INTEGRATION IN SMB ISSUES	3
SMB ELECTIVE OF CHOICE	6
TOTAL CREDITS	19

*Students may request to delay a requirement with written rationale and approval under extenuating circumstances only.

**Furthermore, the University has asked students seeking exceptions to being on campus to apply through this email: returntocampus@tc.columbia.edu (Division of Student Affairs). International students with questions about visas or other aspects of travel can contact tcintl@tc.columbia.edu (Office of International Students & Scholars).

***We encourage hybrid learners (see below) to check in with the Academic (Dan Tomasulo) and Administrative Directors (Helen Herman) in advance before finishing up with course planning.

Note: SMB Coursework is offered in the Clinical Program within the Department of Counseling & Clinical Psychology with the designation CCPX.

3-Credit Courses

All three-credit courses are designed to have a minimum of 30 hours of instruction. According to New York State Education Department (NYSED) guidelines, graduate students enrolled in a three-credit course can anticipate approximately 60 hours of student preparation and out-of-class assignments throughout the semester, with an additional 45 hours spent on a supervised out-of-class project.

Course Offerings: SMB Summer Intensive Seminar (6 credits)

SMB SUMMER INTENSIVE SEMINAR (Subject to change.)	
Summer Intensive 2025	
Summer Intensive General Programming CCPX 4030 Psychology of Adjustment 3 Credits -- Dr. Dan Tomasulo Type: In-Person <ul style="list-style-type: none"> • June 12-20th 9:00am – 1:30pm ET <p>----- AND -----</p>	**Summer Intensive General Programming** CCPX 4050 Intro to Health Psychology 3 Credits -- Dr. Lisa Miller Type: In-Person <ul style="list-style-type: none"> • June 12-20th, 1:30pm – 6:00pm ET

*In-person attendance for the 2025 Summer Intensive Seminar is mandatory for all incoming students. Students are not permitted to skip the Intensive or to attend a future Cohort's Summer Intensive Seminar in lieu of absence.

Course Offerings: SMB Core Courses (1-3 credits)

(Subject to change.)

Core Courses REQUIREMENT REVIEW:

- Students can only take ONE of the following Core Courses per year, which range between 3-6 credits: **Spirituality in Education**, **Purpose-Driven Innovation Blending Behavioral Science and Spiritual Practice**, and **Spiritual Wellness**.
- If students take Animal Human Bond for a Core Course, they may take a second core course listed above.
- If students complete both Core Courses listed above, they may apply them toward the 19-credit SMB elective requirement and will only need to take 6 elective credits (2 courses) instead of 9 credits (3 courses)

SMB Core Courses	
Requirement: ONE core course <u>must be taken</u> in the Incoming Year*.	
<ol style="list-style-type: none"> 1. The following THREE Core Courses cannot be taken concurrently. 2. Students must wait until the following year to take another based on space availability. 3. Priority registration is given to incoming SMB students. 4. Please check the current catalogue for times and dates for all courses (subject to change.) 	
Fall 2025	Spring 2026
Spirituality in Education CCPX 4140.001 3 Credits Linda Lantieri Type: Hybrid - (weekly course meetings sessions online via Zoom) w/ (3) in-person intensive dates. Dates: <ul style="list-style-type: none"> • Thursday, Sept. 11 – 5:30 pm - 7:45 pm (online) • *Thursday, Sept. 25– 4:00 - 8:00 pm (in-person) • *Friday, Sept. 26 – 9:30 am - 5:30 pm (in-person) • *Saturday, Sept. 27 – 9:30 am - 4:30 pm (in-person) • Thursday, Oct. 9 – 5:30 pm – 7:45 pm (online) • Thursday, Oct. 23 – 5:30 pm – 7:45 pm (online) • Thursday, Nov. 6 – 5:30 pm – 7:45 pm (online) • Thursday, Nov. 20 – 5:30 pm-7:45 pm (online) • Thursday, Dec. 4 – 5:30 pm – 7:45 pm (online) 	<p><i>This course is not offered in Spring.</i></p>

Purpose-Driven Innovation Blending Behavioral Science and Spiritual Practice CCPX 4112.001 3 Credits Dr. Jack McGourty Type: Hybrid - (weekly course meetings sessions online via Zoom) w/ (2) in-person intensive dates. Dates: <ul style="list-style-type: none"> Thursdays 11:00 am -12:40 pm EST In-person intensive dates: TBA by Instructor	<i>This course is not offered in Spring.</i>
Spiritual Wellness CCPX 4127.001 3 Credits Dr. Suza Scalora Type: Hybrid - (weekly course meeting sessions online via Zoom) w/ (3) in-person intensive dates. Dates: <ul style="list-style-type: none"> Wednesdays 5:00 pm-6:40 pm EST - September 9-December 19th, 2025 In-person intensive dates: <ul style="list-style-type: none"> TBA 	<i>This course is not offered in Spring.</i>
<ol style="list-style-type: none"> The following ONE core course CAN be taken concurrently. Students can take the below course simultaneously with other core course options. If students take TWO core courses (e.g., animal human bond and another), both core courses will count toward the 19 credit SMB requirement. Distance learners will have to fly in an additional time if selecting Animal-Human Bond. 	
<i>This course is not offered in fall.</i>	Spirituality & The Animal-Human Bond CCPX 4171.001 3 Credits Dr. Lisa Miller Type: Hybrid Dates: TBD

*Incoming students are granted priority registration. Returning students need instructor approval and are based on space availability.

Course Offerings: Professional Integration in SMB Issues (3 credits)

(Subject to change.)

PROFESSIONAL INTEGRATION IN SMB ISSUES Requirement: *ONE of these classes <u>must be taken</u> in your Incoming Year.* <u>*Only ONE</u> can be taken as they are the same course number.*	
Fall 2025	Spring 2026
Integration of Spirituality and Psychotherapy CCPX 4055.001 Spirituality Mind-Body Medicine - 3 Credits Dr. Ruth Rosenbaum Type: Weekly Online Online: <ul style="list-style-type: none"> Mondays, 11:00am-12:40pm ET ** Subtitle: Varieties of Transformative Experience in Psycho-spiritual Growth	Integration of Spirituality and Psychotherapy CCPX 4055.003 Spirituality Mind-Body Medicine - 3 Credits Dr. Mitchell Saskin Type: Weekly In-person In-person: <ul style="list-style-type: none"> Dates TBD ** Subtitle: The Integration of Spirituality and Psychotherapy: A Journey to Wholeness

*Must take either one of these options, not both.

Course Offerings: SMB Electives of Choice (6-9 credits)

(Subject to change.)

SMB ELECTIVES	
The following classes are electives of choice that are SMB topics.	
Summer 2025	
The Healing Power of Hope: Bridging Practice and Science CCPX 4199.001 - 3 Credits Type: Twice Weekly Online Dates: Summer B: 7/7/25 – 8/15/25 11:15-1:20, T/Th	
Fall 2025	Spring 2026
Positive Psychology (SMB Section) CCPX 4044.002 – 3 credits Dr. Dan Tomasulo Type: In-person Dates: Tuesdays 1:00 pm - 2:40 pm EST	Positive Psychology (SMB Section) Course Number TBD - 3 credits Dr. Dan Tomasulo Type: Weekly In-person Dates: TBD
Research Apprenticeship is not offered in Fall 2025	Research Apprenticeship Course Number TBD - 3 credits Dr. Lisa Miller Type: Weekly Online Dates: TBD
*Psychotherapy, Religious Diversity, & Spirituality CCPX 5045.001 – 3 credits Dr. Lisa Miller Type: Online Dates: Mondays, 3:00-4:40 pm EST *Please note that in Fall 2025, a second section will open for SMB students on Mondays (Dates TBD)	Archetypal Symbolism CCPX 4029.001 - 3 credits Dr. Aurelie Athan Type: Weekly In-person Dates: TBD
	Special Topic: Jung & Individuation CCPX 4199.001 - 3 credits Dr. Mark Kuras Type: Weekly In-person Dates: TBD

	Special Topic: Spirituality & Post-Materialist Science in Health 4199.005 - 3 credits Dr. Lorne Schussel Type: Weekly Hybrid Dates: TBD
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Course Offerings: Recommended Non-SMB Courses

Recommended Non-SMB Courses**	
CCPX Courses	Non-CCPX Courses***
CCPX 4126: Mother-Child Matrix: Developmental & Clinical Implications Dr. Aurelie Athan	ORLD 4091: Somatics: A Mind/Body Approach to Leadership Development Dr. Carmela Bennett
CCPX 4063: Analytic Psychology: Jung to Present Dr. Mark Kuras	ORLD 5070: Leadership for Adult Development Dr. Ellie Drago-Severson
CCPX 4038: Comparative Psychotherapies Dr. Nancy Nereo or Dr. Barry Farber	HUDK 5011: Cognition of Social Emotional Learning Dr. Ilya Lyashevsky
CCPX 4075: Psychology at the United Nations Dr. Judy Kuriansky	ORLD 4828: Imagination, Authenticity, and Individuation in Transformative Learning
CCPX 4039: Critical Perspectives on Non-Traditional Psychotherapies Dr. Sam Menahem	ORLD 4060: Coaching from an Adult Learning Perspective

*The courses outlined above are not required towards the 19-credits for the SMB Area of Focus but can count towards the 36 credits required to obtain the MA Psychology in Education degree.

**The courses listed above may require the explicit permission of the instructor to enroll. Students are responsible for discerning, locating, and contacting the instructors prior to enrollment for any non-SMB courses that require instructor's permission to register.

***As part of the MA Psychology in Education, students are required to complete six (6) breadth requirement courses (i.e. courses taken outside of CCPX). The courses listed above can be used to fulfill the TC breadth requirement for the MA Psychology in Education degree.

5 Areas of Your Degree

AREA 1: SMB AREA OF FOCUS REQUIREMENTS (19 credits)

- Intensive Seminar, Core Courses, Professional Integration, and Electives
- Required to be completed to receive an Award of Completion

AREA 2: TC BREADTH REQUIREMENT (6 credits)

- Minimum six credits outside of the Clinical Psychology Program CCPX
- Breadth requirement coursework must be taken at TC
- Cross-registered classes beyond TC will not be accepted

AREA 3: TC ELECTIVE COURSES (11 credits)

- Remaining credits can be taken anywhere at TC or beyond at CU Campus
- Students are welcome to return to take SMB courses (Note: priority registration for SMB courses is given to Incoming Students)

AREA 4: INTEGRATIVE PROJECT (0 credits)

- The Integrative Project is a degree requirement. It is worth zero credits.
- [Integrative Project Guidelines](#)

AREA 5: DEGREE AUDIT & GRADUATION

- Students are encouraged to track degree progress via their Degree Audit on their MyTC portal.
- Students must apply for graduation via their MyTC portal. See IP Guidelines for detailed instructions on this process.
- M.A. Convocation (graduation) occurs once annually in May.

Psychology in Education M.A. Degree Requirements: 36 Credits

SMB Intensive	SMB Core Courses	SMB Integration	SMB Elective	TC Breadth	TC Elective
6 credits 2 classes	3-6 credits 1-2 classes	3 credits 1 class	6 credits 2 classes	6 credits 2 classes	9-11 credits 3-4 classes

SMB Requirements: 19 credits

TC M.A. Degree Program Requirements: 36 credits

TC Breadth Requirement: 6 credits (classes can be 1, 2 or 3 credits each)

TC Elective Options: 9-11 credits (classes can be 1, 2, or 3 credits each)

IMPORTANT: There is no swapping from categories of SMB courses. In other words, SMB electives *cannot* be used as SMB Core Courses, and SMB Core Courses *cannot* be used as SMB electives. Only Animal-Human Bond can be taken as a Core Course or an elective. It can be a stand-alone core course or an SMB elective if you have already taken another Core Course.

SMB Coursework, Degree Planning, and Advisement

Program planning is the responsibility of students to ensure their successful completion. Students are expected to be informed about program requirements and to complete the requirements to graduate. Checking in with Academic Advisor Yoel Paredes (yjp2107@tc.columbia.edu) is an excellent way to ensure program requirements are being met promptly and to address any issues or concerns that arise. To make any special requests regarding academic requirements, students should initially contact Yoel and then their assigned faculty advisor, either Dr. Miller or Dr. Tomasulo. Students are encouraged to plan their coursework when possible and bring a list (e.g., course number, course name, term, credits) when meeting with any advisor. Communication regarding SMB will only be sent to Teachers College email accounts or posted via Canvas.

It is highly recommended that students seek academic advisement on degree planning and the Integrative Project (IP) within the first year of enrollment in the SMB Area of Focus. The IP Instructor for SMB is Tom Ford (Thomas.Ford@tc.columbia.edu) through August 1, 2025, and Melanie Lown (ml12217@tc.columbia.edu) after August 1, 2025.

It is during the Cohort's incoming year that SMB resources – academic advisors, faculty advisors, and core faculty members – will be most available and accessible. After the SMB Spring Ceremony, where the Award of Completion for the 19-credit SMB Area of Focus is conferred, students may complete the remaining credit requirements for the Master of Arts degree at their own pace.

Under circumstances where it is not possible to complete the IP while enrolled within the SMB Area of Focus, the Integrative Project must be completed within five years from the start of enrollment at Teachers College to receive the Master of Arts degree.

Please note that students are not permitted to leave the SMB focus area and join another program automatically. Students must submit a separate application to the Office of Admissions should they wish to depart SMB for another academic program.

SMB Intensive Seminar

Summer Intensive Seminar

The purpose of the Summer Intensive Seminar is to initiate students into the cohort model and immerse them in the crossroads of coursework and perspectives that embody the SMB Institute and Area of Focus. The Summer Intensive Seminar typically meets in person for 6 credits and partially fulfills the New York State Requirement for Face-to-Face (on-campus) courses.

Course Narratives: SMB Core Courses

Requirement: All students must register for ONE Core Course in the Incoming Year. If you are taking Animal-Human Bond, you may take a second Core Course in the first year. Otherwise, you must wait until the second year to take a second core course of the following: Spiritual Wellness, Entrepreneurship, or Spirituality in Education.

Spiritual Wellness

Instructors: Suza Scalora, Ph.D.

3 credits, Fall 2025

Course Content: Perhaps now more than ever, there is a need for accessible, thoughtfully crafted, and spiritually nourishing programming aimed at cultivating greater bodily ease, enhancing emotional well-being, and fostering feelings of connectedness and community. In today's fast-paced environment, where time and energy can be in short supply, wellness workshops create a structure for sharing healing tools and creating a sense of community in a way that is also accessible, engaging, and effective. Well-crafted mind-body workshops offer participants an experience that can facilitate both in-the-moment and ongoing personal growth and can have an impact both locally and globally. In this 3-credit, highly interactive core course, students will be expected to work collaboratively, review the extant research on wellness interventions, and participate actively in group discussions and exercises. Ultimately, students will hone their skills at developing and facilitating online and in-person spiritually-oriented wellness workshops that are grounded in both science and spirituality. Additional core course goals are to:

- Help students create programming that facilitates personal growth and a sense of community
- Foster awareness that, ideally, spiritually oriented wellness programming should also be culturally sensitive and inclusive
- Lead to the creation of therapeutic offerings without crossing the line into psychotherapy
- Provide valuable experience in delivering both brief and ongoing experiential and didactic offerings

Spirituality in Education

Instructor: Linda Lantieri

3 credits, Fall 2025 and 3 credits Spring 2026, yearlong requirement

Course Content: Is it possible for public schools to nurture the hearts and spirits of children and teachers without violating the beliefs of families about the separation of church and state? Many courageous educators are beginning to acknowledge that cultivating the inner lives of children can become a regular part of a child's school experience. Using principles derived from modern brain research and various wisdom traditions, this course will explore how the adults in children's lives can cultivate the habits of mind, body and spirit it will take to integrate contemplative teaching and learning and social and emotional learning into the culture, climate and curriculum of the K-12 school experience. This course will explore how we can approach spirituality in education in an open and non-dogmatic way that deepens each of our inner experiences as well as the children we serve.

Purpose-Driven Innovation Blending Behavioral Science and Spiritual Practice

Instructor: Jack McGourty, Ph.D.

3 credits, Fall 2025

Course Content:

This immersive course provides students with strategies and tools to elevate social innovation efficacy by integrating insights from behavioral science research and contemplative spiritual traditions. Through interdisciplinary readings and hands-on innovation projects, participants will gain skills to understand human psychology deeply, frame opportunities focused on specific behavior changes, develop co-created interventions using evidence-based techniques, rapidly prototype concepts, and rigorously evaluate their impact on behaviors. The sessions blend behavioral economics, cognitive psychology, and neuroscience with spiritual wisdom to enhance the innovation process and drive positive social change. Assignments & readings incorporate reflective spiritual practices to guide the ethical application of behavioral science principles. Students will learn to synthesize behavioral research and contemplative teachings into impactful social innovations that benefit humanity.

Animal-Human Bond

Instructor: Lisa Miller, Ph.D.

3 credits, Spring semester: Times TBD

Course content: This workshop intensive is intended to develop students' innate and intuitive abilities in respectful and conscious communication with animals. This course sets forth a spiritual journey marked by the building of confidence in connecting with animals across species and boundaries.

Course Narratives: SMB Electives

Archetypal Symbolism: The Creative Psyche in Art and Therapy

Instructor: Aurelie Athan, Ph.D.

3 Credits, Spring 2026 Semester

Course content: This workshop explores the transformative power of symbols and archetypes. It places the imagination and our creative engagement with the mythopoetic structure of the psyche at the heart of learning, change, and well-being. Symbols are everywhere, around us and inside of us, yet we rarely take the time to encounter these portals of self-understanding; nor might we know how to extract the meaning offered. The purpose of this class is to mobilize an “inner guidance system” to shift from an external preoccupation to an internal relationship to one’s professional calling.

Methods of Individuation

Instructor: Mark Kuras, Ph.D.

3 Credits, Spring 2026 Semester

Course content: Methods in Individuation, the second course, focuses on the methods, with emphasis on Active Imagination, Jung devised to revisit a sensuality to psychical life progressively suppressed in Western Consciousness and essential to establishing the empirical data integral to Jung’s vision of therapeutic action, i.e., the Self and its Individuation.

Positive Psychology

Instructor: Dan Tomasulo, Ph.D.

3 Credits, Fall 2025 and Spring 2026 Semester

Course content: This course will investigate the use of evidence-based interventions and their modifications derived from positive psychology. We learn to see not only what is wrong-but also what is strong in ourselves and others. Lectures, experiential and meditative exercises, videos, demonstrations, and discussions.

Spirituality & Post Materialist Science in Health

Instructor: Lorne Schussel, Ph.D.

3 Credits, Spring 2026

Course Content: This new course addresses innovative research in contemplative neuroscience and the integration of spirituality/science in a post-materialist framework. The course topics include advances in consciousness and human connectivity research, and their application in psychological healing. A basis for understanding post-materialism as related to meditation, biofield energy practices, and altered states of consciousness. The use of technology (neurofeedback, biofeedback, mobile applications) to facilitate contemplative states and mental health.

Integrative Project (IP)

Overview

Note: Below is an overview of the Integrative Project. For comprehensive details, helpful resources, and project requirements, please read the [Integrative Project Guidelines](#).

The SMB Integrative Project (IP) is an independent assignment that students complete as a requirement for the Master of Arts degree. The IP is an opportunity for individuation and professional integration, exploring and applying insights from spiritual traditions and scholarship toward a significant real-life question or issue. Students are encouraged to draw from multiple streams of their SMBI experience, including didactic courses, practical training, research skills, and experiential learning, as well as relationships with professors, mentors, and colleagues.

The IP invites students to explore their most profound questions, engage with resources across the program and the broader university, and create something original. The result will be a polished product that, upon completion of the program, graduates can bring into their personal and professional lives. Most IPs are literature reviews on a particular topic.

The SMB Integrative Project requirement is designed to enhance student learning and development, resulting in a project that demonstrates substantial breadth and depth. The expected length is twenty to forty double-spaced pages utilizing APA 7th format. This assignment is considered Pass/Fail.

Sponsor

The Integrative Project is a primarily self-led project to be created under the supervision of an official sponsor, who will serve as the IP's evaluator. While sponsors will provide expert feedback, the IP is largely an independent project, and students are expected to become immersed in their scholarship and take full charge of their progress.

Your IP sponsor must be a faculty member working at a college affiliated with Columbia University. Core faculty members of SMB, Teachers College, or any college affiliated with Columbia University are all suitable options.

More information about how to find an IP Sponsor can be found in the [Integrative Project Guidelines](#).

Format

The IP may take any of the following formats:

- **Research Format**

- 20-40 pages of academic writing, APA 7th Format (choose one of the following)
 - Literature review or conceptual paper (*most popular*)
 - Qualitative methods paper, including case studies, ethnographic studies, and interviews
 - Study proposal and outline for future research
 - Analysis of data collected by the student or pre-existing data
 - Questionnaire construction and/or validation
 - Field research or action research
- **Alternative Format** (*must be approved by the IP Instructor*)
 - Foundational Literature Review (10 pages of academic writing, APA 7th Format) AND an Alternative Format option (choose one)
 - Curriculum, workshop, or retreat plan
 - Business plan
 - Documentary film
 - Public policy proposal
 - Novel or screenplay
 - Interactive website or media project
 - Another project type approved by the IP Instructor

Note on the IP and Coursework

Students are not required to be registered for classes while working on an IP. If students have completed MA coursework (36 credits) and need more time to finish their IP, they can register for CCPX 4001.001 (CRN 58581), a zero-point course. CCPX 4001.001 allows the student to retain their student status and have access to campus facilities and the Columbia Libraries Catalog (CLIO). Students may sign up for CCPX 4001.001 for however many semesters required to finish the IP. **Students who still have courses to complete at TC should not sign up for CCPX 4001.001**

Please note that while enrollment in CCPX 4001.001 does not carry any tuition point charges, students who enroll in this course will still be required to pay the college fee to the TC Bursar.

Examples:

1. Students in the middle of their program who are working on their IP should NOT sign up for CCPX 4001.001
2. Students who have finished all their coursework but have not completed their IP SHOULD sign up for CCPX 4001.001

Hybrid Learners Policy

The SMB Coursework (19 required credits) within the M.A. program in the Psychology of Education (36-credit degree) is in New York City, New York, United States. It will, therefore, follow the typical calendar year and course schedules designated by Teachers College from 9:00 a.m. to 9:00 p.m. Eastern Time (ET).

Hybrid Learners must therefore decide whether this scheduling limits their ability to attend courses in full. The attendance requirement cannot be waived.

NOTE: The remaining credits beyond our 19-credit requirements are yours to select freely. The question of how many can be taken online remains dependent on *online coursework availability throughout the college*. A minimum of 19 points must be taken in face-to-face courses. Students should consider the potential opportunities and challenges if they choose to be a hybrid learner.

Note: Hybrid courses for domestic students meet face-to-face requirements for New York State. THEY DO NOT MEET THE FACE-TO-FACE REQUIREMENTS FOR INTERNATIONAL STUDENTS. SEE NOTE UNDER INTERNATIONAL STUDENTS BELOW.

Note to International Students

FULL COURSE OF STUDY REQUIREMENT

Under U.S. immigration regulations, F-1 and J-1 students are required to pursue a full course of study while at Teachers College unless authorized by the Office of International Students and Scholars (OISS) for a reduced course load.

You may meet the full course of study requirement in one of two ways:

- (1) Full-time Coursework: Register for 9 points/credits of coursework or registration in certain advanced doctoral / dissertation advisement courses which are automatically considered to be full time
- (2) Full-time Equivalency: File a Certificate of Equivalency Form, or COE, for non-credit academic activities directly related to your degree program, such that the total number of coursework and equivalency points equals 9 or more. In certain circumstances, an F-1/J-1 student may request authorization to engage in a Reduced Course Load, or RCL (part-time study).

A reduced course load may be granted only in specific situations. You must request preapproval for a reduced course load directly from the Office of International Students and Scholars (OISS). For more details, please refer to the OISS website: www.tc.edu/international or speak with an international student advisor. There are government restrictions on the types of employment and the number of hours F-1 and J-1 students are allowed to work. You are considered to be employed or working if you receive any form of compensation (including but not limited to salary, stipend, housing, food, metro card, etc.) in exchange for services provided.

You must receive work authorization from the Office of International Students and Scholars (OISS) (and in some cases from the government) BEFORE beginning any employment. Additionally, some institutions, such as hospitals or clinics, may require you to have work authorization to volunteer there. In this case, please speak with an international student advisor.

International Student Policy for Full-Time Enrollment (F-1/J-1 Visas)

Full-Time Enrollment Requirement

To maintain F-1/J-1 visa status, international students at Teachers College must be enrolled full-time every Fall and Spring term. Full-time status requires a minimum of 9 credits per semester, of which at least 6 must be in-person, on-campus courses.

Key Points:

- **6 In-Person Credits per semester:** At least 6 of the required 9 credits must be from in-person, on-campus courses (NOT hybrid *or* online courses).

- **Online/Hybrid Credits:** The remaining 3 credits can be fulfilled by online, hybrid, or distance learning courses. However, hybrid courses are considered online courses for visa purposes and do not count toward the in-person credit requirement.

Examples:

1. **Acceptable Schedule:**

An acceptable schedule could include two in-person courses (6 credits) and one online course (3 credits). This meets the 9-credit full-time requirement, with 6 credits from in-person courses.

2. **Unacceptable Schedule:**

One in-person course (3 credits), one hybrid course (3 credits), and one online course (3 credits) would not satisfy the visa requirements, as it includes only 3 in-person credits.

Summer Enrollment:

Since our program begins in the summer, international students must apply for a Form I-20/DS-2019 and enroll full-time in the summer term. For example, students in the SMB Area of Focus can take two in-person courses (6 credits) during the Summer Intensive and one online course (3 credits) in Summer B to meet the requirement.

Important Reminders:

- Once registered for 6 in-person credits, you may take additional online/hybrid courses.
- Maintaining full-time enrollment is critical to keeping your visa status. Misunderstandings about TC or New York State requirements can lead to issues, so ensure your schedule meets federal regulations.

For any questions, contact the Office of International Students and Scholars (OISS) at TCINTL@tc.columbia.edu.

ADDITIONAL INFORMATION FOR INTERNATIONAL STUDENTS

It is generally understood that Optional Practical Training (OPT) is intended for students who plan to work. For students who have completed their coursework but not their Integrative Project (IP), OPT can still apply. If a student has finished their coursework, they are eligible to apply for post-completion OPT. Before this, they would apply for pre-completion OPT.

A student who has completed all required credits but not their IP (which carries no credits) may still apply for pre-completion OPT as long as they continue to maintain their student status, including meeting the enrollment requirements.

If an international student wishes to dedicate a semester to writing their IP, they can still retain their visa status. To do this, they must stay within the program time frame specified on their I-20 (for F-1 students) or DS-2019 (for J-1 students). As long as their IP work is done within this timeframe, they are allowed to continue their academic efforts. If a student finishes their coursework and graduates in the spring but plans to take the summer to write their IP and register for a course like CCPX 4001.001, they can retain their visa status for the summer. Registering for OPT will not affect this, as they can continue working on their IP within the program time frame. After graduation, they are allowed to remain in the country for a 60-day grace period.

If a student graduates in Spring, takes the summer off, and plans to register for CCPX 4001.001 in the fall to complete their IP, the situation remains the same: they can retain their student status as long as they continue within their program timeframe. OPT registration will not interfere with this status.

Students should consult their Office of International Student Services (OISS) for an example of how post-completion OPT would work. It's important to note that employment under OPT must be directly related to the student's field of study. What they learned in their program must be applied in a relevant professional setting.

An international student's F-1 or J-1 status typically ends on the last day of the semester when they were last enrolled full-time. This date marks the conclusion of their official student status. If an international student applies for OPT with the expectation of getting a job, they can still register for CCPX 4001.001 and write their IP during their post-completion OPT. However, they cannot be enrolled in a degree program while on OPT.

APA Writing Style & Literature Review Information

Each of the courses at SMB will require APA style for literature reviews and academic papers. APA style refers to the American Psychological Association's writing style

recommendations for research and academic papers. Students will be required to master this style format, particularly for in-text and reference pages, when submitting their work in each course.

A literature review is a summary, description, and critical evaluation of a survey of articles surrounding a topic.

APA style is different from other styles required in other types of writing. It is not only the standard required in psychology courses, but also often the standard used by other sciences. In addition to preparing a paper, other issues such as good writing, reducing bias, and ethics of responsible authorship are discussed in APA style material.

Below is a list of resources from APA designed to help you become familiar with the style. If you are entirely unfamiliar with APA style, you may find the APA Concise Guide most helpful. The OWL program has sample papers, specific examples, and particulars about unique sources (e.g., film, lecture, electronic, newspapers, etc.). Please be sure to only use the rules for the 7th edition of the APA citation style.

Products related to APA style 7th edition <https://apastyle.apa.org/products/>
The Concise Guide (recommended) <https://apastyle.apa.org/products/concise-guide> The APA style blog <https://apastyle.apa.org/blog>

The most student-friendly, easy access for understanding how to reference APA style 7th edition properly comes from the free online resource, OWL: The Purdue Online Writing Lab (<http://owl.english.purdue.edu/owl/section/2/10/>). This is—by far- the best online APA resource.

Son of Citation Machine (This will help you create a reference if you do not know how.) (<http://citationmachine.net/index2.php?reqstyleid=2&newstyle=2&stylebox=2>):

Here is one source for a guideline for APA style referencing.
<https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074>

Final thoughts on APA style and grammar.

Learning this style as you enter graduate school here at Teachers College, Columbia University, will serve you throughout your academic career. Not being proficient in APA will detract from the content of your paper and may lower your grade. Errors in style significantly stand out to your professors who have a keen eye for the format. Using APA style cannot make the content of your paper better, but it keeps the reader from being distracted. You may also want to use TC's writing center to help you review papers before you hand them in <https://www.tc.columbia.edu/graduate-writing-center/> or run your paper through a grammar checking program like Grammarly: <https://www.grammarly.com/>.

The Use of Artificial Intelligence (AI) for assignments and APA style referencing.

As we continue to explore innovative technologies in psychology, each professor will discuss how (and if) AI may be used in the classroom. AI has the potential to revolutionize various aspects of psychology, from research methodologies to clinical applications. Understanding how AI can be integrated into our academic pursuits is essential for staying current and maximizing the benefits of technological advancements in our field.

Throughout the upcoming program, your professors will provide insights on the use of AI in the classroom, including potential applications, ethical considerations, and opportunities for hands-on experience with AI tools relevant to psychology. By engaging with this topic, you will gain a deeper understanding of AI's role in psychology and how it can enhance your research, practice, and overall learning experience as a graduate student. Please ask your professors for guidelines about using AI in various projects and how to reference AI sources in APA style.

Teachers College Disability Related 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 registration information. You can reach OASID by email at oasid@tc.columbia.edu or by calling 212-678-3689. Services are available only to students who have registered and submitted appropriate documentation. Please report any access-related concerns about instructional material to OASID and your course instructors.

TC Gmail

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.

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 to satisfy 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.

Sexual Harassment and Violence Reporting

Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the [Title IX Coordinators](#). They will treat this information as private but will need to follow up with you and possibly investigate the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff, and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual

exploitation, and gender-based harassment. For more information, visit: [Sexual respect at Columbia University](#)

SMB Area of Focus Academic Policies and Suggested Guidelines

Dual Relationships

SMB students are not to engage in dual relationships with faculty. A dual relationship is defined as any relationship that is co-occurring in addition to that of student-teacher or student-mentor. For example, students may not engage a professor with whom they are taking a class to be their private psychotherapist, coach, or to employ them for any other types of services. This rule always applies, independent of whether or not payment is involved. Faculty members are also not allowed to offer treatment, diagnosis, or referral to a student enrolled in their class. If a pre-existing relationship with a faculty member is already ongoing, then the student must be excused from taking the class.

Psychological Support

It is recommended that students seek supportive guidance in the form of psychotherapy or other counseling during their time in the program when needed. The SMB Area of Focus is an academic program with an academic approach to advisement. As such, psychological support and intervention are outside the scope of the professional boundaries of SMB staff and faculty. Internally at Teachers College, students are welcome to meet with the Vice Provost of Student Affairs to discuss issues and receive guidance, such as campus referrals. Students are also welcome to contact Columbia University's Counseling and Psychological Services (CPS).

Vice Provost for Student Affairs

212-678-3083

rock@tc.columbia.edu

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Appointment

Columbia University Counseling & Psychological Services (CPS)

<https://health.columbia.edu/content/counseling-and-psychological-services>

Office hours: 212-854-2878

After hours: 212-854-9797

Grading

All classes will be automatically registered for a letter grade, and faculty are authorized to strictly adhere to the requirements of their syllabi and to grade students according to their academic performance. Students may request to convert their course to a P/F

grade with adherence to the instructor's requirements for Pass/Fail. A grade of F or Failure can be expected if requirements are not met.

Teachers College Academic Policies and Guidelines

For the complete and most current version of the policy on Admission and Continuation of Enrollment, visit the Incomplete Grades Policy, refer to the TC Policy Library.

Admission and Continuation of Enrollment

The Statutes of the College provide: "The admission of a student, their continuance upon the rolls of the College, the receipt by them of academic credit for work completed, graduation, and the conferring of any degree or diploma upon them shall be subject strictly to the control of the College, which shall be free to refuse or cancel registration at any time on any grounds, except those cited [in the Non-Discrimination Policy], which it deems desirable." (Statutes, VII-C)

Academic Standards

The Faculty of the College requires that all students maintain acceptable grades as well as satisfactory progress in the completion of degree requirements. Some departments specify an overall minimum grade average (see specific department statements). Any department judging a student to be performing below expectations is authorized by the Faculty to require additional coursework as a means to evaluate the student's continuance within the degree program or at the College. If satisfactory progress as defined by the department is not maintained, a student may be dismissed from the program. In addition, a student whose academic performance in coursework or other requirements is seriously below the level required for successful completion of a degree may be denied permission for continued enrollment at the College on the initiative of the Faculty of the academic department in which the student is enrolled. There is no formal appeal from such a decision, but the services of the Ombudsman may be requested by the student.

Any student receiving eight or more points with grades of C- or lower is not permitted to continue registration at the College in any capacity and may not receive a degree or diploma. Petitions for exception to this policy are to be submitted, in writing, to the Registrar with a written recommendation from the department in which the student was last enrolled. Such petitions will be submitted to a faculty committee for review and decision. For the complete and most current version of this policy, refer to the policy as listed in the Teachers College Policy Library.

Statement on Academic Conduct: A TC student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for

academic evaluation, that calls into question his or her academic and/or professional probity.

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Decisions regarding academic evaluation in all aspects of students' work at the College, including coursework, 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 misconduct are addressed in the Student Conduct Code.

Grading, Grade Correction, and Incomplete Grades

Grading Policy: Refer to the policy as listed in the TC Policy Library.

Grade Correction Policy: 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 department chairperson 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 Ombudsman or the Vice Provost. For the complete and most current version of the Grading Correction Policy, refer to the TC Policy Library.

Incomplete Grades Policy: The grade of Incomplete is to 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 the term in which the grade of Incomplete was received, the grade will automatically become an "F". 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 payment 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 (currently the Program Plan) will not be allowed to sit for the certification exam. For the complete and most current version of the Incomplete Grades Policy, refer to the TC Policy Library.)

Teachers College, Columbia University offers courses of study leading to the following degrees: Master of Arts (M.A.), Master of Education (Ed.M.), Master of Science (M.S.), Doctor of Education (Ed. D.), Doctor of Education in the College of Teaching of an Academic Subject (Ed.D.C.T.), and Doctor of Philosophy (Ph.D.). This Degree Requirements policy presents an overview of degree requirements, as well as how the College determines that students have met requirements.

Degree Requirements

The College has the responsibility for establishing the requirements for various degrees, subject to certain policies set by Columbia University, the New York State Education Department, and professional accrediting agencies. Students should be provided with full information regarding these requirements.

Department and Program-Specific Degree Requirements: In addition to College-wide requirements, TC academic departments and programs have specific requirements for students at each degree level. These requirements can include certain courses, examinations, essays, or projects that apply only to students in particular major fields. These requirements may exceed but may not fall short of the minimum College-wide requirements described in this policy. Students must meet all relevant department and program requirements.

The student's advisor has the full and final responsibility for approval of the academic program of the individual student within the framework of the established policies of the department and the College, including the student's program of coursework for each academic term.

For the complete and most current version of this policy, refer to the policy as listed in the Teachers College Policy Library.

Exemptions for Degree Requirements: Master's

The Subcommittee on Student Petitions for Exemptions from Degree Requirements, a committee of the Faculty, has the responsibility of ruling on student petitions for exemption from master's degree breadth and recency requirements and for readmission to the College after denial based on poor scholarship. Any special requirements established by departments are subject to the jurisdiction of the department concerned. The general residence requirements for degrees or acceptance of transfer credit for the Master of Arts and Master of Science degrees cannot be waived.

Procedure: The petitioner first submits a formal request for waiver to his/her academic department. The department, after determining whether to support or oppose the petition, forwards it to the Subcommittee via the Registrar, with a recommendation of the department, which may be in support of or opposed to the petition. The Subcommittee considers the information and interpretation from both the petitioner and

the department and makes a ruling. There is no appeal from this ruling. The Registrar serves as the staff member for this Subcommittee and can provide any information needed concerning procedures and policies.

For the complete and most current version of this policy, refer to the policy as listed in the Teachers College Policy Library.

SMB Academic Probation

There are two main reasons a student in the SMB Area of Focus is placed on academic probation:

1. More than one class with a grade of C- or less per semester
2. Evidence of Academic Dishonesty

Grades

The TC Registrar Policy states that students can only count a max of 3 credits of C- toward their degrees. In other words, if you get C- in two classes for 3 credits each, only one of those courses will count toward your TC degree. You must take one of the courses again and get a grade above C-. The Program Coordinator is informed by the Registrar when a student has received more than one grade of a C- or lower. In the event you are placed on academic probation, you will have to meet with the Program Coordinator to devise a plan to return to good standing.

Academic Dishonesty

The TC-wide policy on Academic Dishonesty was provided in the previous pages. The M.A. Program policy reflects the same principles. Academic Dishonesty is considered an ethical violation and is taken very seriously.

IMPORTANT: If there is evidence that you have been found to engage in any form of academic dishonesty or an ethical violation within TC courses or off-site on a fieldwork or research placement, you will be asked to meet with the Academic Director. Your actions will be reviewed at the program level, and a decision will be promptly made to place you on academic probation along with a plan to return to good standing. If you disagree with the terms, you may make an official complaint with the college and have your case reviewed, at which point it would undergo a formal investigation of academic misconduct. Please be informed that if the TC Student Misconduct Committee concludes you have violated academic integrity, alternative sanctions will likely be imposed. Such sanctions may include dismissal from the university and a permanent notation on your transcript.

Writing Quality & Skills

As stated above, the SMB Courses will require graduate-level writing and adherence to American Psychological Association (APA) formatting guidelines. If students are not sufficiently skilled in their writing, they are welcome to avail themselves of the TC Graduate Writing Center (TCGWC). It is the student's responsibility to respond to faculty feedback regarding the quality of writing assignments through an agreed-upon process of remediation and improvement. It is not the faculty's responsibility to provide foundational writing support.

TC Graduate Writing Center (TCGWC)

<http://www.tc.columbia.edu/graduate-writing-center/>

212-678-3798

The mission of the Teachers College Graduate Writing Center is to provide a range of services designed to support all members of the TC community as writers and graduate students. As a school of practitioners, we believe that writing is a tool that can help students connect theory and practice. While ensuring that students have access to the norms of academic English, our staff also believes that language expectations should be fluid, and we value the notion that effective writing utilizes multiple forms of communication. As graduate students from a variety of disciplines, we work with writers to adopt multiple paths to clarity. Consultants work to help students understand writing as a process and facilitate students in navigating this process on their own.

To advance these goals, we provide the following services:

- One-to-one writing consultations for generating ideas, probing academic papers, or providing constructive feedback
- Monthly Workshops on a variety of academic and professional topics
- Periodic write-ins to provide a collaborative space for writing
- Writing Retreats for doctoral students during University breaks
- NEW: Small, responsive mini workshops generated from consultant data and client feedback

Vision Statement

The GWC is committed to providing equitable access to writing resources and seeks to address the needs of our community regardless of ability, native language, country of origin, as well as the myriad commitments of students pursuing graduate study in a city like New York. As a Center, we are committed to growth and foresee our community expanding to one that incorporates a range of academic resources beyond writing, and more online resources that further our goal of equitable access and self-directed learning.

Get to Know Teachers College!

Course Schedule: <https://www.tc.columbia.edu/academics/courses/>

Academic Catalog: <http://catalog.tc.columbia.edu/tc>

Academic Calendar: <http://www.tc.columbia.edu/academics/academic-calendar/>

The College has 10 departments that comprise more than 60 major academic programs. The breadth requirement allows students to take advantage of many opportunities for academic and experiential exploration outside of Clinical Psychology.

ARTS and HUMANITIES http://www.tc.columbia.edu/a%26h/ Phone: (212) 678-3469 Fax: (212) 678-3746 Email: ahofc@tc.columbia.edu	HUMAN DEVELOPMENT http://www.tc.columbia.edu/HUD/ Phone: (212) 678-3882 Fax: (212) 678-3837 Email: hud1@tc.columbia.edu
BIOBEHAVIORAL SCIENCES http://www.tc.columbia.edu/bbs/ Phone: (212) 678-3892 Fax (212) 678-8233 Email: ss928@columbia.edu	INTERNATIONAL and TRANSCULTURAL STUDIES http://www.tc.columbia.edu/ITS/ Phone: (212) 678-3947 Fax: (212) 678-8237 Email: mowen@tc.columbia.edu
EDUCATION POLICY AND SOCIAL ANALYSIS http://www.tc.columbia.edu/epsa/ Phone: (212) 678-3165 Fax (212) 678-3589 Email: epsa@tc.columbia.edu	MATHEMATICS, SCIENCE, and TECHNOLOGY http://www.tc.columbia.edu/mst/ Phone: (212) 678-3405 Fax: (212) 678-8129 Email: tcmst@tc.columbia.edu
HEALTH and BEHAVIOR STUDIES http://www.tc.columbia.edu/hbs/ Phone: (212) 678-3964 Fax: (212) 678-8259 Email: stp4@columbia.edu	ORGANIZATION and LEADERSHIP http://www.tc.columbia.edu/o%26l/ Phone: (212) 678-3258 Fax: (212) 678-3036 Email: organdleadership@tc.edu

Program Website

The SMBI webpage has valuable information to help you learn about what the Institute is up to. Make sure to visit and explore it at: [Spirituality Mind Body Institute | Teachers College](#)

Canvas:

The SMBI Canvas page is a valuable resource for information, news, and announcements for everything related to the program. Make sure to read the announcements and news section for important information regarding the program updates and deadlines, faculty office hours, scheduled events, and professional development opportunities.

Information Technology:

For information regarding your TC Email, the course platform called Canvas, TC Apps or other related matters, please visit the Computing and Information Services (CIS) website:
<http://www.tc.columbia.edu/computing/>

Important Offices:

Office of the Registrar

Web Page: <http://www.tc.columbia.edu/registrar/>

Email: registrar@tc.columbia.edu

Office of Financial Aid

Web Page: <https://www.tc.columbia.edu/admission/our-team/financial-aid/>

Email: financialaid@tc.edu

Office of the Controller-Student Accounts

Web Page: <http://www.tc.columbia.edu/controller/>

Email: ehr2122@tc.columbia.edu

Office of Admissions (for transferring credits)

Web Page: <http://www.tc.columbia.edu/admissions/>

Email: admission@tc.columbia.edu

Office of International Services and Scholars

Web Page: <http://www.tc.columbia.edu/ois/>

Email: tcintl@tc.columbia.edu

Office of Graduate Student Life and Development

Web Page: <https://www.tc.columbia.edu/student-affairs/>

Email: gsld@tc.edu

TC Student Organizations

There are more than 30 recognized student organizations active at Teachers College. In addition, there are numerous other student organizations available to Teachers College students through Columbia University. Please check the website or visit the Office of Student Development and Activities (OSDA) for more information.

Career Services – TC NEXT

Web Page: <https://www.tc.columbia.edu/tcnext/>

Email: tcnext@tc.columbia.edu

Insurance and Immunization

Web Page: <https://www.tc.columbia.edu/insurance-immunization-records/healthinsurance/>

Email: health-immunization@tc.edu

Library Resources

Gottesman Libraries, the Teachers College library, is one of the nation's best and most comprehensive libraries in Education. It is also home to collections in psychology and the health professions. Students in the M.A. program in Psychology and Education make constant use of Gottesman Libraries, as well as numerous other Columbia Libraries on the Morningside and Health Science Campus, such as the Social Work Library, and the online resources available to the Columbia University Community.

Access to Milbank Web, the World Wide Web site of Milbank Memorial Library, is available at the library's home page: <http://library.tc.columbia.edu/>. This website provides library services, news, and excellent databases. EDUCAT, the online catalog including over 663,500 books, is also available through the library's home page.

Columbia University Library System

Columbia University is the nation's 7th-largest academic library. Our Internet access to the Columbia University library system is CLIO. To enhance and facilitate access, students use Library Web, the web-based library computer system. The list of psychology journals available at Columbia University: <https://tc-columbia.libguides.com/az.php?s=209369>

The Path to a Doctoral Program in Clinical Psychology

Earning a Ph.D. in Clinical Psychology is an intensive process. It requires a time commitment of five to seven years beyond the master's level to complete coursework and supervised training experiences. In addition, those seeking to work as clinical psychologists must pass certification and licensure exams to become independent practitioners. Educational requirements for taking these exams vary by state; in general, they require that doctorate degrees are from accredited institutions and that the candidate has at least two years of supervised, professional training. Regardless, completing a Ph.D. in Clinical Psychology provides a degree pathway towards a rewarding career for those passionate about helping people. Ph.D. in Clinical Psychology prerequisites, therefore, open the career pathway for those aspiring to achieve a doctorate that will provide a high level of career satisfaction and success.

Educational Stages

The American Psychological Association (APA) suggests an educational framework for those interested in psychology careers. Foundational courses may begin as early as high school, and interested students should take part in as many courses and experiences related to the field as possible. It should be noted that regardless of the level of study, maintaining a high grade point average (GPA) is always a key factor in program acceptance, enabling students at any level to have a broader choice among post-secondary or post-graduate schools.

- **High School** – Many secondary programs offer courses that explore principles of psychology, such as human growth and development or parenting. Higher-level psychology classes, offered through AP or baccalaureate programs, may also be studied. In addition, rigorous levels of math, science, and English are recommended as psychology is a multidisciplinary field that uses skills from each of these subjects.
- **Undergraduate Programs** – At the bachelor's degree level, students are intensively exposed to the scientific method for behavioral analysis, learning theory, and principles of human behavior. These foundations prepare the psychology major for further training at the graduate level and help learners narrow their field of study.
- **Graduate Programs** – A background with a foundation of basic psychology principles, research, and statistics prepares students for master's degree studies in clinical psychology. Course content focuses on the concepts and practices of advanced behavior and personality theories, assessment procedures, program evaluations, and ethics. Those planning to pursue doctoral studies should also look at entrance requirements for their preferred school, as each institution's guidelines vary. Students will often participate in programs where the master's and Ph.D. degrees are earned concurrently, and their continuation towards the Ph.D. is based on performance at the master's level.
- **Post-Graduate Programs** – While having a master's degree is preferred, some undergraduate degree holders with on-the-job training or other strong academic recommendations may be eligible to enter a Ph.D. clinical psychology program. Degree completion for the clinical psychology Ph.D. focuses on completing advanced coursework while

participating in clinical practicums, internships, or residencies in supervised settings. Advanced topics involve studying developmental psychopathology, neuroscience, research methods, statistical analysis of results, cognitive and pathological assessments, treatment and behavioral methods, and intervention techniques. Completing a thesis, dissertation, research project, or specialty paper is required according to each program's mandates. In some cases, Ph.D. candidates will also be expected to teach undergraduate courses in the discipline.

Clinical Psychology Ph.D. Program Prerequisites

General Facts: Many programs have only 4-10 positions, with anywhere between 200-600 applicants. Therefore, a strong clinical psychology program will reject more than 90% of applicants. Successful applicants are typically bright, socially skilled students with strong research backgrounds who have interests compatible with those of core clinical faculty or who are selected based on a cohort model fit, and who are interested in pursuing academic/research/clinical careers. For more information on the characteristics of accepted applicants, visit each university program's student statistics.

"If you have chosen to dedicate your professional life to reduce the burden of mental illness, you are probably especially interested in a career that will be as helpful as it can be", [found here](#). It is important to be well-informed about all the possible paths forward before beginning in earnest:

1. Social Work (Master's or Doctorate)
2. Counseling (Master's)
3. Marriage and Family Therapy (Master's)
4. School psychology (Master's or Doctoral degree)
5. Master's in general psychology
6. Counseling psychology (Doctoral degree)
7. Developmental, Social Cognitive Psychology (Doctoral degree)
8. Psychiatry (Medical degree)
9. Clinical psychology (Doctoral degree) *

*Reminder that there is a Ph.D. degree and a Psy.D. degree.

Program Requirements - Teachers College, Clinical Psychology Ph.D.:

The undergraduate transcript must include a course in statistics and at least nine additional credits from among the following areas, at least one of which should include a laboratory experience: personality, social psychology, developmental psychology, abnormal psychology, physiological psychology, learning theory, psychology of perception, and experimental psychology. An applicant may be accepted with a deficiency in one of these areas on condition

that the deficiency be remedied (either during the summer or without degree credit, during the first semester).

Which classes do Doctoral Programs in general like to see? There is very little up-to-date empirical research on what doctoral admissions committees like to see on a transcript, but the common wisdom is that at some point, students should have taken the core classes of the field. If you have already taken a course in undergrad, you don't necessarily need to retake it at the M.A. level, but many choose to get additional depth. There is no one guaranteed path to the Ph.D. or Psy.D. While completing your M.A. at Teachers College, you may avail yourself of the following courses if you still need them:

Abnormal Psychology

- CCPX 5032 Adult Psychopathology (or a course in Abnormal Psychology)
- CCPX 5034 Child Psychopathology (or Developmental Psychology)
- CCPX 4035 Personality and Behavior Change

Statistics/Research Methods

Take one or more classes in each and keep advancing up the sequence.

- CCPX 5533 Research in Clinical Psychology
- HUD 4120 Methods of Empirical Research
- HUD 4050 Introduction to Measurement
- HUDM 4120 Basic Concepts in Statistics
- HUDM 4122 Probability/Statistical Inference
- HUDM 5059 Psychological Measurement
- HUDM 5122 Applied Regression Analysis
- HUDM 5123 Linear Models Experimental Design
- HUDM 5124: Multidimensional Scaling and Clustering
- HUDM 6026: Statistical Treatment of Mass Data
- HUDM 6122: Multivariate Analysis I
- ITSF 4092: Qualitative Research/Evaluation Intl Ed.*
 - (There are several qualitative methods classes throughout TC, check each semester across programs to find the one best applicable to your interests and research context)
- IND 5199: Participatory Methods: Theory and Practice
- ORL 5524: Instrument Design and Validation - Seminar

Psychotherapy Lenses

- CCPX 4038 Comparative Psychotherapies (or other therapy-related courses)
- CCPX 4037: Introduction to Cognitive Behavior Therapy
- CCPX 4063: Analytic Psychology: Jung to Present
- CCPX 4542: Introduction to Contemporary Psychoanalytic Thought
- CCPX 5033: The Evolution of Freud's Psychological Theories

Developmental Approaches

There are several developmental courses offered in the Developmental Psychology department, ranging from HUDK 4023 Developmental Psychology: Adolescence to HUDK 5011: Cognition of Social Emotional Learning to HUDK 5023 Cognitive Development, among others.

Frequently Asked Questions (FAQs)

Q: What will my diploma say after graduating from this program?

A: Your diploma will reflect that you graduated with a Master of Arts from Columbia University, and your transcript will say “Degree Awarded: Master of Arts.” The Spirituality Mind Body Area of Focus will not be reflected on your Diploma or Certificate. Curricular distinctions may be noted on your CV.

Q: Can I acquire a license to practice therapy with this degree?

A: No. This brief (36 credit) M.A. The program is not designed to prepare students for M.A. level licensure in New York State. If students are considering licensure, they will need to pursue an additional degree or alternative certification route, such as a Ph.D., Psy.D., or Psychoanalytic Institute training.

Q: I want to go to a Ph.D. program. Is this degree best for me?

A: If incoming students have already taken psychology and statistics courses before joining the SMB Area of Focus, then it is more likely that they will be an eligible candidate for a Ph.D. program. The SMB Area of Focus provides students with a diverse range of knowledge and experience that does not serve as a bridge to a Ph.D. program.

Q: Will having an M.A. degree from TC facilitate my entry into the Ph.D. program? A: The doctoral admissions process is the same for all applicants, whether a student applies directly from undergraduate school or brings a master’s degree from TC or elsewhere.

Q: In past years, how many graduates from the M.A. program have been accepted into the Ph.D. Program annually?

A: Our own Ph.D. program is small - on average, 6-8 students. TC receives hundreds of applications to the doctoral program each year. Nevertheless, as many as 2-4 TC M.A. students may be successful applicants to TC's doctoral degree program in a single year. Most students apply to several programs for more advanced degrees, and nearly all are successful in gaining admission.

Q: How many credits can be transferred from the M.A. Program to the Ph.D. Program?

A: Depending on the Ph.D. program, approximately eighteen (18) credits from a master’s program can be transferred into the Ph.D. program.

Q: If I already have a master's degree, either from TC or from another institution, must I still complete the Master's work and earn the Master's en passant while attending the Ph.D. program?

A: At Teachers College, the answer is "Yes." Other programs have widely different positions regarding this question.

Q: Why is the program titled Master's Psychology in Education?

A: The program called "Psychology in Education" has existed at Teachers College for many, many years. It was a program with almost unlimited choice of courses, but graduates reported that it was unstructured and that its usefulness was very limited. The program in Clinical Psychology recognized the need for an M.A. focused on academic clinical psychology. The Clinical M.A. program took this title, and certain basic requirements (total number of credits, the "breadth requirement," and the Integrative Project) and used it to house the M.A. program in Clinical Psychology. The SMB Area of Focus is housed under the M.A. program in Clinical Psychology.

Q: Is there a Master's Thesis to be completed?

A: There is an Integrative Project for which the M.A. Handbook outlines guidelines. The term "Master's Thesis" is not used, and college guidelines for the Master's Thesis are not applicable.

Q: How large is the entering cohort in the SMB Area of Focus, approximately, each year?

A: Typically, ~50 students enter the SMBI program each summer.

Q: International students make up what percentage of the class?

A: This varies and is based on how many applications we receive. However, there is an ever-increasing number of international students who are seeking to train at TC.

Q: Can I transfer credits from a previous graduate degree? A: Transfer credits are not accepted by the program.

Q: Can this program be completed online?

A: Students are required to attend courses in person for intensive seminars. While hybrid and online classes are made available, it is up to the student to find additional online courses throughout the college. The SMB Area of Focus is not an exclusively online program but is provided in a blended format.

Q: Do you offer financial aid and/or grants?

A: Students can receive loans, but generally, there are limited scholarships or grants offered within our department for the M.A. degree. Please contact the Office of Financial Aid if you have any further questions.

Q: Does the program have any TA positions for Master's students?

A: Generally, there are a few TA positions each semester. As Teachers College is a graduate-only institution, there are no undergraduate courses for which M.A. students would be appropriate teaching assistants.

Teachers College Directory

Teachers College General Information 212-678-3777

Admissions	admission@tc.columbia.edu	212-678-3710
Vice Provost	provostoffice@tc.columbia.edu	212-678-3050
Career Services	tcnext@tc.columbia.edu	212-678-3140
Computer Center	servicedesk@tc.columbia.edu	212-678-3300
Dean of the College	provostoffice@tc.columbia.edu	212-678-3050
Development / External Affairs	externalaffairs@tc.columbia.edu	212-678-3412
Duplicating	duplicating@tc.columbia.edu	212-678-3700
Financial Aid	financialaid@tc.columbia.edu	212-678 3714
Emergencies TC Security	officeofpublicsafety@tc.columbia.edu	212-678-3333
Info / Appointments	returntocampus@tc.columbia.edu	212-678-3111

Counseling / Psych. Services	studentwellness@tc.columbia.edu	212-854-2878
Human Resources	hr@tc.columbia.edu	212-678-3175
Library	library@tc.columbia.edu	212-678-3494
Ombudsman	ombuds@tc.columbia.edu	212-678-3084
Registrar	registrar@tc.columbia.edu	212-678-4050
Residential Services	housing@tc.columbia.edu	212-678-3235
Student Accounts	bursar@tc.edu	212-678-3056
Disability Services	oasid@tc.columbia.edu	212-678-3689
Dodge Fitness Center	Columbia Main Campus	212-854-7149
Graduate Writing Center	writingcenter@tc.edu	212-678-3789
Int'l Student Services	tcintl@tc.columbia.edu	212-678-3939
Immunization / Health Ins.	health-immunization@tc.edu	212-678-3006
Student Activities	gsld@tc.edu	212-678-3690
Business Services Center	duplicating@tc.columbia.edu	212-678-3700
Mail Services	duplicating@tc.columbia.edu	212-678-3700

Fax Receiving Number	duplicating@tc.columbia.edu	212-678-3700
TC Souvenirs	duplicating@tc.columbia.edu	212-678-3700

CCPX	Department of Counseling and Clinical Psychology
CU	Columbia University
TC	Teachers College
GDH	Grace Dodge Hall
GSAS	Graduate School of Arts and Sciences
HM	Horace Mann
IP	Integrative Project
M.A.	Master of Arts
OIS	Office of International Services
OSAP	Office of Student Activities and Programs
SI	Summer Intensive
SIPA	School of International and Public Affairs
SMBI	Spirituality Mind Body Institute