Teaching Students with dis/Abilities: Learning dis/Abilities

Teachers College, Columbia University
Department of Curriculum and Teaching
Main Hall, 3rd Floor

Student Handbook
Master of Arts (Program Code: TEN)

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Welcome to the Master of Arts program in Teaching Students with dis/Abilities: Learning dis/Abilities in the Department of Curriculum and Teaching at Teachers College, Columbia University. This program is designed to prepare you for an important profession, that of teaching students who experience specific academic difficulties in traditional classrooms, students who need consistent and intensive instruction, support, and encouragement. Because we believe, and the research shows, that the best teachers are those who have a bent toward self-reflection and practical action (rather than just a repertoire of assessment and intervention skills), our program is inquiry-based, multi-foundational, and comprehensive. We delve into learning dis/Abilities from a variety of perspectives, examining the field in all of its manifestations and complexity. As a result of your studies at Teachers College we expect you to become life-long learners and risk-takers who not only participate fully as professionals, but also assume ethical and moral responsibility for improving the instruction of students who are labeled as Learning dis/Abled, professionals who will become the “movers and shakers” of the field in coming decades.

This handbook is designed to bring together the information you need to guide your decisions while at TC. It provides information about your course of study, the outcomes we expect, information on student-teaching placements, and ways to make important connections. But, as with any handbook, this one is subject to change. Please use this text as a guide, but double check with us before making important decisions.

I hope that you have a pleasant and productive 2004-2005 academic year!

Cordially,
Professor D. Kim Reid,
Coordinator of Programs in Teaching Students with dis/Abilities: Learning dis/Abilities and Disability Studies in Education
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Program Foundation

Our Philosophical Basis

Our Master of Arts program is designed to prepare in-service teachers who already hold a general education (but not special education) certificate or pre-service teachers who are earning such a certificate simultaneously to teach students with dis/Abilities. We want to prepare teachers who will approach their work with all students--including students with learning and other dis/Abilities--as scholar practitioners. We use the spelling dis/Ability to remind us that "dis" is always the mirror image of and is co-constructed by our notions of "ability," that what we normalize in our culture and our time in history determines what we view as abnormal. Furthermore, dichotomies such as normal/abnormal, abled/disabled can be misleading and dangerous. Students labeled Learning dis/Abled are multidimensional and abled in many ways, despite a noted impairment.

We make no attempt to simplify our field by taking a single stance toward the instruction of students with dis/abilities. Instead, our program reveals the complexity of the field. It is therefore multi-foundational: we ask students to consider the consequences of adopting a medical, information processing, or social model approach. It is grounded in the assumption that successful teachers of students with learning and other dis/abilities must have a thorough understanding of the nature of society and the interaction between culture and learning--and learning difficulties. Teachers of students with dis/abilities must be as knowledgeable about studying and empowering students in a variety of
contexts (i.e., home, school, work) as they are about planning and evaluating academic instruction. They must be prepared to collaborate with others in inclusive communities at the level of their general education teaching certification (childhood, middle school, or high school) as well as teach in one-to-one or small-group settings. In addition to becoming first-rate teachers who operate as intellectuals and decision-makers (rather than as technocrats), we want our graduates to become life-long learners and collaborative professionals who know how to ask and answer questions to improve teaching and learning. Toward this end, we focus on teaching as critical inquiry and the acceptance of ethical responsibility for social change.

We work from the Vygotskian premise that the biological aspects of a dis/ability are real and can be substantial. What matters, however, is not so much the fact that a dis/ability exists, but the meaning we give it. As Stuart Hall (2000) points out, the problem with categorizing people is that we assign more value to some groups than others, therefore introducing inequitable power dynamics. We, therefore, discuss dis/ability as an historical social construction (rather than only a medical one), a floating signifier in the same sense that Hall talks about race as a floating signifier. In this sense, a dis/ability is always an interaction between the student's characteristics and the demands (and supports) of the current, historical, and political as well as material environments (See Torres-Velasquez, 1999). We examine both the "physical realities" of individual diversity (detectable or assumed) and the more textual stories, anecdotes, myths, jokes, and practices of our culture that define
dis/ability in ways that serve to maintain our social order.

Furthermore, we also accept Vygotsky's argument that learning is an inherently social activity. It is through working with others that one becomes socialized into the strategies and practices of the community, that is, becomes a literate person (Gee, 1999). Schooling is about the acquisition of discourses, that is, ways of talking and acting (It is important to note that we are not using the term discourse to mean only language) associated with a group, such as the class--often in the urban settings in which we work, these are non-home ways of behaving. These discourses also include ways of thinking, strategizing, knowing about knowing, and doing school (e.g., different contents require different discourses).

Learning is internalized through social, most often dialogic, interactions. As a result, we consider discourse both the context for and the content of instruction. This means, as Rueda, Moll and others (See Torres-Velasquez, 1999) have pointed out, that what constitutes the Least Restrictive Environment (LRE) and defines the nature of a Free and Appropriate Education (FAPE) is not static. Curriculum is enacted in each classroom with each teacher and each group of students during each minute of the day. As a consequence, the LRE is no more a place than is special education. The latter is a range of services; the former shifts minute-to-minute according to what is being said and done in a material context, by whom, and about what.

Our program addresses the ways that classroom participation structures
(e.g., the IRE model, revoicing, structured and conversational
instructional groupings (Reid & Fahey, 2000) can be used to promote
discourse acquisition through dialogic social interaction. We further
highlight learner independence and the teacher’s responsibility to provide
each student access to the general education curriculum. We should note
here that we interpret the 1997 reauthorization of IDEA as well as the No
Child Left Behind Act of 2002 as emphasizing access to the general
education curriculum over exclusively accelerated (typically referred to
as remedial) approaches.

Because there really are no "types" of students--every student is
different--and Learning dis/Abilities are, by definition, a heterogeneous
group of disorders, we highlight the need for student-centered, authentic,
and contingent instruction. In this model, the teacher designs
instructional (primarily social and holistic) tasks that address the
curricular goals, observes and evaluates the students' responses, and then
scaffolds the students' behaviors by helping them extend appropriate
responses and redirect incorrect or insufficient ones. Because we also
believe with Vygotsky that teaching must lead development, we try to
convince teachers to teach in the zone of proximal development, that is,
beyond what students can do without assistance, but within the range of
what they can do with support. It is in this way that learners grow into
discourses. For example, students learn language by interacting with
other language users, science by collectively behaving as scientists, etc.
In sum, we see instruction as needing to be interactive and guided and to
incorporate a gradual release of teacher (and other student) responsibility.
As learners participate in and progressively acquire a discourse, they are
enabled to act independently. Knowledge is acquired through a reciprocal effect between learners and teachers who transform the discourse of interest even as they are transformed by it.

Our program is consistent with the overriding conceptual framework of Teachers College. It promotes a critical, inquiring stance toward teaching in that ongoing assessment of student performance drives instruction vis-à-vis established curricular goals and also in its focus on lifelong learning and collaborative participation with other professionals. The teacher is the actual curriculum-maker who negotiates culture, content, and context to meet the needs of all learners. S/he, through careful and continual observation and contingent teaching, determines what is to be taught and how it will be taught at any moment in time. Finally, a large part of the program is devoted to social justice considerations, particularly the interactions between sociocultural issues and dis/ability and the resultant need for teachers to accept ethical responsibility for dealing with injustices that arise from social mores. One good example is our strong emphasis on the problem of racial inequity in special education.

**Progress in Our Program Design**

Over the past four years we have been continuously reviewing and revising our programs. The mechanism that we have used is a four-hour meeting each semester attended by all those who are teaching in the program. During this meeting, we share syllabi and walk each other
through them, talk about gaps and overlaps, talk about new knowledge/laws/etc. and how to incorporate cutting edge work into our courses, and so forth. We also talk about what is not going well and solicit suggestions from the group about how best to make changes. We recommend readings to one another and think about the intersections and tensions among the different perspectives we represent. Overall, we try to keep the focus on helping our students think and write well, read critically and copiously, and integrate knowledge and information across course boundaries. These meetings inevitably lead to considerable work making revisions!

The new New York State certification program for teaching students with disabilities is no longer K-12. As a result, we now differentiate instruction in our own TC graduate classes according to the level of the students’ general education certification. For example, readings, placements, and activities differ for graduate students working at early or late childhood, middle school, or high school levels.

We require all of our majors to take two courses—one overviews dis/Ability in social, legal, and cultural contexts and the other explores the teaching of students with dis/abilities in general education classrooms—previously offered only to non-majors, while our graduate students took courses on these topics as a special-education cohort. We decided to integrate them for two reasons. First, we want our graduate students and students teaching in general educational contexts to study together to help erode the boundaries between special and general education.
Second, New York State certification is for Teaching students with dis/ability, not one specific dis/ability (as the programs at TC are focused). Including these two courses has given us an opportunity to acquaint our graduate students not only with lifespan issues, but also with a wide variety of types of dis/ability and the specific concerns related to them. Still, our major focus in the program is on academic dis/abilities. In keeping with this broader focus, we also added a required course in content-area literacies.

Because our students would have had coursework in the instructional areas defined by New York State standards (or would take them as program prerequisites if transcript review indicated such a necessity), we moved to performance-based projects in mathematics, science, social studies, and the development of classroom community that are linked to the student-teaching/practicum seminars. These projects focus on instruction for students with learning dis/abilities, usually through differentiated instruction.

We continue our practice of requiring that graduate students work in supervised settings and carry out classroom projects both fall and spring semesters. We place many of our student teachers together for social-learning reasons. Students must do one placement in an inclusive setting, but they have the option of selecting a second inclusion setting or a more traditional special education placement for their second experience. Teaching Interns carry out these projects in their own classrooms or make arrangements to do them in colleagues’ classes. In-service
students who cannot make the proper arrangements do one project in their own classrooms and then enroll in a summer practicum. Program supervisors visit student teachers and teacher interns in their classrooms five times each semester.

We are located in an urban area with great diversity of every kind and in a department of curriculum and teaching. One reason that we address dis/ability in the way that we do is our concern with the overrepresentation of students of color and students who are English Language Learners (ELL) in special education classrooms as well as their greater likelihood of being placed in segregated settings after they are identified (Losen & Oldfield, 2002). Although the data suggest that such students are most often underrepresented in the learning disabilities category and overrepresented in mental retardation and emotional behavioral disturbance categories, we are aware that under-representation and the concomitant denial of services is a problem as well, particularly when we have evidence that Latinos, as those who tend to be underrepresented in LD, are sometimes highly over-represented in the juvenile justice system and the numbers go up in one or more of the three categories of mental retardation, emotional-behavioral disturbance, and learning dis/abilities as the numbers in another goes down (Kavale & Forness, 1998). The overall percentage in all three categories stays roughly the same. When our students examine current special education practices, they often recognize the ways that daily school practices--referrals, evaluations, placements, and instructional practices--become infused with and confuse issues never intended by the law (Harry, 2002; Mehan, Hartwick, & Meihls, 1986).
The fact that we are located in the Department of Curriculum and Teaching is also important. We begin with the (democratic, civil rights) assumption that separate is not equal and that all students belong in general education classrooms (Shapiro, 1999). Rather than ask if the student belongs, we ask what the teacher must do with the assistance of other team members to make the general education classroom a welcoming, productive, and constructive environment for all students. In our minds, the responsibility for "fitting in" has more to do with changing attitudes and the development of welcoming classroom communities and compensatory and differentiated instructional approaches than the characteristics of individual learners. We acknowledge that there is considerable resistance to this position as a result of historical assumptions about dis/ability and practices of schooling. We also acknowledge that we need to learn more about how to do inclusion better and that we might never become so sufficiently skilled that we are always able to include 100% of students. Nevertheless, our basic assumption is that social justice is best served through the pursuit of increasingly inclusive practices.

We make an effort to recruit and maintain graduate students with dis/Abilities. The Admissions Office advertises our programs through dis/Ability service centers in undergraduate colleges and universities. We seriously consider each candidate who declares having come through the schools with a label. We find that these students do well—often with additional help, movement through the program at a slower pace, and/or with extended time for assignment completion and often with no special
arrangements whatsoever—both in their graduate studies and as teachers. We have been fortunate to be able to enroll approximately six-to-ten students with dis/ability labels (primarily learning dis/ability, but not exclusively). They constitute about one-sixth of our cohort. These students make important contributions to the good of the order, because they can speak from first-hand experience and with the emotional content that is often missing from the literature.

In addition to requiring that graduate students study and implement research-based practices consistent with the aims of the dis/ability rights movement, we also include in our courses readings that draw on a variety of ways of knowing. For example, we discuss with our students how the privileging of science serves to dis-empower the voices of persons with dis/abilities who do not often have formal training—although they have a lot to tell us about the experience of being dis/Abled, particularly with respect to having come through schools and other life settings with a label. And so we include personal-experience narratives in the form of autobiographies, interviews, focus groups, essays, etc. We also include novels, poems, and other forms of literature as well as films, videos, and TV programs. We direct our students to the internet, newspapers, magazines, and other popular information sources—both those developed by people with dis/abilities and those in which students with dis/abilities are written about by others. In some courses, we invite panels of practitioners (some of whom were themselves labeled) or labeled adolescents to present to and interact with our graduate students.
Respect for life experience helps us to militate against the notion that we
and other “experts” have the answers. It helps our students become more
sensitive and appreciative of the knowledge that people with dis/abilities
have to share and more understanding of the dis/ability rights and
dis/ability studies movements. We hope that it also helps engender an
ethical stance toward solidarity with those dis/abled people who are
working so assiduously to improve circumstances for themselves and
others, particularly those who are unable to speak for themselves because
of poverty, language issues, etc. All of these aims are highly consistent
with the mission of the College.

**Our Program Design**

The *sole focus of our program is on developing teachers*, although some of
our graduates occasionally find work in other, related capacities. For
example, a few of our graduates became directors of commercial after-
school tutorial programs. Another was hired to design and direct a
university tutorial program for college students with dis/abilities. Most,
however, become and remain teachers as long as they stay in the field.

Our program is *multifoundational*. In the initial course, C&T4046
Introduction to Learning dis/Abilities, we explore three major orientations
to the field through metaphors—the biomedical, the computer (information
processing), and social network (social constructionist) metaphors.
Students read about the history of the field as it is articulated through these
various lenses, they read about the image of the learner (including etiological
and demographic information) and the concomitant approaches to
amelioration that derive from and are associated with those approaches, and consider, through a series of contrastive papers, each metaphor for its consequences as it gets played out in (special) educational practice. We ask them to write a good deal in this course, because we use this course as an opportunity to teach APA style and critical reading skills and to assess students’ writing so that we can encourage students who need help to seek it.

The rest of the program addresses content related to these metaphors. For example, instruction related to the biomedical and computer metaphors are addressed in:

- C&T 4853 Multisensory teaching of basic language skills,
- C&T 4301 Educational assessment of exceptional students,
- HBSE 4072 Theory and techniques of reading assessment and intervention, and
- HBSE 5373 Practicum in diagnosis of reading difficulty.

The social network metaphor is the focus of

- C&T 4000 dis/Abilities in contexts,
- C&T 4001 Teaching students with dis/abilities in inclusive classrooms,
- C&T 4047 Sociocultural approaches to instruction for students labeled learning dis/abled, and
- C&T 4137 Studies in Curriculum and Teaching: Content area literacies.
• ITSL 4020 Bilingualism and dis/Ability

Two additional courses, the latter in which students write their final personal philosophies of teaching students with learning dis/abilities, serve as venues in which these different metaphors get re-visited, sorted out, integrated, and re-evaluated in terms of their utility for instruction and the political issues involved in their use—in schools as they are and in schools as we hope they will become:

• C&T4705A and B, the seminars associated with the student teaching/practicum experience and implementation of the law and

• C&T 5905 Seminar in teaching students with dis/abilities: Learning dis/abilities, a course that deal primarily with ethical issues

As a consequence, our graduate students acquire an instructional repertoire that cuts across special and general education settings as well as accelerated and developmental instruction. We think of the biomedical and computer metaphors as most appropriate for traditional (special) educational settings, especially those with small group or one-to-one instruction; while the social network model seems most appropriate for ensuring integration into general education classrooms and access to the general education curriculum during more developmentally oriented, constructivist, and differentiated or multi-level lessons. Of course, no distinction is ever as clear and concise as we imply by this description. There are certainly overlaps and conflations. Our students, however, are
well prepared to work independently or with other educators, no matter what those educators’ leanings and approaches may be.

In the student teaching/internship practica, we call attention to those aspects of the program that we consider essential to producing teachers in the Teachers College tradition: building classroom community, varying participation structures, and teacher self-reflection as well as planning and implementing lessons that are student-centered and culturally relevant. In addition, in courses such as C&T4047 students carry out a multi-week inquiry-based instructional project in their schools. The C&T 4047 project is designed to work on ways to provide access to the general education curriculum and embodies the implementation of the graduate student’s choice of a research-based approach to sociocultural, differentiated, and culturally relevant instruction (e.g., book talks, insider/outsider strategies, reciprocal teaching). Before implementing the project, the graduate students spend a week observing the student of interest. The “kid watching” includes assessment of the student’s cultural, reading, writing, oral language, and social strengths, which the graduate students then use as the basis for engaging these learners in structuring routines (akin to some of the instructional strategies researched by Deshler and his group). The structuring routines are designed to help students labeled Learning dis/Abled, with teacher scaffolding, to work in small groups with other, more knowledgeable students who can provide models and act as collaborators. The graduate students collect three forms of data on these lessons: (a) dialogue transcripts from the first and last small group lessons as well as (b and c)
as analysis of daily student work samples, anecdotal records, sociograms, cooked field notes, etc. We expect to see an increase in the amount of student talk and a decrease in teacher direction as learners acquire the discourse, that is, as they learn to think about the content and participate more fully in the instructional process. The student teachers/teacher interns write a diary of their reflections on these data and describe how they used the data to drive instructional decision-making, to modify or confirm the effectiveness of their teaching day-by-day. After the project is completed, the students write a conclusion about what they learned about the student of interest and their own teaching. They also design an instructional plan.

This is just one example. Opportunities for teaching and other types of hands-on experience are built into other courses as well. Students carry out an evaluation as well as read and study tests and others’ evaluations in C&T4301. They carry out additional transcript evaluations of classroom interactions in C&T6501. They collaboratively plan and assess content area instructional projects in C&T4705. They prepare lessons and teach one another or children in CY&T4853. The program is as performance-based as possible, because we believe that one cannot learn to be a teacher only by reading.

Finally, we strongly and repeatedly encourage students to integrate readings and learnings across courses. We think of the program as a program and not as a series of separate courses. Consequently, students
bring what they learn about community building, for example, from C&T4705 or C&T 4000 or 4001 or perhaps what they know about content area literacies from C&T4137 into the C&T4047 project. On the other hand, much of the work they do in C&T4705 particularly reflects the sociocultural, inquiry-based model studied in C&T4047. Furthermore, nearly every course is infused with considerations about learner characteristics—ability, race, culture, experience of prejudice or discrimination, poverty, native language, and so forth—and their interaction with material instructional settings as they unfold across time.

**Student Preparation for Teacher Licensure**

We have some hard data to indicate that our students are well prepared. For example, a very high percentage of our students pass the New York State (and other states’) tests for licensure.

In addition, we are continuously bombarded with requests from both public and private schools to nominate our students for positions as teachers. Parents seek them out as tutors. In the recent past, we have not had a teacher who sought employment who was unable to find it. Our students are hired primarily in New York, New Jersey, and Connecticut. Many are hired in the districts in which they student teach. Many others go on to doctoral study at various institutions around the country. Several international students hold responsible positions in education in their home countries.
Second, our faculty is composed of all veteran teachers with urban (and in some cases also suburban and/or rural) elementary and secondary teaching experience in special and some also in general education settings. The exception is Bejoian, who is partially sighted with wide experience in higher education. She teaches a course for which she is well suited that addresses life spaces that include, but go well beyond schools, C&T 4000 dis/Ability in context.

Third, student teaching/internship practicum supervisors solicit feedback about our students from cooperating or mentor (in the case of interns) teachers. Not every student does well, but the vast majority get high praise. Of course, some of the credit goes to the mentors and cooperating teachers. Nevertheless, most find our students knowledgeable and competent, even in their first semester. As indicated earlier, several each year are hired in the districts in which they student teach. learn more easily and efficiently. Furthermore, the instruction in differentiating lessons and in inquiry-based and culturally relevant teaching

New York State certification is for Teaching Students with dis/Abilities. We, on the other hand, still have categorical programs at TC. In order to accommodate these differences, we include courses that address both the full range of dis/abilities (e.g., C&T4000, C&T4001—including the use of assistive technology, C&T4301, HBSK4702, HBSK5373, the latter two being reading instruction courses) and those that more narrowly focus on academic interventions for students with learning dis/abilities—which we believe and the research demonstrates often help all students
that is given in C&T4047 in reference to sociocultural theory and in C&T4705 (8 credits) in reference to the standards in mathematics, science, and social studies is relevant for all students, not just those labeled as learning dis/abled, as is the content area literacy focus of C&T 4137. Furthermore, all of our students do at least one student teaching/internship experience in an inclusive classroom where they have an opportunity to work with all students under supervision and with the guidance of an experienced teacher. Given their familiarity with various types of dis/ability and the issues that surround them and our emphasis on contingent, inquiry-based methods, our graduate students are well prepared for teaching students with a wide spectrum of dis/abilities. However, we realize that they still have a good deal to learn and we try to address that by requiring their participation in a professional organization during their studies here and by helping them take a critical, inquiring, and reflective posture toward their work.

Our Unique Program

We believe that one of the major strengths of our program is its honest revelation of the competing discourses in the field as well as exposure to some of special education’s failures (e.g., disappointing efficacy studies, overrepresentation of students of color)—in short, its complexity. By confronting students with an honest look at our failures and the differences in point of view that are shared by faculty who are committed to each of those particular views, we force graduate students to become aware that they have choices; to be more thoughtful about what they do;
To be aware of the impact that their decisions have on the students they teach; and, hopefully, to assume ethical responsibility for making change where it is needed.

A second major strength is the nature and length of their experiences in schools. All students are required to work in schools throughout the fall and spring semesters of their studies. Every student teacher, then, learns from two cooperating teachers as well as our faculty and supervisors. Every intern has a mentor with whom to discuss her or his work. Furthermore, by having our graduate students carry out, individually or collaboratively, projects designed in their TC classes in their student teaching/internship placements, we enable them to study and evaluate the effectiveness of their learning first hand and to reflect on the utility of what we advocate they do as teachers. In this way, the gaps between university and public school as well as among research, theory, and practice are dramatically reduced.

A third strength is the teaching of inquiry tools that graduate students can use in their practice to solve the ongoing problems of teaching, to study an individual student, to collect information to share with parents, and/or to provide evidence to support a position for colleagues and supervisors. Such data can be very important in pre-referral trial teaching and in the development of IEPs. It is this kind of close observation and contingent teaching that promotes teachers as curriculum makers and reveals the need for culturally relevant responses.
Finally, we believe that the integration of knowledge types—literature, film, research reports, first-hand accounts, etc—significantly enriches our program. Students who interact with people with dis/abilities and who learn from them tend to be more open and accepting, to acknowledge and respect the abilities of people who are labeled, and to see through the dangerous dichotomous thinking of categorical boundaries. Furthermore, it is the sharing of lived experience that builds bridges to solidarity.
Professional Standards

Teachers College has a long tradition as the leading intellectual influence on the development of the teaching profession, and of serving the needs of urban and suburban schools in the United States and around the world. The mission of teacher education at Teachers College is to establish and maintain programs of study, service, and research that prepare competent, caring, and qualified professional educators (teachers, counselors, psychologists, administrators and others). This mission is based on three shared philosophical stances that underlie and infuse the work we do:

**Inquiry stance:** We are an inquiry-based and practice-oriented community. We and our students and graduates challenge assumptions and complacency, and embrace a stance of inquiry toward the interrelated roles of learner, teacher, and leader in P-12 schools.

**Curricular stance:** Negotiating among multiple perspectives on culture, content, and context, our graduates strive to meet the needs of diverse learners, both students and other adults, in their school communities.

**Social justice stance:** Our graduates choose to collaborate across differences in and beyond their school communities to demonstrate commitment to social justice and to serving the world while *imagining its perspectives*.

These stances are the three dimensions of the educational space that we continuously create. They benefit students’ learning and ultimately serve the larger purpose of the moral growth of the individual and society.
### Institutional, National, and State Standard Alignment

<table>
<thead>
<tr>
<th>Teachers College Standards</th>
<th>Standard Description</th>
<th>Council for Exceptional Children (CEC)</th>
<th>New York State</th>
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<tbody>
<tr>
<td>Inquirers and Reflective Practitioners</td>
<td>Our students are inquirers/researchers who have breadth of knowledge and variety of tools to ask questions about educational environments. They reflect on and continually evaluate the effects of their choices on others (children, families, and other professionals in the learning community).</td>
<td>Standard #1: Foundations</td>
<td>Pedagogical core including: (vii) analysis of one's own teaching practice</td>
</tr>
<tr>
<td>Lifelong Learners</td>
<td>Our students are continuously engaged in learning and research. They take responsibility for their professional growth and seek/create learning opportunities for themselves and others.</td>
<td>Standard 9: Professional and ethical practice</td>
<td>Pedagogical core: (ix) means to update skills and knowledge</td>
</tr>
<tr>
<td>Effective Collaborators</td>
<td>Our students actively participate in the community or communities of which they are a part to support children’s learning and well being.</td>
<td>Standard 10: Collaboration</td>
<td>Pedagogical core: (iii) collaborating with others (viii) community relationships &amp; conflict resolution</td>
</tr>
</tbody>
</table>
| Learner-Centered Educators/Professionals | Our students understand subject matter/discipline; learners and learning, and curriculum and teaching and can create learning experiences that foster learning, development, and achievement in all students. | • Standard 1: Foundations  
• Standard 2: development and characteristics of learners  
• Standard 3: Individual learning differences  
• Standard 4: instructional strategies  
• Standard 5: Learning environment and social interactions  
• Standard 6: Language  
• Standard 7: Instructional planning  
• Standard 8: Assessment  
General education and content core**  
Pedagogical core including:  
(i) human development  
(ii) learning processes, motivation, communication and classroom management  
(iii) students with special needs  
(iv) language acquisition  
(v) curriculum development & instructional planning  
(vi) technology  
(vii) assessment |
|---|---|---|
| Advocates of Social Justice and Diversity | Our students are familiar with legal, ethical and policy issues, and take a leadership role in advocating for children, families, and themselves in a variety of professional, political, and policy making contexts. | Standard 9: Professional and ethical practice  
Pedagogical core including:  
(viii) history, philosophy, and role of education  
(x) preventing child abuse  
(xi) preventing abduction, drug & alcohol abuse; safety education  
(xii) violence prevention |
Degree Requirements

Courses
The basic curriculum for M.A. inservice students includes:

- C&T 4000 dis/Ability in context (2–3)
- C&T 4001 Differentiating instruction in inclusive classrooms (2-3)
- C&T 4046 A multifoundational approach to Learning dis/Abilities (3)
- C&T 4047 Sociocultural and inquiry-based approaches to teaching students labeled as Learning dis/Abled (2)
- C&T 4137 Literacy and learning in the content areas (3)
- C&T 4301 Educational assessment of students referred for special education (2-3)
- C&T 4705 Student teaching: Learning dis/Abilities OR C&T 4707 Teaching internship in Learning dis/Abilities (4 points each semester, for two semesters)
- C&T 4853 Multisensory teaching of basic language skills (2-3)
- C&T 5905 Seminar in Learning dis/Abilities and Disability Studies in education (2-4)
- HBSK 4072 Theory and techniques of reading assessment and intervention (2-4)
- HBSK 5373 Practicum in diagnosis of reading difficulty (or equivalent) (3)
- ITSL 4020 Bilingualism and disability (1), (weekend course)
Students must also complete two additional courses in child abuse detection and prevention and school violence if they are seeking New York state teaching certification. More information is available in the NY State Teaching Certification section of this handbook.

The minimum number of credits required for the MA and for certification in special education is 34. Many courses are offered for two or three (see notation 2-3) credits. Inservice students must take all required courses, but may elect to take several of them for 2 or 3 credits, thereby enabling each student to determine the breadth or depth of study in a particular area. For those courses consult the professor to determine the additional work that will be required. There are also one-credit courses offered through CEO&I, but each student may count only one of those towards the degree. If you choose one of these CEO&I courses, we recommend that you take C&T 4045: Dis/Ability representation in film: Using film for teaching and learning. Elective courses may be chosen in consultation with an advisor.

We strongly recommend that students begin the program in Summer B by taking up to 6 credits. Then, during the Fall and Spring semesters take 14 credits each semester and complete the program in May. A student could also take 10 to 12 credits per semester and complete the program in July or August. Students should consult with registration advisors to plan a program designed to meet individual needs. Sample program plans are provided on page 32 of this handbook.
Non-credit Additional Requirement
Final Project: Performance-Based Assessment: Electronic Portfolio

• Each student will develop an electronic portfolio of key assignments and projects completed throughout the course of study.

• It is your responsibility to ensure that the portfolio is maintained and completed. You will need to convert any documents that are not electronically formatted into digital form.

Please submit your Application for Graduation for approval from your advisor one month before the end of the semester. Also submit the e-portfolio in the form of a CD. This copy will be placed in your permanent file. In addition, also submit one paper copy, which will be returned with comments.

The Following Assignments should be included in the e-portfolio:

C&T 4046:
• Initial Philosophy Statement
• Consequences paper

C&T 4001:
• Inclusion in Action Project
• Collaboration Assignment
• Technology Assignment

C&T 4047
• Sociocultural Instruction Project
• Self-Analysis Paper
C&T 4705/07
- Student Teaching / Internship Assessment Summaries (10)
- Student Teaching/Internship Assessment Rubric for Teaching Observation (Fall and Spring =2)

C&T 4853
- Final Lesson Plan

C&T 4000:
- Disability in Action Project

C&T 4301
- Test Administration Report

C&T 5905
- School Change Project
- Critical Analysis project
- Final Philosophy Statement
Planning your Program

When you plan your program it is best to work with registration advisors who are available during in-person registration. Below are sample program plans that you may use to guide your planning process.

**Full-Time, Begin Summer Session B**

<table>
<thead>
<tr>
<th>Summer B</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;T 4046</td>
<td>C&amp;T 4705 or C&amp;T 4707*</td>
</tr>
<tr>
<td>C&amp;T 4001</td>
<td>C&amp;T 5905*</td>
</tr>
<tr>
<td></td>
<td>C&amp;T 4137</td>
</tr>
<tr>
<td></td>
<td>HBSK 5373 (or equivalent)</td>
</tr>
<tr>
<td>Fall</td>
<td>C&amp;T 4853</td>
</tr>
<tr>
<td>C&amp;T 4705 or C&amp;T 4707*</td>
<td></td>
</tr>
<tr>
<td>C&amp;T 4000</td>
<td></td>
</tr>
<tr>
<td>C&amp;T 4301</td>
<td></td>
</tr>
<tr>
<td>C&amp;T 4047*</td>
<td></td>
</tr>
<tr>
<td>ITSL 4020 (1 weekend course)*</td>
<td></td>
</tr>
<tr>
<td>HBSK 4072**</td>
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</tr>
</tbody>
</table>

**Full-Time, Begin Fall Semester**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Summer A</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;T 4046*</td>
<td>C&amp;T 4301</td>
</tr>
<tr>
<td>C&amp;T 4001</td>
<td>C&amp;T 4000</td>
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<tr>
<td>C&amp;T 4705 or C&amp;T 4707*</td>
<td></td>
</tr>
<tr>
<td>C&amp;T 4047*</td>
<td></td>
</tr>
<tr>
<td>ITSL 4020 (1 weekend course)*</td>
<td></td>
</tr>
<tr>
<td>HBSK 4072**</td>
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</table>

<table>
<thead>
<tr>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;T 4705 or C&amp;T 4707*</td>
</tr>
<tr>
<td>C&amp;T 5905*</td>
</tr>
<tr>
<td>C&amp;T 4853</td>
</tr>
<tr>
<td>HBSK 5373 (or equivalent)</td>
</tr>
<tr>
<td>C&amp;T 4137</td>
</tr>
</tbody>
</table>
Part-Time, Two-Year Plan

Fall: year one
C&T 4046*
HBSK 4072**

Spring: year one
C&T 4301
HBSK 5373 (or equivalent)

Summer A
C&T 4000

Summer B
C&T 4001
C&T 4853
C&T 4842 (Content Area Literacies)

Fall: year two
C&T 4705 or C&T 4707*
C&T 4047*

Spring: year two
C&T 4705 or C&T 4707*
C&T 5905*

*these courses must be taken during the listed semester.

**HBSK 4072 must be taken prior to HBSK 5373. You must achieve a grade of B or better in HBSK 4072 to enroll in HBSK 5373.

As indicated, the semester in which you take certain courses relative to your program may not be changed. Other courses, however, may be taken at other times as available. For further guidance please consult the registrar’s Schedule of Classes for each semester and the course offering table on p. 34 of this handbook.
## Course Offerings

<table>
<thead>
<tr>
<th>Course (credits)</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer A</th>
<th>Summer B</th>
<th>Pre-req Co-req</th>
<th>Course fee</th>
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<tbody>
<tr>
<td>C&amp;T 4000 (2-3)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>C&amp;T 4001 (2-3)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>$50</td>
</tr>
<tr>
<td>C&amp;T 4046 (3)</td>
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<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>C&amp;T 4047 (3)</td>
<td>✓</td>
<td></td>
<td>C&amp;T 4046</td>
<td></td>
<td>CT 4705/07</td>
<td>$25</td>
</tr>
<tr>
<td>C&amp;T 4137 (2-3)</td>
<td></td>
<td>✓</td>
<td>C&amp;T 4842</td>
<td></td>
<td>Summer institute</td>
<td></td>
</tr>
<tr>
<td>C&amp;T 4301 (2-3)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>$50</td>
</tr>
<tr>
<td>C&amp;T 4705 &amp; 4707 (4+4)</td>
<td>✓</td>
<td>✓</td>
<td>Summer internship by special permission</td>
<td>C&amp;T 4001</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>C&amp;T 4853 (2-3)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>C&amp;T 5905 (2-3)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>C&amp;T 4000</td>
<td>$25</td>
</tr>
<tr>
<td>HBSK 4072 (3)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HBSK 5373 (3)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>HBSK 4072 B or higher</td>
<td></td>
</tr>
<tr>
<td>ITSL 4020 (1)</td>
<td>✓</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Schedule of course offerings are tentative and subject to change each academic year. Please check the schedule of classes online to ensure accuracy.
Student Teaching and Internships

As a master’s student in the LD program you will have the opportunity to compliment your coursework with teaching practice during two semesters of supervised student teaching or in a teaching internship. Students who are not currently practicing teachers will enroll in the seminar C&T 4705 and engage in Student Teaching while employed practicing teachers will enroll in the seminar C&T 4707 and engage in a supervised Teaching Internship. Students who plan to complete the program within one year will enroll in the appropriate seminars and engage in the student teaching/internship experiences for both the Fall and Spring semesters. Practicing teachers who plan to complete the program in two or more years should enroll in the student teaching/internship seminars during the Fall and Spring semesters of their final year.

To ensure a smooth entry into the student teaching/teaching internship experience, all students must contact the Director of Student Teaching and Internships to arrange for placement and supervision. Although you will consult with a faculty advisor during registration to map out your program plan, you will not be able to register for the student teaching seminars without first contacting the director, Susan Baglieri, at s.baglieri@verizon.net.

Special Education and Learning dis/Ability are ever-progressing fields of practice. While resource centers and self-contained special education classrooms and schools continue to be service options for some students
labeled LD, increasingly inclusive classrooms and schools are the format of choice and offer exciting possibilities for educators to expand both academic access and social opportunities for all students. Both student teachers and teacher interns need to complete at least one semester in an inclusive setting (i.e. an academic setting where students who are classified as dis/Abled are educated with non-labeled peers). Teacher interns who cannot fulfill this requirement will use their classrooms to complete course assignments and then participate in a summer internship in an inclusive setting. We recommend that students participate in two inclusive settings on different grade levels, although students have the option of selecting a more traditional special education setting for one semester.

Student teachers are required to complete 200 hours of classroom experience for each semester of student teaching. The schedule for completing the required hours may be negotiated with the cooperating teacher, but should include ample time working directly with students in academic settings. Teacher interns need to complete 100 hours of classroom experience with the students and in the setting for which they are seeking certification. Again, the schedule is flexible, but ample time must be spent directly working with students. TC Students should be proactive and offer to spend as much time as possible planning, instructing, preparing and cleaning up materials, assessing, and evaluating students.

**Fieldwork**
In addition to the student teaching/ internship experience, students also
engage in a Fieldwork study. Fieldwork is 50 hours of observation in each school where you student teach or intern. You will observe particular settings and activities within the school community keep a record of hours, take field notes and anecdotal records, and write a 2-3 page description and reflection on one observation activity.

**Placements**

Student Teachers have two options to find and secure a student teaching placement. The first option is for TC to find and secure a placement in a New York City school for you. We will do our best to accommodate needs for your desired setting and grade level. Students must, however, teach in the grade levels for which they will be certified. For example, those seeking certification for grades fifth through ninth or seventh through twelfth must student teach/intern in the respective grades and hold discipline credentials. Students seeking elementary-level certification in special education need to complete one semester of student teaching in a first, second, or third grade classroom, and a second semester in a fourth, fifth, or sixth grade classroom.

The second option is available to accommodate those student teachers who seek employment in schools. Students may seek employment as teacher assistants or instructional aides in New York City schools as long as the assignment can provide a cooperating teacher, a forum in which the student can lead a classroom for at least some of the day and teach a substantial number of lessons of her own design, and the flexibility to work in an inclusive setting for at least 200 hours during the Fall or Spring semester. We must also be assured that your setting will enable
you to carry out the projects, which generally include teaching and planning for a classroom, required for your coursework at TC. We strongly encourage those students who are certified teachers to pursue teaching positions in New York City schools. Great teachers are in demand and the MA program can be completed while teaching.

Teacher interns, those students who are already employed as teachers, need to complete 100 hours of teaching experience with students who are classified as having Learning dis/Abilities for each semester. The hours for at least one semester need to be completed in an inclusive setting. Interns are responsible for finding a special education certified colleague to serve as their teaching mentor. In addition, they must be able to use either their own classroom to complete course assignments or find a colleague’s classroom in which to work the requisite number of hours. Please ensure that your current or future teaching position allows the flexibility to teach and plan for the classroom in which you will be completing your 100 hours, especially if it is not your classroom. While we are often able to secure TC supervisors who will travel throughout the greater metropolitan area, we cannot guarantee supervisors for distant schools.

Teacher Interns and students seeking employment should contact Susan Baglieri, the Director of Student Teaching and Internships, as early as possible to arrange for supervision and receive approval for your site.

**Supervision**
Each student teacher and teacher intern will be assigned a supervisor who will conduct observations of lessons. The supervisor is employed by TC to give students constructive criticism and feedback in order to guide them toward reaching the ideals envisioned by TC. Supervisors will contact students early in the semester to schedule three-five observations. Observations should be scheduled for the first month of the experience, with a monthly observation thereafter. The supervisor will prepare written evaluations according to student teaching rubrics and meet with students to review them. S/he will also arrange to meet communicate with the cooperating teacher or teacher mentor.

**Cooperating Teachers and Teacher Mentors**

Each student teacher is assigned a *cooperating teacher* who is certified in the area for which the student is seeking certification and is usually the classroom teacher in the student’s placement. Teacher interns must arrange for a colleague who is certified in the area for which the intern is seeking certification to serve as a *teacher mentor*. Cooperating teachers and mentors should serve as teaching models and provide daily support for TC students. Their central duties are to provide students with a setting in which to work, to support the conduct of TC projects assigned in your courses, and to review the evaluations of the supervisor. They are compensated for their duties with three credits of tuition exemption that can be used toward TC courses and workshops, access to the current knowledge and training that TC students bring, and the support and assistance of an educated and dedicated graduate student. Cooperating teachers and teacher mentors sign an agreement to allow TC
Coursework and Student Teaching/Internship

Many courses in the Teaching Students with dis/Abilities: Learning dis/Abilities program include projects that require you to plan, instruct, and work with students. TC ensures that students will have the opportunity to complete these projects in the student teaching placements that they arrange. If students have made their own arrangements to accommodate employment, for example, they must ensure that they have ample opportunity to plan and teach according to course requirements. Although assignments can be molded to fit a wide variety of situations, students must be able to implement the array of particular methodologies that TC promotes.
New York State Teaching Certification

For the most current information on obtaining your teaching certificate please consult either the Office of Field Support Services in Whittier L5 (you can also access much information online) or the NY State Education Department website (www.highered.nysed.gov). Both forms and information about the test requirements listed below can be obtained from these offices and websites.

In order to obtain your initial/provisional certificate for teaching Students With Disabilities you must:

- Complete your course requirements, including student teaching/internship (this information is automatically submitted to NY state through the registrar and OFFS when you graduate)
- Complete a certification application
- Submit a fee of $100
- Pass the NY State Teacher Certification Exams
  - Liberal Arts and Sciences Test (LAST)
  - Assessment of Teaching Skills-Written (ATS-W)
  - Content Specialty Test (CST) in Students with Disabilities
  - Content Specialty Test (CST) for your grade level of certification (either the multi-subject for generalists (1-6; 5-9) or the content core for specialists (5-9; 7-12)
- Complete a School Violence Prevention Workshop (information available at http://www.tc.columbia.edu/ceo&i/courses.html)
- Complete a workshop in Child Abuse recognition and reporting (This course is offered online at http://www.nysna.org)
- Obtain fingerprint clearance
After you have taught for 2 years you can apply for a Permanent Certificate:

- Complete a certification application
- Submit a fee of $100
- USCIS Permanent Resident (For non-US citizen)
- Complete 2 years of successful teaching

Graduation

When you are ready to apply for graduation, you must complete an Application for Graduation (available from the Registrar) and submit it with your e-portfolio (both CD and hard copy) to your faculty advisor for approval. Please plan to meet with your advisor at least one month in advance of the registrar’s deadline.

<table>
<thead>
<tr>
<th>Application Due to Registrar</th>
<th>Graduation Month</th>
</tr>
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<tbody>
<tr>
<td>August 1</td>
<td>October</td>
</tr>
<tr>
<td>November 1</td>
<td>February</td>
</tr>
<tr>
<td>February 1</td>
<td>May</td>
</tr>
</tbody>
</table>
**Frequently Asked Questions**

**What is the best way to contact my faculty advisor?**

*If you have a simple question, inquiring through e-mail is a great way to ask. Otherwise each faculty member also has office hours and contact information posted outside of her office. Department secretaries can also be of assistance, and may even have the information you need.*

**How do I know that I am fulfilling all of my requirements?**

*The program requirements are described in the handbook, on the web, and in the catalog. There are no tricks. As long as you are following the requirements you are on-track!*

**Can I make course substitutions or other program changes based on information gained from other students?**

*No, you must see your advisor to get approval for any course substitutions. Decisions are based on the individual’s experience in teaching, educational background, and progress through our program. You must get written approval from your advisor to substitute a course. Keep a copy of that approval. You’ll need it for graduation.*

**How do I check or change my e-mail address?**

*The easiest way to change your e-mail address is by accessing the Student Information System, which is accessible through the Teachers College website (www.tc.columbia.edu). Simply click on the link “Resources for Students” and “Student Information System” will appear as a link on the menu. You will need your student ID# and registration pin number in*
order to log on.

How can I find out if courses that I previously took can be applied to my current program?
As the TC catalog indicates, no transfer credits are accepted for an MA program.

What are course fees used for?
Course fees are used to supplement the funds needed for supplies and resources required in the instruction of the course. Resources such as specialized videos, software, and guest speakers may be funded through course fees. If course fees are not used then the funds are absorbed into the general department fund and may be used to purchase general instructional supplies.

The information I am learning at TC is much different that what I have been taught in the past and what others in my profession are familiar with. Why is this?
Our program is multi-foundational: we ask students to consider the consequences of adopting a medical, information processing, or social model approach. It is grounded in the assumption that successful teachers of students with learning and other dis/abilities must have a thorough understanding of the nature of society and the interaction between culture and learning—and learning difficulties. Teachers of students with dis/abilities must be as knowledgeable about studying and empowering students in a variety of contexts (i.e., home, school, work) as they are
about planning and evaluating academic instruction.

**Does TC’s program meet CEC professional standards?**

*Yes, it has National Approved Status*

**How much time will I spend working on my coursework outside of class?**

*The pace at which each individual works determines the time it will take to complete reading and writing assignments. However, you should expect to spend 4-9 hours in preparation for each course per week. The rule of thumb is 3 hours of outside preparation for each credit.*

**What if my employment situation changes and it may affect my student teaching/internship?**

*As soon as you know that there will be a change contact the Director of Student Teaching and Internships.*

**Does previous teaching experience fulfill any student teaching/internship requirements?**

*No. Although students can use their current employment setting as a site for their internship, previous experience does not fulfill their requirement for the TC degree. You must be in a classroom to conduct and evaluate TC-supported approaches and methods.*

**What if I cannot fulfill the requirements for student teaching/internship at my current position?**
in your situation to make completing the assignments possible. Speaking directly and frankly with you supervisor, principal, or cooperating teacher may be effective if there is a problem with implementing the kind of instruction that is necessary to complete an assignment. If an employment situation does meet the requirements of the necessary setting (i.e. you work in a specialized school and cannot work in an inclusive environment), you will take the student teaching/internship seminar and complete the assignments for the course in your available classroom. During the summer you will need to student teach or intern in the appropriate setting.

Can I take a lesser course load when I am student teaching?
The program can be designed to fit your needs with some exceptions. The student teaching/internship seminars, C&T 4705/07, must be taken while you are student teaching, or have access to planning and teaching in a classroom. Similarly, C&T 4047 also requires you to plan and teach in a classroom. Some other courses are offered only at particular times of the year. Consult this handbook (p. 32) and the registrar’s Schedule of Classes for any information about changing the order of sequence of your courses.

When should I take the state exams necessary for teacher certification?
You can take the exams any time before you apply for certification. Information about the test offerings is available on the OFFS web page.
I am not interested in NY state teaching certification. Do I have to have NY certification before I can apply for certification in another state?

In most cases you do not need to apply for NY certification before you apply to the state of your choice for certification (regulations vary so be sure to check). However, two things to consider are 1) The NY teaching certificate is reciprocal with many other states, and 2) If you ever return to NY to teach and do not already possess NY certification then you will need to complete any new requirements or changes in certification mandated by the state since your program completion date.

I am an international student. Am I eligible for NY certification?

International students are eligible for the initial, or provisional, teaching certificate as per the requirements listed on p. 38 of this handbook. In order to obtain a permanent certificate, non-U.S. citizens must have US-CIS Permanent Resident status.
# Teachers College Contact Information

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<thead>
<tr>
<th>Office</th>
<th>Extension</th>
<th>Location</th>
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<tbody>
<tr>
<td>General Information</td>
<td>(212) 678-3000</td>
<td></td>
</tr>
<tr>
<td>Curriculum &amp; Teaching: Learning dis/Abilities Prgm.</td>
<td>3873</td>
<td>302 Main Hall</td>
</tr>
<tr>
<td>Admissions</td>
<td>3710</td>
<td>149 Horace Mann</td>
</tr>
<tr>
<td>Health Services</td>
<td>2284</td>
<td>John Jay Hall</td>
</tr>
<tr>
<td>Security</td>
<td>3333</td>
<td>Amsterdam Ave. Entrance</td>
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<tr>
<td>Office of Field Support Services</td>
<td>3466</td>
<td>L5 Whittier</td>
</tr>
<tr>
<td>Millbank Memorial Library</td>
<td>3494</td>
<td>Russell Hall</td>
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<tr>
<td>Office of the Registrar</td>
<td>4050</td>
<td>152 Horace Mann</td>
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<tr>
<td>Bookstore</td>
<td>3920</td>
<td>1224 Amsterdam Ave.</td>
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<tr>
<td>Student Accounts</td>
<td>3056</td>
<td>133 Thompson</td>
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<tr>
<td>Student Aid Office</td>
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</tr>
<tr>
<td>Student Life Center</td>
<td>3406</td>
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