



Teachers College
COLUMBIA UNIVERSITY

ELEMENTARY INCLUSIVE EDUCATION
HANDBOOK

Master of Arts Degree
New York State Teacher Certification, Grades 1-6

Dual Certification:
Childhood Education and
Teaching Students with Disabilities

TABLE OF CONTENTS

Program Philosophy	3
About the Program	4
Applying to the Program	6
Planning Your Program	7
Course Requirements for Elementary Inclusive Education, Teaching Students with Disabilities and Childhood Education (Dual Cert)	8
Gifted Education Extension Program	9
Field Work Experience	12
Preparing for Field Work Experience	13
New York State Certification	14
Statement of Satisfactory Progress	15
The MA Project	16
Graduation	16
Frequently Asked Questions	17
Certificates of Equivalency (COE)	22
Teachers College Policies & Procedures	22
Important Contact Information	24

PROGRAM PHILOSOPHY

Elementary Inclusive Education emphasizes child-centered practices and the social construction of knowledge and conceives of teaching as a complex professional activity necessarily embedded in particular moral, political, historical, economic, and cultural contexts. The philosophy of the program is simultaneously driven by the larger institutional conceptual framework for teacher education programs at Teachers College, which emphasizes inquiry, curriculum, and social justice. We aim, therefore, to prepare teachers...

- to understand teaching as a recursive process of learning/inquiry,
- to conceive of themselves as curriculum developers and each of their decisions as curriculum,
- and to conceive of their work as vital to working toward socially just schooling in a diverse, pluralistic, democratic society.

We take seriously the responsibility to prepare teachers to teach all children and youth in schools; to that end, we believe that inclusive education is not just about students with labeled disabilities, but rather is fundamentally about all students, and more significantly, about the cultural practices of schooling. Consequently, the full spectrum of challenges of contemporary schooling must be attended to in order to generate transformative action. We, therefore, necessarily interrogate and work to actively challenge the many socio-cultural, institutional, bureaucratic, and interpersonal ways in which children and their families experience marginalization and exclusion in schools (e.g., on the basis of race, ethnicity, social class, disability, gender, nationality, sexuality, language, religious [non] affiliation, etc.). We simultaneously inquire into how such resistance can be translated into meaningful engagement with existing systems and schooling practices in order to effect change.

We also inquire into and seek to imagine creative alternatives to current schooling practices that frame poor, disabled, or other marginalized children as deserving of test-prep curricula and disciplinary practices based on behavioral control rather than rich engagement with, and exploration of, the world. Such techno-rational approaches to education that aim to sort students into educational categories and “apply” received wisdom about “best practices” are obviously inadequate to the complexity of the challenges that face the inclusive educator. For this reason, we aim to support our preservice teachers to embrace the inherent ambiguities of teacher work, to fashion their inclusive pedagogies through their own commitments (as advocates for all children and youth) to curriculum inquiry, reflective practice, and the pursuit of social justice, and to conceptualize the work of inclusive educators as the complex intellectual, moral, theoretical, and political work that it is.

ABOUT ELEMENTARY INCLUSIVE EDUCATION

Elementary Inclusive Education is both a graduate program and a professional course of study. This rigorous academic program is designed primarily for those who have no (or minimal) formal preparation or coursework in education and are beginning their study of teaching. The program leads to an M.A. degree and New York State teacher certification. Upon completion of the program, graduates can also apply for teacher certification in states other than New York, and many secure teaching positions elsewhere in the U.S. as well as internationally. There are two main components to the program: course work and student teaching. All M.A. students have a five-year candidacy period in which to complete their degree program.

44 CREDIT PROGRAM—Elementary Education and Teaching Students with Disabilities

This program is designed to prepare student teachers to work with all children, particularly those from marginalized communities who experience forms of exclusion in schools. All students in the program will earn an M.A. degree and pursue certifications in both Childhood Education (Grades 1-6) and Teaching Students with Disabilities (Grades 1-6).

56 CREDIT PROGRAM—Elementary Education and Teaching Students with Disabilities with Gifted Extension

The Gifted Extension option allows students in the Elementary Inclusive Education program to receive the New York State extension in gifted education along with dual certifications in Childhood Education and Teaching Students with Disabilities by including 12 credits in gifted education in their course study.

FACULTY AND STAFF

THE FACULTY

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OUR PROGRAM BLOG:

<https://www.tc.columbia.edu/curriculum-and-teaching/elementary-inclusive-education/blog/>

This is an important source of communication from faculty and staff to students. On this blog, you will find information regarding registration, advisement, special program events, part-time and full-time job opportunities, recommendations for teaching resources and special events in New York City. Click on “Topics” and locate the subject area of interest. The blog is updated regularly. Please make it a habit to check it and remember to go back and check previous postings as many questions can be answered by reading the blog.

APPLYING TO THE PROGRAM

REQUIREMENTS

Acceptance to the program requires strong academic credentials, articulate and thoughtful writing, strong and relevant professional or academic references, and a clear fit between our program goals and the goals expressed by the applicant. At a minimum, applicants should have a GPA of 3.0 or above and evidence a commitment to educational equity and diversity. We also look for prior experience working with children.

APPLICATION PROCEDURES AND DEADLINES

- Apply online at www.tc.columbia.edu/admission/
- Please note the following information on your application:

Program: Elementary Inclusive Education—Preservice Program

Degree: Master of Arts

Program Code: ELEM-DUAL—Dual certification, grades 1-6, teaching students with disabilities and childhood education

GFEX-DUAL—Dual certification, grades 1-6, teaching students with disabilities and childhood education with gifted extension

- November 1 **Final Deadline** for Spring Semester Admission
- January 15 **Priority Deadline** for Fall Semester Admission
- April 15 **Final Deadline** for Fall Semester Admission

TRANSFERS

Current Teachers College students who would like to be part of the Elementary Inclusive Education program must follow the same procedures as all prospective students, since a program transfer is treated exactly the same as any applicant. Contact the **Office of Admission** at admission@tc.columbia.edu with any questions.

FINANCIAL AID

Students should consult the **Office of Financial Aid** at financialaid@tc.columbia.edu for information regarding scholarship deadlines, appropriate forms, and all other financial aid matters.

PLANNING YOUR PROGRAM

PROGRAM ORIENTATION / REGISTRATION ADVISEMENT

All new students must meet with a faculty member for advisement in order to receive their PIN and register for classes. A program orientation with an advisement session will be held at the start of each semester (contact preservice@tc.columbia.edu for more information).

ADVISEMENT / ADVISORS

Elementary Inclusive Education students are assigned a faculty advisor. Students may speak to any faculty advisor during specified office hours or by appointment. Please note that advisement during June-August is very limited.

MAKING DECISIONS ABOUT COURSES

To complete the program over a 2-year period, the courses in this program **MUST** be taken in sequence. Core, literacy courses, and student teaching are offered only in a Spring/Fall sequence. Students may choose to complete all other courses and requirements within a time frame or sequence that suits their own schedules, plans, and needs, given course availability.

COURSE REQUIREMENTS FOR THE 44- CREDIT PROGRAM

Program Code ELEM-DUAL

FALL I

<u>Course #</u>	<u>Course Name</u>	<u>Credit(s)</u>
C&T 4000	Disability, Exclusion, and Schooling	3
C&T 4143	Multicultural Social Studies	3
C&T 4320	Practicum for Disability, Exclusion, and Schooling	0
MSTM 5010	Math Methods	3

SPRING I

C&T 4123	Student Teaching Methods: Inclusive Teaching Seminar I	3
C&T 4135	Emergent Bi/Multilingual Learners in Inclsv Eng-Med Clssrms	1
C&T 4726	Professional Lab Experiences-Stdnt Tchng in Elem Schls	4
C&T 4019	Literacy Supports	3

SUMMER A SESSION

C&T 4037	Relational Approaches to Challenging Behavior	2
MSTC 4040	Science Methods	3

FALL 2

C&T 4124	Student Teaching Methods: Inclusive Teaching Seminar II	3
C&T 4726	Professional Lab Experiences-Stdnt Tchng in Elem Schls	4
C&T 4132	Literacy Methods	3
C&T 5081	Collaborative Communication in Cultural Contexts	1

SPRING 2

C&T 4060	Instruction for Students with Complex Support Needs	2
C&T 4301	Educational Assessment of Students with Disabilities	2
C&T 4321	Practicum for Literacy for Students w/Significant Disabilities	0

TAKE AT ANY TIME (speak to your advisor)

HBSS 4116	Health Education for Teachers	1
Various	Educational Foundations ◇ (Philosophy/Social Science in Education or Child Development)	3

◇ Appropriate undergraduate courses may be substituted for this requirement; please consult with Pre-service faculty. This will give you room to take an elective because you are NOT transferring the credits in; you are only meeting the State of New York certification requirement.

GIFTED EDUCATION EXTENSION

The gifted education extension option allows students in Elementary Inclusive Education to receive the New York State Extension in Gifted Education along with their Dual Elementary Education certification by including 12 credits in gifted education in their course of study (56 credits total). Students who choose this option complete an additional semester of student teaching (3 credits) in a gifted education setting along with three courses in gifted education. Possibilities include, but are not limited to:

C&T 4021, Nature and Needs of Gifted Students (3 credits)

C&T 4022, Instructional Models in the Education of Gifted Students (3 credits)

C&T 4023, Differentiated Curriculum for Gifted Students (3 credits)

C&T 4025, Nurturing Talents & Gifts during the Early Childhood Years (2-3 cr.)

C&T 4026, Giftedness and Intelligence (2-3 credits)

C&T 4702, Student Teaching: Gifted (3 credits)

C&T 5024, Planning and Implementing Programs for Gifted Students (3 credits)

Each student should consult with Professor Borland or Wright for specific coursework to meet the gifted extension requirement.

PROGRAM FACULTY

James H. Borland, Ph.D., Professor of Education and Program Coordinator

Lisa Wright, Ed.D., Adjunct Associate Professor of Education and Director of the Hollingworth Center

ENTERING THE PROGRAM

Students may choose this option either when they apply for admission to the Elementary Inclusive Education program by designating the extension on their Applications (GFEX-DUAL) or by applying to change programs through the Office of Admission.

ADVISEMENT

Since the extension program combines courses and requirements from the Elementary Inclusive Education program and the program in Gifted Education, advisement is provided by the faculty of both programs. Faculty in the program in Gifted Education advise students on matters related to courses in gifted education and student teaching in gifted education.

COURSE REQUIREMENTS FOR THE 56- CREDIT GIFTED EDUCATION EXTENSION

Program Code GFEX-DUAL

Students can enroll on a part-time or a full-time basis. Students enrolled full-time can complete the program in four semesters and a summer. The following is an example of a four-semester-and-a-summer course of study.

FALL 2024-SUMMER 2025: YEAR ONE FOR GFEX-DUAL

FALL I

<u>Course #</u>	<u>Course Name</u>	<u>Credit(s)</u>
C&T 4000	Disability, Exclusion, and Schooling	3
C&T 4143	Multicultural Social Studies	3
C&T 4320	Practicum for Disability, Exclusion, and Schooling	0
C&T 4021	Nature and Needs of the Gifted (Required) ↔	3
MSTM 5010	Math Methods	3

SPRING I

C&T 4123	Student Teaching Methods: Inclusive Teaching Seminar I	3
C&T 4135	Emergent Bi/Multilingual Learners in Inclsv Eng-Med Clssrms	1
C&T 4726	Professional Lab Experiences-Stdnt Tchng in Elem Schls	4
C&T 4019	Literacy Supports	3

SUMMER SESSIONS A & B

C&T 4037	Relational Approaches to Challenging Behavior	2
C&T 4702	Student Teaching: Gifted (Required) ↔	3
C&T 4022	Instructional Models for the Gifted (Optional) ↔	3
HBSS 4116	Health Education for Teachers	1

FALL 2025-SPRING 2026: YEAR TWO FOR GFEX-DUAL**FALL 2**

Course #	Course Name	Credit(s)
C&T 4124	Student Teaching Methods: Inclusive Teaching Seminar II	3
C&T 4726	Professional Lab Experiences-Stdnt Tchng in Elem Schls	4
C&T 4132	Literacy Methods	3
C&T 5081	Collaborative Communication in Cultural Contexts	1
C&T 4025	Nurturing Gifts and Talents in the Early Chldhd Yrs (Optional) ↔	3

SPRING 2

C&T 4060	Instruction for Students with Complex Support Needs	2
C&T 4301	Educational Assessment of Students with Disabilities	2
C&T 4321	Practicum for Literacy for Students w/ Significant Disabilities	0
C&T 5506	Seminar in Gifted (Required/Optional) ↔	3
and/or C&T 5024	Planning and Implementing Pgrms for Gifted (Required/Optional) ↔	3
MSTC 4040	Science Methods	3
Various	Educational Foundations ◇ (Phil./Soc. Sci in Ed or Chld Dvlpmnt)	3

◇ Appropriate undergraduate courses may be substituted for this requirement; please consult with Preservice faculty. This will give you room to take an elective, because you are NOT transferring the credits in; you are only meeting the State of New York certification requirement.

↔ Gifted Education points must total 12. Each student should consult with Prof. Borland or Prof. Wright for specific recommendations.

FURTHER INFORMATION

For questions about the extension program, please contact Dr. Wright at lrw22@tc.columbia.edu or Dr. Borland at borland@tc.columbia.edu.

FIELD WORK (C&T 4320, 4321, and 4726)

Field experiences include two semesters of student teaching and two semesters of practicum.

PRACTICUM (C&T 4320)

During the practicum experience, preservice teachers can expect to spend 3-4 hours in the field per week. You will observe and work with individual or small groups of students. This practicum connects with the theories and concepts learned in C&T 4000.

STUDENT TEACHING (C&T 4726)

The student teaching experience takes place for three full days and one half-day per week in the Spring 1 and Fall 2 semesters. As a student teacher, you will join a full-time New York City teacher in their classroom. You will work collaboratively with your cooperating teacher to support students, plan lessons, lead learning experiences, analyze and act upon assessment data, and become an integral part of the school community. Throughout each semester, you will participate in various teacher education practices designed to help you gain experience in all aspects of the pedagogical cycle, enabling you to take on increasing instructional responsibility. By the end of your time in the field, you will have taught across all subject areas, received coaching from your cooperating teacher and field supervisor, taught in a general education and ICT classroom setting, and led instruction for three and a half consecutive days.

PRACTICUM (C&T 4321)

Students can expect to spend two full days in the field weekly. You will work directly with students who have complex support needs. You will lead classroom activities for a small group and/or individual students. This practicum connects with the theories and concepts learned in C&T 4060.

PLACEMENTS

We are committed to providing our students with a variety of experiences in their field placements so that they will be able to make informed decisions about where and on what level they wish to teach. Our program has relationships with cooperating teachers at public schools in the Bronx, Manhattan, Queens, and Brooklyn. Our placement schools are as diverse as the students they serve; some identify as progressive, while others take a more traditional approach. We consider teaching style, experience, and location to make suitable matches.

Students will not travel more than an hour and a half to their placement. If you live outside of the five boroughs, you should expect that your travel time will exceed this amount.

SUPERVISION

In addition to the cooperating teacher, each student teacher is assigned a field supervisor each semester. Supervisors are experienced classroom teachers, some of whom are doctoral students, trained in preservice supervision. Supervisors observe student teachers in classrooms, meet with them regularly, and provide feedback on journals and lesson plans.

The supervisory staff meet monthly to discuss expectations of student teachers, the progress of each student teacher, and any problems as they occur. This collaborative model facilitates a rich dialogue among students, supervisors, faculty, and cooperating schools and promotes a meaningful and cohesive educational experience.

PREPARING FOR FIELD WORK EXPERIENCE

KEEPING IN TOUCH

It is very important that you inform **BOTH** the program office (preservice@tc.columbia.edu) and the Registrar's Office via myTC (Student Resources / Personal Information / Update Addresses and Phones) of any changes in your contact information (e-mail, local address, mailing address, phone number, etc.) in order for you to receive all program correspondence.

Also, be sure to check the [program blog](#), [Instagram](#), and [Facebook](#) on a regular basis, as these are important sources of communication from the program.

In addition, become familiar with the website for the [Office of Teacher Education](#).

- **Fingerprinting by the New York City Department of Education**
DOE Regulations require all student teachers to be fingerprinted to enter New York City Public Schools. If you are an international student, please email the Office of Teacher Education at ote@tc.columbia.edu or call 212.678.3466 and identify yourself as an international student (as you are subject to different procedures and requirements).
- **Register for TEACH**
The TEACH system is designed for users to perform various functions regarding teacher certification and fingerprinting.
- Once all other steps are complete, obtain a **Clearance Ticket** and **Letter of Introduction** from the **Office of Teacher Education**.

CERTIFICATION—NEW YORK STATE

The Elementary Inclusive Education program meets New York State Dual Certification in Childhood Education and Teaching Students with Disabilities (Grades 1-6). Upon completion of the program, students apply for certification through the Office of Teacher Education and School-Based Support, which recommends students for dual certification to the State Education Department of New York. Permanent NY State certification may be applied for after two years of successful teaching.

For a complete list of certification requirements in New York State, see continuing updates on the [New York State Department of Education website](#) or consult with the Office of Teacher Education (ote@tc.columbia.edu).

CONTENT CORE REQUIREMENTS

The State Education Department of New York requires that individuals seeking Childhood Education certification have successfully completed at least 30 semester hours of Liberal Arts & Science courses with six semester hours of college-level credit in Mathematics, Science, and Historical and Social Science.

The Elementary Inclusive Preservice Office reviews the transcripts you send with your application to determine if you have met these requirements. You can be accepted to Elementary Inclusive Education without having completed these liberal arts courses; however, you **CANNOT** graduate or be recommended for certification in New York State until you have done so. We recommend that you also review your transcripts to see whether you have completed these requirements. It is to your advantage to take some of these courses at an undergraduate institution. The [College Level Examination Program \(CLEP\)](#) tests can also be taken in lieu of completing undergraduate courses.

CERTIFICATION IN OTHER STATES

If you plan on seeking certification outside of New York State, it will be to your advantage to investigate certification requirements for that state. While there is reciprocity between New York and many other states, there may be additional courses required by the state where you seek certification. More information can be found by contacting the State Department of Education or visiting the website of the state in which you are interested.

STATEMENT OF SATISFACTORY PROGRESS

Each student's academic progress is reviewed by the Elementary Inclusive Education faculty. All students must maintain a "B" average in all courses to be allowed to begin student teaching. If a student earns a course grade of "B-" or less in any course, then they must meet with faculty to determine their continuation in the program. Students who earn a grade lower than "B-" in any of the required classes will not be eligible for state certification. Situations leading to course withdrawals will be collectively assessed by faculty and, depending on the circumstances, may negatively impact the evaluation of the student's satisfactory progress.

Students who earn a grade lower than "B-" in any of the required classes will not be recommended by the program for state certification. A grade of Incomplete in either C&T 4000 or C&T 4143 will also not be sufficient to move ahead with student teaching in Spring 1. In order to continue into the second semester of student teaching in Fall 2, students must achieve a grade of "B-" or better in C&T 4123. In order to continue into the practicum C&T 4321 in Spring 2, students must receive a grade of "B-" or better in C&T 4124. **Students may not proceed to student teaching with Incompletes in their prior courses.**

Although the vast majority of students who begin student teaching in our program are able to meet the requirements of student teaching, there are sometimes cases in which we do not recommend students for certification. These decisions are based on multiple points of data. Based on the situation, it may be necessary to extend or add a third student teaching placement.

*Please note: If you are asked to leave your placement, we do not guarantee you will be given a new placement by the program. If we do not give you a new placement, you will not be able to continue in the program and will not be recommended for certification.

MA PROJECT

In Elementary Inclusive Education, the MA Project is a culminating portfolio to be completed outside regular course requirements. It is both a collection of documents and a formal reflection upon your work that provides a holistic portrait of your growth as a reflective professional. Though the MA Project does not receive a letter grade, you must receive a pass in order to graduate. An unacceptable project will need to be redone and reassessed.

GRADUATION

All TC students in teacher preparation programs are required to complete several certification-related requirements prior to graduation.

These requirements are as follows:

1. Content Core requirements (managed by the Academic Program)
2. Certification workshops (DASA, Child Abuse, School Violence Prevention and where applicable, Autism, managed by OTE). *HBSS 4116 meets the New York State Education Department's mandated workshop requirements for both the Child Abuse and School Violence Prevention workshops. Please check OTE's [website](#) for the schedule for DASA training.

NY State approved programs include the above requirements, and TC must ensure that they are completed prior to graduation. These requirements apply to all students in programs leading to teacher certification, regardless of whether you plan to seek certification in NY State.

You will see these requirements on your Degree Audit. We encourage you to complete any deficiencies, as well as the workshops, as soon as possible. If you have any questions, please do not hesitate to reach out to the Office of Teacher Education at ote@tc.columbia.edu.

To complete your petition to graduate, follow the steps below:

1. At the beginning of your final semester, make an appointment to review your degree audit with your advisor.
2. Find the online application on your myTC portal.
3. Review the instructions: [How to File for a Masters Degree](#)
4. Apply for graduation by the given deadline.

FREQUENTLY ASKED QUESTIONS

FAQS ABOUT ADMISSION...

I didn't major in education, and I don't have teaching experience, but I want to be a teacher. Can I apply to this program?

Yes. This program is designed for non-education majors who have little to no experience in classrooms. This program is also appropriate for those who may have some teaching experience but are not certified and would like to be. Finally, this program is for career-changers who are ready to change professional directions and enter teaching.

I am thinking about applying to Elementary Inclusive Education, and I have heard that my chances of acceptance are better if I take some required courses as a non-degree student and do well in them. Is this true?

No. Coursework prior to application is not an automatic route to admission, even if you do very well in the courses. However, prospective students sometimes take a non-degree course or two to help them decide if Teachers College is where they would like to study. Yes, these credits will transfer into your program if you are admitted; check the catalog for guidelines.

Does this program lead to a degree?

Yes. Upon satisfactory completion of the program and all requirements, you will be awarded an M.A. in Curriculum and Teaching. You will also be eligible for New York State certification in Childhood Education and Teaching Students with Disabilities (Grades 1-6) once you have passed all certification exams.

I received a letter from the Elementary Inclusive Preservice Office indicating that I am missing some of the Content Core requirements for teacher certification. However, I am sure I fulfilled these requirements. What do I do?

First, do not worry. The Elementary Inclusive Preservice Office reviews hundreds of transcripts during the admissions process and sometimes may overlook an appropriate course. In some cases, courses may have unique titles that mask the content of a course that fulfills a requirement. Also, a course that you feel fulfills a requirement may not be acceptable to NYS. If you have any questions, send a copy of your transcript, and course descriptions if appropriate, to the Elementary Inclusive Preservice Office at preservice@tc.columbia.edu.

I applied for a Zankel Fellowship and received it. May I participate in that program while I'm student teaching?

Maybe. As long as the fellowship allows you to complete program requirements, including student teaching and/or practicum hours, you may be able to participate in it. Please consult your advisor. This fellowship requires work in specific schools with specific projects which student teaching precludes.

I applied for a TOC Fellowship and received it. May I participate in that program while I'm student teaching?

Maybe. As long as the fellowship allows you to complete program requirements, including student teaching and/or practicum hours, you may be able to participate in it. Please consult your advisor. This fellowship requires work in specific schools with specific projects which student teaching precludes.

FAQS ABOUT COURSEWORK AND ADVISEMENT...

I have been accepted to Elementary Inclusive Education but have not been assigned an advisor. Who is my advisor?

New students will be assigned a formal advisor after confirmation of attendance through deposit and should contact the Program Manager if they do not have an advisor. If you are unable to meet with your advisor, faculty in the program work collaboratively and all serve as advisors.

Can I take more than 44 credits/points?

Yes. The M.A. degree in Elementary Inclusive Education (dual certification) requires a minimum of 44 points, but you can graduate with more than the minimum.

**My classmate/friend/student teacher in my school advised me to xxxx...
Did they tell me the right thing?**

Please do not follow the advice of peers. All of you are different people with different needs and circumstances. From experience, we know that peer-to-peer advisement has been the cause of false rumor and panic and the source of bad advice. Be sure to go to faculty for advisement and develop a relationship with an advisor.

**I took some undergraduate courses that I think fulfill program/
certification requirements. Will these credits transfer?**

Teachers College (and New York State) does not permit transfer credits at the M.A. level. There are, however, some requirements (specifically educational foundations) that may be fulfilled by undergraduate courses. If you think this applies to you, please check with program faculty during registration (bring your transcript). If you have taken appropriate courses, you will not need to duplicate coursework and the requirements will be waived. This does not reduce the number of credits necessary for the degree; you will still need to complete 44 credits/points by taking additional electives.

**Do I need to pay attention to my degree audit (located on myTC) if I've
worked out my schedule with my advisor?**

Yes. It is very important that you review your degree audit on a regular basis to make sure that all requirement categories and credit points are properly distributed. If you have a question about the audit, contact the Program Manager at preservice@tc.columbia.edu. This is the document that the registrar will use to determine eligibility to graduate.

**Can my employment as a teacher or assistant/associate teacher in a
school count towards student teaching requirements?**

No. The program does not permit paid student teaching.

FAQS ABOUT CERTIFICATION...

How do I obtain a NYS teaching certification?

Elementary Inclusive Education is a NYS approved program; all students who complete the program should apply for certification by submitting an Institutional Recommendation Data Form (IRDF) to TC's [Office of Teacher Education](#) and for their certificate(s) through their New York State TEACH account. For more information on how to apply for certification, go to www.tc.edu/ote.

When should I take the NYS exams for teacher certification?

The assessments you must pass before getting certified include:

- Educating All Students Test (EAS)
- Content Specialty Tests (CST)

Candidates should consult with the Office of Teacher Education for information on testing dates for the EAS and CST. Make sure that you take both of the tests before you graduate.

As of April 27, 2022, the General Core in Liberal Arts and Sciences and the Educative Teacher Performance Assessment (edTPA) are no longer required for initial teacher certification in New York. Consequently, “the edTPA safety net Assessment of Teaching Skills-Written (ATS-W), edTPA Multiple Measures Review Process (MMRP), and the availability of the Conditional Initial certificate also ended, as these accommodations are no longer needed.”

Additional information can be accessed from the New York State Teacher Certification Examination Website: www.nystce.nesinc.com

I am not interested in NYS certification. Do I have to apply for NYS certification before I apply for certification in XX state?

In most cases, you do not need to apply for NYS certification before you apply to the state of your choice for certification (regulations vary from state to state, so be sure to check).

However, two things to consider as you decide are: 1) It may be easier to get certified in another state if you already have a teaching certificate (i.e., from NYS); 2) If you ever decide to return to NYS to teach, if you do not already possess NYS certification, you will need to complete all new requirements or changes in certification mandated by the state since your program completion date.

I finished the program, and I've been offered my dream job, but I have to be certified before I can be officially hired, and I have not completed all of my state teaching assessments. Is there anything you can do to help me before school starts?

It is always so heartbreaking when we hear these stories. We urge all students to take care of certification requirements long before you graduate.

FAQS ABOUT GRADUATION...

What is the process for applying for graduation?

All students now have a link on their myTC under Student Resources to file for graduation. There will be windows of opportunity to file for graduation based on the application deadlines set by the college. It is the student's responsibility to file. If there are any issues, consult your advisor.

What are the application filing deadlines?

August 1 for October graduates, November 1 for February graduates, and February 1 for May graduates. Late applications will be accepted with a \$25 late fee for two weeks following the degree application filing deadline.

CERTIFICATES OF EQUIVALENCY

Certificates of Equivalency (COE) allow you to be considered as a full-time student due to the program requirements because of student teaching or school-based practica. COEs are often needed to show full-time status for housing, financial aid, and/or health insurance. If you need a COE to show full time status and you do not have enough credits, please contact the Registrar's Office at registrar@tc.columbia.edu.

TEACHERS COLLEGE POLICIES AND PROCEDURES

Services for Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration (301 Zankel Hall). Services are available only to students who are registered and submit appropriate documentation.

Statement on Academic Conduct: A Teachers College student is expected to refrain from any conduct (including cheating, plagiarizing, or purchasing documents submitted for academic evaluation) that calls into question their academic and/or professional probity. 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 academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

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

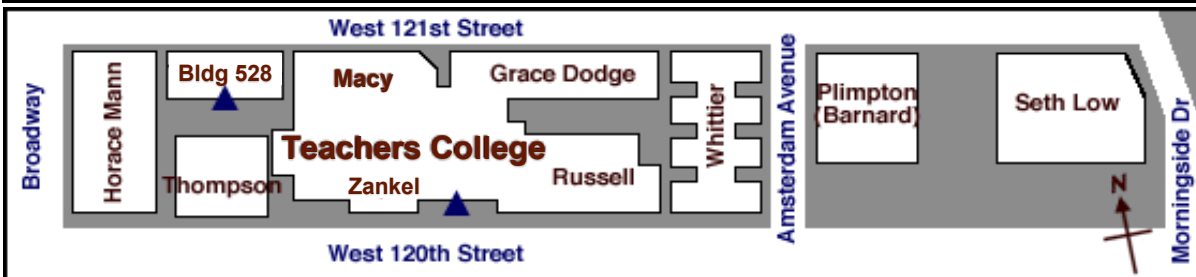
Grade Correction Procedure: The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students' work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error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

Teachers College Contact Information

<u>Teachers College Information Technology (TCIT)</u>	(212) 678-3300	ServiceDesk@tc.columbia.edu
<u>Office of Admission</u> (Box 302) 310 Building 528	(212) 678-3710	admission@tc.columbia.edu
<u>Dining Services</u> (Box 29) Ground Level Grace Dodge Hall	(212) 678-3168	Tcdining@tc.columbia.edu
<u>Graduate Writing Center</u> 162 Building 528	(212) 678-3798	WritingCenter@tc.edu
<u>Directory</u>	(212) 678-3000	https://www.tc.edu/directory/
<u>Office of Teacher Education</u> (Box 97) 411 Zankel Building	(212) 678-4057	OTE@tc.columbia.edu
<u>Office of the Registrar</u> (Box 311) 324 Building 528	(212) 678-4050	Registrar@tc.columbia.edu
<u>Office of Residential Services</u> (Box 312) Whittier Hall IB	(212) 678-3235	Housing@tc.columbia.edu
<u>Office of the Bursar</u> (Box 305) 133 Thompson Hall	(212) 678-3056	Bursar@tc.columbia.edu
<u>Office of Financial Aid</u> (Box 309) 310 Building 528	(212) 678-3714	FinancialAid@tc.columbia.edu
<u>Division of Student Affairs</u> (Box 42) Building 528 Lobby	(212) 678-3083	StudentAffairs@tc.columbia.edu

Visit the program blog at

<https://www.tc.columbia.edu/curriculum-and-teaching/elementary-inclusive-education/blog/>



For more information, please contact:

Elementary Inclusive Education - 308 C Zankel Building, Box 031

Preservice@tc.columbia.edu - (212) 678-3695