



# STUDENT HANDBOOK

**Doctoral Programs in the Applied Sciences of Learning and Special Education with a Focus on Intellectual Disability/Autism (ITDS):**

- **Ed.D.**
- **Ph. D.**

Special Education Programs: Department of Health and Behavior Studies  
Box 223, Teachers College, Columbia University  
525 West 120<sup>th</sup> Street, New York, NY 10027-6966  
Phone: 212-678-3880 Fax: 212-678-4034

August 1, 2015



## Table of Contents

I. Programs Described in this Handbook .....	1
II. Advisory Contact .....	1
III. Mission and Philosophy.....	3
1. Teachers College.....	3
2. Program.....	3
IV. Overview of Ed. D. and Ph. D. Programs with a Focus on Intellectual Disabilities/Autism (ITDS).....	4
V. Admission Requirements.....	5
VI. Faculty in Department and Program .....	6
VII. Course of Study for the Ed. D. and Ph. D. Programs with a Focus on Intellectual Disability/Autism.....	7
VIII. Course Descriptions.....	8
IX. Guidelines for Certification.....	9
X. College Standard Policies and Procedures.....	11
XI. Satisfactory Progress.....	12
XII. Important Teachers College Phone Numbers.....	12



## **Programs Described in this Handbook**

---

- Ed. D. Program in the Applied Sciences of Learning and Special Education with a Focus on Intellectual Disability/Autism
- Ph. D. Program in the Applied Sciences of Learning and Special Education with a Focus on Intellectual Disability/Autism

## Doctoral Program Faculty Advisor

---

**Laudan Jahromi, Ph.D.**

Associate Professor of Psychology and Education  
Program Director, Intellectual Disability/Autism  
Office: 529I Thorndike Hall  
Email: [jahromi@tc.columbia.edu](mailto:jahromi@tc.columbia.edu)  
Phone: (212) 678-3821

## Academic Program Secretary

---

**Samantha Augustin**

Secretary, Applied Sciences of Learning and Special Education  
Office: 528 Thorndike Hall  
Phone: (212) 678-3880  
[sa2494@tc.columbia.edu](mailto:sa2494@tc.columbia.edu)

## Mission and Philosophy

---

### Teachers College

In keeping with the College's long tradition of leadership in the fields of Education, Psychology, and Health, and of serving the needs of urban and suburban learners in the United States and around the world, the mission of professional 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). The mission is based on three shared philosophical stances that underlie and infuse the work we do.

We are an **inquiry based** and practice-orientated community. We and our students and graduates challenge assumptions and complacency, and embrace a stance of inquiry toward the interrelated roles of learner, teacher, leader and researcher. By 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. Our graduates demonstrate a commitment to **social justice** and to serving the world while imagining its perspectives.

### Programs in Intellectual Disability/Autism

The doctoral programs in special education are driven by a philosophy of inquiry-driven practice. Our pedagogy is informed by empirically-informed reflective practices and inquiry stance. We specialize in bridging theory and practice. We value a scientific /evidence based approach to identifying and evaluating effective approaches to promote the achievement of individuals' goals and objectives.

Coursework and research experiences are designed to provide doctoral candidates with the knowledge, skills, and dispositions needed to negotiate the multiplicity of perspectives found in the field of developmental disability, especially in high-need urban schools and communities. Gaining an understanding of and sensitivity to issues of diversity and social justice has a particular urgency for students in this program.

The guiding themes of all our programs include:

- **Diversity.** The programs address the issues of disability, race, gender, and cultural, ethnic, and linguistic diversity as they affect urban students with and without disabilities.
- **Empowerment.** The programs are designed to prepare teachers who can empower students with and without disabilities to control their own lives.
- **Prevention.** The programs are committed to preparing teachers who can effectively prevent the negative outcomes often associated with urban poverty and disability, including reducing vulnerability to victimization and abuse.

## Overview of Ed.D. and Ph.D. Programs with a Focus on Intellectual Disability/Autism (ITDS)

---

Intellectual Disability/Autism is one of the exceptionality focus areas that may be selected by applicants to either the Ed.D. or the Ph.D. Program in Special Education. Our programs are geared toward individuals who are interested in scholarly careers as researchers and/or academic faculty in Education or in the Social Sciences, or those interested in professional leadership roles in the field. Past doctoral students have oriented their preparation towards careers as college and university professors, researchers, program directors, or curriculum and instructional evaluators.

The doctoral programs in Intellectual Disability/Autism are research-intensive programs designed to prepare graduates for a variety of academic and professional roles in the field of developmental disabilities. Given our programs' strong research emphasis, all doctoral students will take rigorous statistics and research methods coursework and we practice a **research-apprenticeship** model of student mentorship and training. As part of this training, all doctoral students will engage in research activities as part of faculty members' research teams, where they will gain experience with all aspects of the research process: data collection in schools and/or research labs, data management, observational coding, data analysis, and manuscript preparation.

Students may choose to emphasize a particular age or ability level through elective coursework, supervised research, and independent study. Successful doctoral candidates will pass a **doctoral certification examination** in the Applied Sciences of Learning and Special Education and will complete a doctoral certification project in their area of specialization. Upon achieving official status as a doctoral candidate, students will be eligible to select a faculty committee and begin work on their doctoral dissertation research.

## Admission Requirements

---

Procedures for admission to the Ed. D. and Ph.D. programs in the Applied Sciences of Learning and Special Education within the Department of Health and Behavior Studies at Teachers College are administered jointly by the Office of Admission and the Department. Admission to our program is competitive; we admit very few candidates each year, depending on faculty research projects and funding. Applicants are evaluated according to the following criteria:

1. Strong academic record with evidence of scholarly and professional promise,
2. GRE (Verbal, Quantitative, and Writing sections),
3. Two to three years of successful teaching or other professional experience working with individuals with developmental disabilities, or strong evidence of applied or basic research experience (e.g., empirical Master's thesis, refereed conference presentations, and/or peer-reviewed publications) in a related field.
4. Two letters of recommendation that address scholarly, professional, and personal qualifications for doctoral training. At least one letter should be from a former professor who can address your academic and/or research preparation,
5. English proficiency (TOEFL score of at least 100), if applicable,
6. Non-academic attributes which demonstrate ability to meet the challenge of working with people with developmental disabilities.
7. Academic or professional writing sample
8. An interview will be scheduled with promising candidates. The interview will include program faculty and may include advanced doctoral students.

## Departmental and Program Faculty

---

### Department of Health and Behavior Studies (HBS)

Dolores Perin, Ph.D.                      Professor and Chair of Health and Behavior Studies  
Reading Specialist Program  
[perin@tc.columbia.edu](mailto:perin@tc.columbia.edu)

### Applied Sciences of Learning and Special Education

Daniel Fienup, Ph.D.                      Associate Professor  
Applied Behavior Analysis  
[fienup@tc.columbia.edu](mailto:fienup@tc.columbia.edu)

R. Douglas Greer, Ph.D.                      Professor  
Program Director, Applied Behavior Analysis  
[dgreer3872@aol.com](mailto:dgreer3872@aol.com)

Laudan Jahromi, Ph.D.                      Associate Professor  
Program Director, Intellectual Disability/Autism  
[jahromi@tc.columbia.edu](mailto:jahromi@tc.columbia.edu)

Ye Wang, Ph.D.                              Associate Professor  
Program Director, Deaf and Hard of Hearing  
[yw2195@tc.columbia.edu](mailto:yw2195@tc.columbia.edu)

## Course of Study for the Doctoral Programs with a Focus on Intellectual Disability/Autism (ITDS)

The course sequence is subject to change. Please consult with your faculty advisor for course scheduling. Students will be expected to take courses during the day and in the evenings.

<b>Applied Sciences of Learning and Special Education (24 credits)</b>	
HBSE 5010 - Study of the philosophic foundations of special education	3
HBSE 5901 - Problems in Special Ed – Intellectual Disability/Autism*	3
HBSE 6001 - Research in Special Education: Group Design	3
HBSE 6005 - Research in Special Education: Single Case Design	3
HBSE 6010 - Advanced study of problems and issues in special education	3
HBSE 6501-I - Advanced Seminar in Intellectual Disability/Autism	3
HBSE 6501-II - Advanced Seminar in ID/Autism <i>or</i> DHH <i>or</i> School Psychology	3
HBSE 7500 - Dissertation Seminar	3
<b>Statistics/Research Methods (15 credits)</b>	
HUDM 4122 - Probability & Statistical Inference	3
HUDM - Applied Regression Analysis	3
HUDM 5123 - Linear Models and Experimental Design	3
Advanced course in statistics, research methodology, evaluation, or measurement E.g., HUDM 5059 Psychological Measurement	3
Advanced course in statistics, research methodology, evaluation, or measurement E.g., HUDM 6122: Multivariate Analysis I	3
<b>Specialization Electives (15 credits)</b>	
Elective Course in School Psychology or Developmental Psychology E.g., HBSK 4072 Child Disorders; HBSK 5050 Behav. Interv; HUDK 5029 Personality Dev.	3
Elective Course in Health, Neuroscience, Movement, or Communication E.g., BBSR 5028 Motor Dev. Across Lifespan; BBSQ 5041 Schl. Speech-Lang. Hearing Progs	3
Elective Course in Educational Policy or Organization & Leadership E.g., EDPA School Law; ORLD 5055 Staff Development and Training	3
Elective Course in Diversity & Multicultural Issues E.g., CCPJ 4000 Multicult. Psychpthlgy.; CCPTJ 5020 Racism/Racial Identity in Psych. & Educ.	3
General Elective Specialization Course <i>or</i> Research Methods	3
<b>Master's Level Coursework in Intellectual Disability/Autism (30 or 36 credits)</b>	
Up to <b>30 credits (PhD)</b> or <b>36 credits (EdD)</b> of Master's-level coursework in ID/Autism may be transferred. In unique circumstances, additional transfer credits may be considered for EdD students for doctoral course requirements which have already been <i>explicitly</i> met. Advisor approval required.	30 or 36

\* *Note:* Students will take 1 credit of HBSE 5901 in each of their first three semesters, for a total of 3 credits. Each semester, students will participate in ongoing research or other special projects under the direction of a faculty member.

## Course Descriptions

---

The following list includes descriptions of the courses required for the Ed. D. and Ph. D. programs with a focus on Intellectual Disability/Autism. Full course lists are available in the Teachers College catalog, which can be accessed online at the Teachers College website.

### **HBSE 5010 - Study of the Philosophic Foundations of Special Education**

Overview of major philosophic orientations within social sciences and special education

### **HBSE 6010 - Advanced Study of Problems and Issues in Special Education**

Design/evaluation of current practices and policies in the education of exceptional children and adults

### **HBSE 6501 - Advanced Seminar in Intellectual Disability/Autism**

Recent developments in theory and research as related to the specialization from psychological, educational, sociological, and/or medical sources

### **HBSE 5901 - Problems in Special Education-Intellectual Disability/Autism**

Qualified students work individually or in small groups under guidance on practical research problems

### **HBSE 6401 - Advanced Internships in Special Education- Intellectual Disability/Autism**

Post-master's level. Intensive inservice internships at agency chosen to meet individual student's needs. Students submit reports analyzing experiences.

### **HUDM 4122 - Probability and Statistical Inference**

Prerequisite: HUDM 4120 or undergraduate statistics course. Elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions.

### **HUDM 5122 - Applied Regression Analysis**

Prerequisite: HUDM 4122 or permission of instructor. Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, with grouping variables including one-way ANOVA, two-way ANOVA, and analysis of covariance. Lab devoted to applications of SPSS regression program.

### **HUDM 5123 – Linear Models and Experimental Design**

Prerequisite: HUDM 4122, HUDM 5122. Analysis of variance models including single and multiple factor experiments, between-subjects and within-subjects designs, trend analysis, factorial and nested designs, random effects, analysis of covariance, and blocking. Lab devoted to computer applications.

### **HBSE 6001, HBSE 6005 – Research Design in Special Education**

Prerequisites: HUDM 4122, HUDM 5122. Instruction in the development, conduct, and reporting of research. Students design and prepare empirical research papers using group design (HBSE 6001) and single case design (HBSE 6005) methods.

### **HBSE 7500 - Dissertation Seminar in Special Education**

Prerequisites: HBSE 5010, HBSE 6001, HBSE 6005 and HBSE 6010. Developmental of doctoral dissertations and presentation of plans for approval.

## **Guidelines for Doctoral Certification**

---

### **Applied Sciences of Learning and Special Education Programs (Applied Behavior Analysis, Deaf and Hard of Hearing, Intellectual Disability/Autism) Doctoral Certification (AM) Examination Guidelines**

The AM Certification Examination is a three-hour examination in the doctoral student's major field. In the Applied Sciences of Learning and Special Education programs, the AM Certification Examination will be administered **one time per year** in the summer (**June**).

The procedures below will go into effect for all students who began their doctoral studies on or after Fall 2014. Students who began their doctoral studies prior to this date will have the option to take the certification examination according to the previous guidelines (i.e., four questions), or to take the version of the exam stated herein.

#### **Requirements**

- Prior to taking the Certification Examination, students must demonstrate satisfactory completion of each course in the Applied Sciences of Learning and Special Education core doctoral sequence, specifically:
  - HBSE 5010 (Study of the Philosophic Foundations of Special Education)
  - HBSE 6001 (Research Methods in Special Education: Quantitative Group Designs I)
  - HBSE 6005 (Research Methods in Special Education: Single Subject Designs I)
  - HBSE 6010 (Advanced Study of Problems and Issues in Special Education)
- In addition to the above courses, students must complete the required core courses for their specific program (ABA, Deaf and Hard of Hearing, or ID/Autism). Please consult with your program to ensure that you have completed the necessary coursework.

#### **Applying to Sit for the Certification Examination**

- Readiness to sit for the Certification Exam is judged by a student's satisfactory completion of the abovementioned core doctoral courses, and consistent positive reviews by students' program advisors.
- Once the abovementioned requirements are complete, students will be eligible to apply to sit for the Certification Examination in the subsequent summer (**June**).
- Students are responsible for sending in an application form available from the Office of Doctoral Studies.

#### **The Certification Examination**

- To prepare for the Certification Examination, students should consult the syllabi of each of the abovementioned Core doctoral courses. Readings on these course's syllabi constitute the reading list for the Certification Examination.
- There will be two components of the certification exam for all students: 1) a group design component and 2) a single case component. On the day of the exam, students will be provided four questions (two group design and two single case questions), and must choose one of each type to answer for the exam. Each question will consist of both substantive content (i.e., "what") and design/methods content (i.e., "how")
- The substantive content will largely come from HBSE 5010 and HBSE 6010.

- The design/methods/analyses content will come from your group (HBSE 6001) and single case (HBSE 6005) design courses.
- For the group design questions, you should be able to identify a research problem, formulate testable research questions and hypotheses, design a study to answer research questions using group design, choose the appropriate analyses to address each research question, and critically evaluate methodological limitations.
- For the single case questions, you will be asked to design a study to address a particular problem using single-subject designs. You should be prepared to accurately and scientifically respond to the following components:
  - a. How is this topic socially and educationally significant and are there related studies, if you know them, that are relevant to the topic?
  - b. Describe the number and characteristic of your participants (gold standard)
  - c. Provide a full operational description and definition of the behavior or behaviors that constitute your dependent variable(s)
  - d. Describe how you measure your dependent variable(s). That is, what dimension(s) of the behavior or behavior effects will you select to measure as your dependent variable (e.g., event, duration, whole interval, partial interval, brief time, effect, sample to name a few options)?
  - e. How will you graph or visually display your data; that is what will be your X-axis and what will be your Y-axis? Alternately, you may use excel to draw the graph including labels for your Y-axis and your X-axis and paste in your answer.
  - f. Briefly describe your independent variable intervention. Describe your intervention and the criterion for ceasing the intervention, or the number of sessions for the intervention. You may also include a measure and measurement criterion for the fidelity of your treatment, although you do not necessarily have to do this.
  - g. Describe and label your design. Include the number of pre-intervention sessions and post intervention sessions and your rationale for determining the number of sessions for each. You may also provide a sketch of the design or a flow chart.

### **After the Certification Examination**

- Results of the Certification Examination are communicated to each student by the Program.
- If a student fails the Certification Exam, they will be required to take the Certification Exam in the subsequent semester or year. Student may retake a failed Certification Exam ONE time before being required to drop from the doctoral program.
- Please be aware that the AM Certification Examination is only one step in the Certification process. Teachers College requirements for Certification include:
  1. Taking and passing all your program's Certification Examination requirements. These include the AM exam and PM exam.
  2. Submitting and having approved the Program Plan.
  3. Being recommended for Certification by both your Program and Department.
  4. Completing and submitting your Dissertation Proposal. Only after completion of all these items, can a student be then called a Certified Doctoral Candidate.

## College Standard 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 for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

**Statement on Academic Conduct:** A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students' work at the college, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

**Resolution of Student Academic Program Concerns:** Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student's advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Director in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Director, 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 a Teachers College 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, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the 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.

## Satisfactory Progress

---

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will annually review each student's progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations he/she may be required to complete additional coursework or assignments. The program will provide a plan and timeline for remediation so students know the expectation for them to continue in the program. If satisfactory progress is not maintained, a student will be dismissed from the program.

## Important Teachers College Phone Numbers

---

Academic Computing	(Box 43)	(212) 678-3302	234 Horace Mann
Admission	(Box 302)	(212) 678-3710	149 Horace Mann
Provost	(Box 54)	(212) 678-3050	122 Zankel Hall
General Information		(212) 678-3000	
Health and Behavior Studies	(Box 114)	(212) 678-3964	531 Thorndike
Housing and Residence Life	(Box 312)	(212) 678-3235	1 <sup>st</sup> Floor Whittier
Gottesman Library	(Box 307)	(212) 678-3494	Russell Hall
Special Education	(Box 223)	(212) 678-3880	528 Thorndike
New York City Dept. of Education		(800) 832-2469 www.teachny.org	Tweed Courthouse New York, NY
Registrar's Office	(Box 311)	(212) 678-4050	324 Thorndike
Student Accounts	(Box 305)	(212) 678-3056	133 Thompson
Student Aid Office	(Box 309)	(212) 678-3714	138 Horace Mann
Student Life Center	(Box 308)	(212) 678-3406	Thorndike Lobby

*We hope that you will find this handbook a useful guide as you progress through your studies at Teachers College.*

*We wish you the best of luck as you begin your exciting and productive journey at Teachers College*