



# STUDENT HANDBOOK

**Master of Arts (MA) Degree Program in Intellectual Disability/Autism Leading to a New York State Transitional-B Certificate in Teaching Students with Disabilities:**

- **Transitional-B MA Program in Intellectual Disability/Autism at the Childhood (grades 1-6) Level (ITDC-TRAN)**

Special Education Programs: Department of Health and Behavior Studies  
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525 West 120<sup>th</sup> Street, New York, NY 10027-6966  
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## **Program Described in this Handbook**

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- Master of Arts (MA) Degree Program in the Teaching of Students with Intellectual Disability/Autism at the Childhood (grades 1-6) Level: Transitional B (ITDC-TRAN)

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Information about additional Masters Programs (not covered in this Student Handbook) may be requested from the Special Education Secretary:

- Masters of Arts (MA) Degree Program in Teaching Students with Intellectual Disability/Autism and Students without Disabilities at the Childhood (grades 1-6) Level (ITDS-DUAL)
- Master of Arts (MA) Degree Program in Teaching Students with Intellectual Disability/Autism at the Adolescent Generalist (7-12) Level (ITDA-INIT)
- Master of Education (M.Ed.) Degree Program in the Teaching of Students with Intellectual Disability/Autism and Students without Disabilities at the Early Childhood (birth-grade 2) Level (ITDE-DUAL)
- Master of Arts (MA) Degree Program in the Teaching of Students with Severe/Multiple Disabilities leading to an Annotation in Severe/Multiple Disabilities (Applicants must already hold an Initial Certificate as a Teacher of Students with Disabilities) (MULT-ANOT)
- Master of Arts (MA) Degree Program in Developmental Disabilities (This program does not lead to teacher certification) (DDIS)

## Core Faculty & Program Advisors

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## Program Secretary

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## Mission and Philosophy

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### Teachers College

In keeping with the College's long tradition of leadership in 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 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, and leader in P-12 schools. 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 choose to collaborate across differences in and beyond their school communities to demonstrate a commitment to **social justice** and to serving the world while imagining its perspectives.

We involve faculty and students in public and private schools through reflective teaching and academic inquiry -- interactive processes we believe to be reciprocal in nature. Reflective practice is both the content and pedagogy to which we aspire. Our pedagogy is informed by our own reflective practices and inquiry stance. We specialize in bridging theory and practice.

Teachers must be able to think systematically about their practices and learn from experience. They must be able to critically examine their practice, seek the advice of others, and draw on educational research to deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings and ideas (National Commission on Teaching and America's Future, 1996).

### Programs in Intellectual Disability/Autism

All of the programs in intellectual disability/autism are driven by a philosophy of inquiry-driven individualized instruction. They emphasize the development of expertise in individualizing curriculum and instruction across the range of abilities and across educational environments. They are inquiry-driven in the sense that they are based on a scientific /evidence based approach to identifying and evaluating effective approaches to promote the achievement of student goals and objectives. Program content is derived from research and evaluation studies utilizing a range of approaches to inquiry, including applied behavior analysis, experimental and quasi-experimental design, and ethnographic and constructivist approaches. The programs are also designed to encourage reflective practice in conjunction with academic inquiry.

Coursework and practicum experiences are designed to provide students with the knowledge, skills, and dispositions needed to negotiate the multiplicity of perspectives found in high-need urban schools. Gaining an understanding of and sensitivity to issues of diversity and social justice has a particular urgency for students in this program because of the disproportionate representation of specific minority groups classified under the intellectual disability category label.

The core values of the Programs in Intellectual Disability/Autism 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 Program

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This 36-point program is designed for individuals who are seeking a New York State Transitional-B certificate at the childhood (grades 1-6) as a teacher of students with disabilities with a specialized focus in intellectual disability/autism. This MA program is restricted to students who have been admitted to the Peace Corps Fellows Program and it requires participation in the pre-service summer component and other activities associated with that program.

Through coursework and field-based experiences, this program fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the program provides specialized preparation in working with children with intellectual disability/autism at a specific age level. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and field-based experiences are provided that focus on students with intellectual disability/autism. The program is fully aligned with the New York State Learning Standards.

The general objectives of the program are:

- (1) To provide candidates with an understanding of the historical, philosophical, and empirical foundations of general education and special education,
- (2) To provide candidates with comprehensive knowledge about the development, characteristics, and individual differences of learners across the full range of ability,
- (3) To provide candidates with the research base and skills needed to provide effective, individualized instruction for students across the full range of abilities across the curriculum in a variety of educational settings,
- (4) To prepare candidates to collaborate effectively with families and other members of the educational community, applying the highest ethical standards of the profession, and
- (5) To prepare candidates with a specialized focus and expertise in the education of students with intellectual disability/autism at a specific age level.

## **Admission Requirements**

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Admission to the Master of Arts (MA) Program leading to a Transitional-B certificate in the Teaching of Students with Intellectual Disability/Autism at the Childhood level is administered jointly by the Teachers College Office of Admission and the Department of Health and Behavior Studies.

Applicants are judged in relation to:

1. Academic record and potential (a minimum GPA of 3.0)
2. Graduate Record Examination (GRE) General Test
3. Broad background in the liberal arts and sciences, including a foreign language or American Sign Language, in compliance with specific New York State requirements. Students who do not meet these requirements will be required to remediate by taking additional coursework or by taking one or more College Level Examination Program (CLEP) tests.
4. Excellent letters of recommendation
5. Personal statement demonstrating relevant background and experience, relevant plans and career goals, a commitment to working with students with intellectual disability/autism
6. Nonacademic attributes that reflect the ability to meet the challenge of working with individuals with intellectual disability/autism in a manner consistent with the orientation of the program
7. Adequate English-language writing skills

Applications are evaluated by the program faculty in the Department of Health and Behavior Studies through an examination of the student's transcripts, letters of recommendation, personal statement, curriculum vita and available test scores.

### **Transfer Credits**

No transfer credits are accepted in either the MA or M.Ed. Programs in Teaching Students with Intellectual Disability/Autism.

## Course of Study for the Master of Arts (MA) Degree leading to a Transitional-B Certificate in the Teaching of Students with Intellectual Disability/Autism at the Childhood Level (grades 1-6) (ITDC-TRAN)

This 36-point MA program prepares candidates to teach children with disabilities at the childhood (grades 1-6) level. Throughout the program, students participate in a range of developmentally-sequenced coursework and field-based experiences pertaining to students with disabilities at the childhood level with a focus on students with intellectual disability/autism.

Please note that the course sequence below is subject to change.

### \*FOR STUDENTS STARTING IN JANUARY

<b>Spring 1</b>		
<input type="checkbox"/>	HBSE 4000: Introduction to Special Education	2
<input type="checkbox"/>	HBSE 4002: Instruction and Curriculum for Students with and without Disabilities	3
<input type="checkbox"/>	HBSE 4011: Education of Students with Intellectual Disability/Autism	2
<input type="checkbox"/>	MSTM 5010: Math in Elementary School	3
	<i>Spring total:</i>	<i>10 credits</i>
<b>Summer 1</b>		
<input type="checkbox"/>	HBE 4079: Language Development and Habilitation	3
<input type="checkbox"/>	C&T 4136: Methods and Materials for Reading Instruction	3
	<i>Summer total:</i>	<i>6 credits</i>
<b>Fall 1</b>		
<input type="checkbox"/>	HBSE 4005: Computer Applications in Special Education	2
<input type="checkbox"/>	HBSE 4010: Nature and Needs of Persons with Intellectual Disability/Autism	2
	<i>Fall total:</i>	<i>4 credits</i>
<b>Spring 2</b>		
<input type="checkbox"/>	HBSE 5301-I (Section 001): Advanced Practicum in Intellectual Disabilities/Autism	3
<input type="checkbox"/>	HBSE 4880: Opportunities & Outcomes for People with Disabilities	0
	<i>Spring total:</i>	<i>3 credits</i>
<b>Summer 2</b>		
<input type="checkbox"/>	HUDK 4022: Developmental Psychology: Childhood (or HUDK 4029: Human Cognition and Learning)	2
<input type="checkbox"/>	MSTC 4040: Science in Childhood Education (or MSTC 4007: Urban and Multicultural Science Education)	3
	<i>Summer total:</i>	<i>5 credits</i>
<b>Fall 2</b>		
<input type="checkbox"/>	HBSE 4082 (Section 001): Assessment and Evaluation of Exceptional Learners	2
	<i>Fall total:</i>	<i>2 credit</i>
<b>Spring 3</b>		
<input type="checkbox"/>	HBSE 4015 (Section 002): Applied Behavior Analysis	3
<input type="checkbox"/>	HBSE 5301-II (Section 001): Advanced Practicum in Intellectual Disability/Autism	3
	<i>Spring total:</i>	<i>6 credits</i>

**\* FOR STUDENTS STARTING IN MAY**

<b>Summer 1</b>		
<input type="checkbox"/>	HBE 4079: Language Development and Habilitation	3
<input type="checkbox"/>	C&T 4136: Methods and Materials for Reading Instruction	3
	<i>Summer total:</i>	<i>6 credits</i>
<b>Fall 1</b>		
<input type="checkbox"/>	HBSE 4005: Computer Applications in Special Education	2
<input type="checkbox"/>	HBSE 4000: Introduction to Special Education	2
	<i>Fall total:</i>	<i>4 credits</i>
<b>Spring 1</b>		
<input type="checkbox"/>	HBSE 4002: Instruction and Curriculum for Students with and without Disabilities	3
<input type="checkbox"/>	HBSE 5301-I: Advanced Practicum in Intellectual Disabilities/Autism	3
<input type="checkbox"/>	HBSE 4880: Opportunities & Outcomes for People with Disabilities	0
	<i>Spring total:</i>	<i>6 credits</i>
<b>Summer 2</b>		
<input type="checkbox"/>	MSTM 5010: Math in Elementary School	3
<input type="checkbox"/>	HUDK 4022: Developmental Psychology: Childhood (or HUDK 4029: Human Cognition and Learning)	2
<input type="checkbox"/>	MSTC 4040: Science in Childhood Education (or MSTC 4007: Urban and Multicultural Science Education)	3
	<i>Summer total:</i>	<i>8 credits</i>
<b>Fall 2</b>		
<input type="checkbox"/>	HBSE 4010: Nature and Needs of Persons with Intellectual Disability/Autism	2
<input type="checkbox"/>	HBSE 4082: Assessment and Evaluation of Exceptional Learners	2
	<i>Fall total:</i>	<i>4 credit</i>
<b>Spring 2</b>		
<input type="checkbox"/>	HBSE 4011: Education of Students with Intellectual Disability/Autism	2
<input type="checkbox"/>	HBSE 4015 (Section 002): Applied Behavior Analysis	3
<input type="checkbox"/>	HBSE 5301-II (Section 001): Advanced Practicum in Intellectual Disability/Autism	3
	<i>Spring total:</i>	<i>8 credits</i>

## Course Descriptions

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The following list includes descriptions of all the courses required for the MA and M.Ed. programs. These descriptions were taken from the Teachers College catalog can be accessed online at the Teachers College website.

### Department of Health and Behavior Studies

HBSE 4000 *Introduction to Special Education*: This course is a study of the nature, psycho-social and educational needs of individuals across the life-span with physical, mental, emotional, or sensory impairments.

HBSE 4001 *Teaching Students with Disabilities in Regular Classrooms*: Problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities.

HBSE 4002 *Curriculum and Instruction for Students with and without Disabilities*: Curriculum development and research validated methods of instruction for students with and without disabilities from early childhood through adolescence, including methods of teaching reading and mathematics and methods of enrichment and remediation.

HBSE 4005 *Applications of Technology in Special Education*: This course provides basic information on assistive and instructional technology appropriate for use with infants, children and youths who require special education and related services.

HBSE 4010 *Nature and Needs of Persons with Intellectual Disability/Autism*: Characteristics of persons manifesting different degrees of intellectual disability/autism and other developmental disabilities from early childhood through adolescence.

HBSE 4011 *Education of Students with Intellectual Disability/Autism*: Curriculum development and research validated methods of instructing students with intellectual disability/autism, and other developmental disabilities from early childhood through adolescence across ability levels.

HBSE 4015 *Applied Behavior Analysis*: This course examines applications of the science of behavior to instruction, management, curriculum-based assessment, isolation of locus of learning/behavior problems, and measurably effective instructional practices.

HBSE 4079 *Language Development and Habilitation*: This course is designed to establish a firm foundation in generative syntax, semantics and pragmatics as it relates to language development and habilitation.

HBSE 4082 *Assessment & Evaluation of Children with Exceptionalities*: An in-depth study of theoretical principles of measurement, assessment, and evaluation procedures necessary for appropriate identification of needs as related to implementation of educational plans for youth with disabilities, including 50 hours of assessment practice

HBSE 4880 *Opportunities and Outcomes for People with Disabilities*: A forum for the presentation and discussion of research findings in the field on topics relating to intellectual disability/autism.

HBSE 5301 *Advanced Practica in Special Education*: This course includes guided experiences in special education programs, weekly seminar meetings, supervised field experiences.

### **Other Departments**

C&T 4136 *Methods and Materials for Reading Instruction*: A survey of approaches to reading instruction from kindergarten through middle school with a critical examination of modern methods, materials, trends, and issues.

HBSK 4072 *Theory and Techniques of Reading Assessment and Intervention*. Overview of theories, assessment, and intervention techniques for reading and writing across the lifespan. Both typical development and literacy difficulty are addressed.

HBSK 4074 *Development of Reading Comprehension Strategies and Study Skills*: Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

HBSS 4116 *Health Education for Teachers*: Review of concepts, issues, and content relevant for teaching children and adolescents; methods and resources for teaching various content are integrated throughout; topics include alcohol and drugs, sexuality, environmental health, diet, weight and weight control, stress, and child abuse.

HUDK 4022 *Developmental Psychology: Childhood*: Children's cognition, perception, representation. Language, affect, personality, and sexuality. Family structure and school as they influence these aspects of childhood.

HUDK 4027 *Development of Mathematical Thinking*: The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

A&HH 4076 *History of Urban Education*: Examines educational activities within urban communities including schooling and the educational activities of social, political and cultural groups from the eighteen century to the present.

MSTM 5010 *Mathematics in the Elementary School*: Problems, issues, and methods in the teaching and supervision of elementary school mathematics.

MSTC 4040 *Science in Childhood Education*: Introduction to the creation of science curriculum and instruction that attend to current state and national standards. Based in constructivist perspectives and the goal of teaching science well with all children.

## Assessment System

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### Candidate Level Assessment

Teachers College teacher and professional school personnel preparation programs use a variety of formative ongoing assessments, as well as rigorous summative assessments for credentialing (CAEP and New York State) and graduation. The candidate assessment is a shared and ongoing responsibility for credentialing and graduation that involves candidate advisors, course instructors, cooperating teachers, and fieldwork supervisors working systematically and closely together. The progress of every candidate is closely monitored and supported throughout the program.

### CAEP Assessments

The Council for the Accreditation of Educator Preparation (CAEP) is recognized by the U.S. Department of Education and the State of New York as a national accrediting body for colleges and universities that prepare teachers and other professional personnel for working in elementary and secondary schools. CAEP ensures that accredited institutions produce competent, caring, and qualified teachers and other professional school personnel who can help all students learn.

The teacher preparation programs at Teachers College are fully accredited by CAEP. A standards-based approach is being taken with an emphasis on documentable outcomes associated with teacher education. The review of special education programs is conducted by CAEP in conjunction with the Council for Exceptional Children (CEC) to ensure that teachers have adequate preparation to teach children with special needs.

The CAEP assessment system is designed to provide a comprehensive picture of the performance of candidates enrolled in the program.

Through coursework and practicum candidates will be assessed on the following CEC Content Standards:

- Learner Development and Individual Learning Differences
- Learning Environments
- Curricular Content Knowledge
- Assessment
- Instructional Planning and Strategies
- Professional Learning and Ethical Practice
- Collaboration

## **The Comprehensive Examination**

All teacher candidates will be required to pass a Comprehensive Examination. This examination will take place after the completion of specific core experiences, in the Fall of the second year in the program. **The 2-hour examination is administered annually on the first Thursday in November.**

## **The Candidate Portfolio**

All assessment information pertaining to each candidate enrolled in the M.A. and M.Ed. programs will be compiled in an online portfolio. Entering candidates will be provided with detailed information about the portfolio system. Candidates will be responsible for ensuring that all required information is placed in their portfolio prior to each of the decision-point deadlines. The program staff at each decision point will review portfolios.

## **Entry**

- Admission Application

## **Pre-Clinical**

- Statement of Teaching Philosophy
- Position Paper on Critical Issues in Intellectual Disability/Autism

## **Clinical**

- Curriculum Unit Plan and Learning Outcomes Assessment (edTPA)
- Student Teaching Evaluations

## **Exit**

- Comprehensive Examination (Required examination to be given during the second year in the program on the first Thursday in November)
- Integrative Project

## Integrative Project

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As a requirement for graduation, each student must successfully complete an integrative experience project requirement. The completed project must be submitted to the student's program advisor **at least one month before the graduation deadline** for submission to the Registrar's Office. The program advisor will supply the student with written feedback indicating either that the project is **APPROVED** or that **REVISION** is required before approval can be granted. Guidelines for this project are provided below.

The student, in consultation with the program advisor, is to select a sample case upon whom to focus this project. The sample case must be an individual with intellectual disability or autism who is known to the student. **Throughout this project, the identity of the sample case must remain anonymous and confidential.** The overall goal of the project is to provide the student with an opportunity to integrate and apply the knowledge and skills, which he or she acquired throughout the coursework and practicum experiences. The written report of the project should be no more than 20 typed (double spaced) pages in length and it must include all of the following sections:

- A. **Characteristic/Educational Assessment.** This section should contain a comprehensive description of the educational characteristics of the target individual. If the results of an educational assessment are available, these results should be presented and critiqued in terms of the appropriateness of the assessments instruments employed. If the results of an educational assessment are not available, the student should propose and justify a detailed plan for conducting such an assessment
- B. **Goals and Objectives.** In this section, annual goals and short-term behavioral objectives based on available information about the target individual should be presented.
- C. **Curriculum.** This section should include a description and justification for a curriculum approach or model that you would recommend for the target individual.
- D. **Instructional Strategies.** In this section, the student should recommend several key instructional strategies/teaching methods to be employed in implementing the proposed curriculum.
- E. **Integrative/Reflective Statement.** The final section of the Integrative Project should include a discussion of the extend to which you feel that the Trans-B MA program in Intellectual Disability/Autism prepared you to design and implement instructional programs for individuals with Intellectual Disability/Autism. Specific strengths and weaknesses in knowledge and skills should be discussed.

## **New York State Transitional-B Certificate**

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Upon entry into the ITDC-TRAN program and completion of all required documents/forms, students will be recommended to the New York State Education Department for a Transitional-B certificate in Teaching Students with Disabilities at the Childhood (grades 1-6) level. Based on years of teaching experience and successful completion of the ITDC-TRAN program, graduates will be recommended to the New York State Department of Education for either an INITIAL or PROFESSIONAL certificate in Teaching Students with Disabilities at the Childhood (grades 1-6) level.

In addition to completing all program requirements, individuals seeking New York State teacher certification must meet the Liberal Arts and Sciences requirements, and pass the Educating All Students Test (EAS), the Content Specialty Tests (CST)-Students with Disabilities and Multi-Subject, and edTPA. Candidates interested in New York City certification must first apply for New York State certification and secure a NYC teaching position. Students should go to the Office of Teacher Education (<http://www.tc.columbia.edu/ote/>) to request updated information on these requirements.

## College Standard Policies and Procedures

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**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.

## Important Forms

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<b>Form</b>	<b>Purpose</b>	<b>Location</b>
Student Teacher Packet	Required every semester for student teaching. Includes a record of student teaching hours.	Office of Teacher Education Location: Zankel Hall 411
CLEP Test College Level Examination Program	Can be used in lieu of completing undergraduate courses required for certification	Office of Teacher Education Location: Zankel Hall 411
NYSTCE (New York State Teacher Certification Exam)	Required for students seeking NY State teacher certification	Office of Teacher Education Location: Zankel Hall 411
Certificate of Equivalency	For international students with a course credit deficit or for U.S students who fall short of course credit requirements for student aid or housing	Registrar's Office 324 Thorndike

## **Satisfactory Progress**

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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 course work 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 may be dismissed from the program.

## Graduation

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Students are responsible for consulting the Academic Calendar for the Office of the Registrar deadlines for submitting graduation applications.

To apply for graduation, students should (1) visit the degree audit site in MyTC and click on Print View (top right corner) to save a copy of the degree audit as a PDF, (2) email the PDF to their academic advisor in ID/Autism, and (3) their advisor will then send the approved audit to the Office of the Registrar ([degreeaudit@tc.columbia.edu](mailto:degreeaudit@tc.columbia.edu)). The degree audit will show which requirements the student has met using green checks. Red “X” marks indicate non-completion of a requirement. As students prepare to apply for graduation, they should see only green check marks on their audit for all areas except the Integrative Project.

Students must complete the Integrative Project in order for the final graduation application to be approved.

Students successfully completing all program requirements will be invited to attend the annual graduation ceremony in May.

## Frequently Asked Questions

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*I am not from New York State. Will I be certified to work in other states?*

New York has reciprocity with many other states, but there may be additional requirements by the state where you seek certification. Check with the State Department of Education at [www.highered.nysed.gov/tcert/](http://www.highered.nysed.gov/tcert/) or visit the website of the state in which you are interested to find out for sure.

*Can I transfer credit from classes I took as an undergraduate to count toward my degree?*

Teachers College and New York State do not permit transfer credits from undergraduate programs.

*If I completed student teaching as an undergraduate, can I count this as one of the placements required by the State and by the program?*

No. We cannot accept any student teaching experiences that we did not supervise.

## Important Teachers College Phone Numbers

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Academic Computing	(Box 43)	(212) 678-3302	234 Horace Mann
Admission	(Box 302)	(212) 678-3710	310 Thorndike
Columbia University Bookstore		(212) 854-1238	2922 Broadway
Curriculum and Teaching	(Box 31)	(212) 678-3765	306 Zankel Hall
Provost	(Box 54)	(212) 678-3050	122 Zankel Hall
Elementary/Childhood Pre-service	(Box 31)	(212) 678-3695	308 C 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
Office of Field Support Services	(Box 97)	(212) 678-3466	411 Zankel
Phone Registration		(212) 678- 3200	
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*