Teaching as Applied Behavior Analysis Graduate Student Handbook

Order of Sections

Purpose and Introduction

Welcome to the Teaching as Applied Behavior Analysis (TABA) program! The purpose of this handbook is to articulate program policies and expectations. Enrolled students should read and refer to this handbook for guidance about the program. The TABA program is one of the Special Education programs in the Department of Health Studies and Applied Educational Psychology. Other Special Education programs include Intellectual Disabilities and Autism program and the Deaf and Hard of Hearing program.

In our Master's, Certificate, and Doctoral program in TABA, we focus on the development of a strategic science of teaching to improve the educational attainment of young children. A strategic science of teaching involves using evidence-based procedures to improve teaching, collecting continuous data and making instructional decisions based on those data, and adapting teaching to meet each child's developmental level. We do not believe teaching is an art. While teaching does involve creativity, it is crucial to recognize that the foundation of effective teaching lies in scientifically-validated practices that drive learning and development. We believe teaching can be objectively defined, measured, and replicated across teachers and interventionists. Philosophically, our program aligns with Applied Behavior Analysis, with a focus on behavior-environment functional relations.

TABA includes a curriculum that covers the content taught in courses as well as experiences accrued in internship sites. The first area is learning to speak and write scientifically, or verbal behavior about the science. In courses students meet these competencies by reading, actively participating in coursework, and demonstrating mastery of relevant concepts on quizzes and during written work. The second area is learning to respond to children's behavior, or contingency-shaped repertoires. This area is shared by our coursework (e.g., Student Teaching) and the internship site as our graduate students learn to teach a variety of communication and academic repertoires with accuracy to a wide range of children with different learning histories and developmental levels. The third area is learning to analyze data and make informed decisions about instruction, or verbally-mediated repertoires. Students master this area in coursework by conducting empirical investigations of their own teaching and at internship sites by analyzing ongoing teaching data and learning how to analyze relevant variables that impact instructional outcomes. These three areas represent the goals of your education in our program.

TC website for Master's program: https://www.tc.columbia.edu/health-and-behavior-studies/applied-behavior-analysis/degrees--requirements/applied-behavior-analysis-ma-dual/

TC website for ABA Certificate (dually enroll in this program to qualify for NY Licensed Behavior Analyst credential: https://www.tc.columbia.edu/health-and-behavior-studies/applied-behavior-analysis/degrees--requirements/applied-behavior-analysis-cert/

TC website for Doctoral program: https://www.tc.columbia.edu/health-and-behavior-studies/applied-behavior-analysis/degrees--requirements/applied-behavior-analysis-phd/

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Program Information:

MA Program

(Official Title: Teaching Students with Disabilities: Applied Behavior Analysis)

The objective of our MA program is to prepare teachers, teacher trainers, and behavior analysts to use measurably effective instructional practices *to accelerate all children's educational progress*, including measurable increases in enjoying learning and schooling, academic literacy, problem solving, and self-management. A key to doing this is the acceleration of children's language development. Recent research findings provide exciting new ways to do this. Moreover, accelerated instruction is needed for all children, if we are to assume international leadership in education.

Table 1 lists the 47 specific credits students complete toward the MA degree. The MA is a two-year cohort-based program. The program is accredited by the Association for Behavior Analysis, International, the program is a Verified Course Sequence for the Behavior Analyst Certification Board, registered with New York State as a program leading to the coursework for the Licensed Behavior Analyst credential (if co-enrolled in the ABA Certificate program), and registered as a Teacher Preparation program in New York.

Program objectives:

1. Master the use of behavior analytic scientific terminology for all organisms and with a focus on educating children from diverse educational, economic, and cultural backgrounds.
2. Utilize research---based procedures for all aspects and subject areas of teaching preschool and elementary---age children.
3. Manage classrooms and schools such that children are well behaved and   motivated to learn, using positive and non---coercive practices.
4. Master the existing science of learning and teaching as it is applied to the varied needs of children.
5. Master protocols to identify and induce missing language developmental cusps and capabilities that result in children learning to learn material they could not learn before and how to learn in new ways (e.g., by observation and incidental experiences).
6. Acquire proficiency in utilizing educational standards and aligning proven curricula and instructional practices to meet the needs of various student learners, ensuring that these standards are effectively achieved
7. Master how to continuously and directly measure all students' progress in achieving standards and new developmental stages and use that measurement to drive instructional practice, including the selection of alternative scientific practices when initial best practices are not successful with children.
8. Master how to scientifically analyze the source of student learning problems and inadequate teaching.
9. Learn to implement culturally-responsive teaching methods, evidence-based practices, and inclusive strategies to create educational environments where every student has the opportunity to be successful. This includes graduate students developing their own cultural competence and advocating for equitable opportunities in classrooms and workplaces.
10. Learn to draw on evidence from cognitive learning and developmental research and reading/writing literacy research implemented through procedures from teaching as applied behavior analysis.
11. Master how to teach children to be self--learners.

Attendance Requirements:

ABA MA students should plan on two years of full-time attendance, including summer courses between the first and second years. During the program, students attend internship sites during the day (full-time) and attend classes at night. Students are required to attend internships during the fall and spring semesters as part of Student Teaching. The internship experiences may be paid, assuming the internship site formally hires you. While there is no formal requirement to work at internship sites during the summer, we strongly encourage students to

continue working at internship sites to gain additional valuable experiences and experience hours toward national certification (BCBA) and the New York State license in behavior analysis.

Minimum Grade:

Students must earn a B- or higher for a class to count towards graduation requirements.

Internship Requirements:

Students are required to attend an internship during the Fall, Spring, and Summer A semesters while in the ABA MA program. While completing an internship, students must enroll in relevant courses (student teaching, internship). For more details, see "Internship and Student Teaching" section below. If students are not hired as employees by internship sites and instead volunteer, one must maintain malpractice liability insurance.

Additional Needs:

For classes and coursework, students will need a working computer that runs Microsoft Word and Microsoft Excel. Once enrolled, Teachers College provides free access to Office 365, which can be used to access Word and Excel online. Students can also download local copies of these programs through Office 365.

Students are required to find their own transportation to internship sites and Teachers College. Having one's own car is certainly helpful as our internship sites are located outside of the NYC areas. Students without cars may be able to arrange carpools to get to internship sites and the university. Columbia University offers shuttle services that may be helpful for transportation (see here).

Thesis & Thesis Equivalent

All students who entered the program in Fall 2023 or later must complete a traditional thesis or thesis equivalent project (integrated project). Students enroll in a zero-credit integrative project in the Spring semester of their second year. This process, broadly speaking, involves the formation of a two-person advising committee, a proposal, carrying out a study, and defense of that work. Table 2 provides detailed information on this requirement.

Graduation

Students are eligible to graduate following the completion of all 47 credits (see Table 1) and the thesis/integrative project requirement. Following graduation, students can apply for specific credentials, such as teacher certification, board certified behavior analyst, licensed behavior analyst in New York, and CABAS® ranks. See "Credentials" section below for more information.

When preparing to graduate, the links below are helpful:

MA Student Degree Audit Information:

https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/

Institutional Record Data Form (IRDF)

https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/initial-certification/teacher-cert-2-step-process/

Internal Applications from the MA to the PhD Program

Each year, our PhD program has accepted a number of graduating from our MA program. In the fall of year 2, MA students interested in applying to the PhD program should contact faculty in the program to discuss this possibility. The MA student still needs to apply through the main application process, but we do not require new letters of recommendation or essays. That is, MA students should be able to apply without submitting new documents. Faculty will make admissions decisions to the PhD program based on the target number of PhD students, available funding, the applicant's performance in all MA classes, the applicant's potential to contribute research to better the outcomes of children, and the applicant's potential to supervise and mentor MA students while in the PhD program.

Transfer credit policy

Transfer credits are managed through the Office of the Registrar (see link below). However, credits cannot be transferred to the MA degree program

https://www.tc.columbia.edu/registrar/resources/transfer-credits/

Credentials

The program includes coursework that prepares students for a number of post-graduation credentials.

New York State Initial Teacher Certifications

- Early Childhood Education (Birth-2)
- Childhood Education (Grades 1-6)
- Students With Disabilities (Birth-2)
- Students With Disabilities (Grades 1-6)

Board Certified Behavior Analyst (BCBA)

Our ABA Certificate Program is a Verified Course Sequence through the BACB (www.bacb.com). We are also accredited by the Association for Behavior Analysis International (www.abainternational.org). Additional experience hours are required to qualify for the BCBA

exam. Our students often accrue these hours through their internship sites (see https://www.bacb.com/bcba/).

New York State Licensed Behavior Analyst (LBA)

Our program is approved by the state as meeting the coursework requirements for the NY-LBA. See current requirements for the NY-LBA, which involves showing evidence of the BCBA credential to obtain one's NY-LBA: https://www.op.nysed.gov/licensed-behavior-analysts

CABAS® Certifications- Teacher 1, Teacher 2- Competencies in Rank

Our program's curriculum includes CABAS® ranks to tie the curriculum between university coursework and internship experiences. See https://www.cabasschools.org/cabas-rank-descriptions

Internship and Teacher Certification

We have secured sites that can provide the necessary supervision and practicum/fieldwork requirements for Student Teaching and to gain experience hours toward CABAS® Ranks, national certification (BCBA), and the New York State license in behavior analysis. However, this is a two-way street in that students must arrange times to meet with supervisors and attend those meetings in order to accrue supervised hours.

Whenever possible, the internships provide salaries starting at around $22,000 for beginning MA students, but no tuition benefits. Full time employment varies per school site, which encompasses a typical 6-hour school day with additional time for planning (i.e. 8am-3pm). The agreements we have with internship schools are for those schools' calendars, which are different from the Teachers College calendar. To accept an internship, one must agree to abide by the respective site's employee/volunteer rules *and their calendar*. The internship sites tend to begin in early September, have a 1 to 2 week break in winter (starting back in early January), and end their calendar in mid-June. In one's first year, coursework overlaps with internship calendars because students enroll in summer courses that end around the same time as internship sites. However, in one's second year, one likely completes all of their coursework and graduates in mid-May. Based on their agreement with the respective internship site, students are expected to continue working at the internship site until that site's school year ends in mid-June. Failure to adhere to the internship site's calendar may sacrifice accrued experience hours. These contingencies are spelled out in your supervision contracts. There are also opportunities to work during summer in internship site's summer school programs.

Students will have the opportunity to intern at two different sites across the two year MA program and within each site, students will be placed in different classrooms (Fall and Spring placement). During each placement, all MA students will be paired with a mentor (cooperating teacher) who is the lead teacher in the classroom. In most cases, this person is also a doctoral student in training in our program. These experiences will provide graduate students with state

of the art training across a range of children with and without disabilities that require different curricula and interventions.

Internship sites have rules for employees and volunteers that we expect our students to follow. We ask students to ask for those rules and abide by them. Your adherence to those rules is reported to us on Student Teaching evaluation forms. That is, our Professionalism Standards regard your professional behavior at your internship site. These include following your placement's dress code, professional communication with teachers, parents, and administrators, displays of integrity with learners, colleagues, and supervisors, completing school duties, upholding standards of confidentiality, and adhering to technology-use policies. A specific list of professional standards will be distributed and discussed in the Student Teaching course.

International Students

International students have special circumstances related to internships. Internship sites are regulated by employment rules and may be subject to federal regulations regarding employment of non-U.S. citizens. For this reason, international students are encouraged to meet with ABA faculty and consult with TC's Office of International Students and Scholars (OISS, https://www.tc.columbia.edu/international/). In order for an internship site to pay an international student, the student will have to register for Curricular Practical Training (CPT). Our program is approved for part-time CPT in one's first year of studies (paid for up to 20-hrs per week) and full time CPT in one's second year of studies. If an international student chooses to continue working at an internship site during the summer, that student must register for an internship course and CPT. Our CPT arrangement ensures that students are able to apply for post-graduation STEM extensions to stay in the U.S. for up to two additional years. The extension is necessary for employment between graduating in May and continuing to work at an internship site until that school ends in June.

Current Internship Sites:

Our schools are situated throughout the surrounding areas of New York city, serving a wide and diverse range of students. This diversity encompasses various cultural, socioeconomic, linguistic, and educational backgrounds. You can learn more about the CABAS® schools at https://www.cabasschools.org

The Fred S. Keller School

Campuses in Yonkers, Piermont and White Plains, New York

Services children in Early intervention and Preschool

https://fredskellerschool.com

Rockland BOCES

Special Education -Elementary District Based Classrooms, Grades K-5

Various locations in Rockland county NY

https://www.rocklandboces.org

https://vimeo.com/134095869

Hawthorne School District

Locations in Hawthorne, NJ

Special education and inclusion – Preschool and Elementary – Grade 5

Navigating New York State (NYS) Teacher Certification:

The Office of Teacher Education(OTE) is a valuable resource for students seeking teacher certification. Helpful information is available on the website, which includes the Student Teaching handbook. https://www.tc.columbia.edu/office-of-teacher-education/ Each semester, students will also be enrolled in Student Teaching Practicum courses (HBSE 4704- Sections, 1,2,3, and 4). Throughout the courses, students will work towards obtaining the competencies and completing the requirements for initial NYS teacher certification.

Getting Started

Prior to the start of the first semester, students will receive notification from the college that they are required to obtain "clearance" from TC to begin student teaching through TC. However, since all graduate students in the ABA program are employees of the school and fulfilling a paid internship, students should begin their internship on the start date the assigned school provides. However, the TC requirements for clearance for student teaching must be met before you can begin accruing student teaching hours for NYS certification and course credit. Most of these requirements can be completed before students begin the internship but must be completed within the first week of hire. Refer to the OTE link for requirements via TC specific to the ABA program.

https://www.tc.columbia.edu/office-of-teacher-education/current-students/student-teaching/

New York State TEACH account

Upon entrance to Teachers College, all students are required to complete a NYS TEACH account. This allows you to track your progress towards teacher certification

http://www.highered.nysed.gov/tcert/teach/

Fingerprinting

All students are required to be fingerprinted through the New York State Education Department (NYSED). The ABA program internship placements are in New York/New Jersey State schools and are not part of New York City Department of Education (NYCDOE). This means that students do NOT need to be fingerprinted at the city level (this is the pathway for most TC students since their student teaching placements are in NYC). ABA students should follow the New York State Education Department at the state level fingerprinting pathway for teacher certification. This should be completed prior to coming to TC if possible. Refer to the OTE

certification link page above and select the last option - FINGERPRINTING for NEW YORK STATE ONLY (RARE)

If the assigned internship is at Rockland BOCES, students will be required to obtain fingerprinting through NYSED as part of the hiring process to obtain the required New York State Teacher Assistant License for employment. Students do not need to be fingerprinted again, but will need to submit proof to OTE (refer to OTE fingerprinting section. Please note, at our other sites, students will be asked to be fingerprinted for employment purposes, but this is a separate entity (i.e. FSK- NY State Office of Child & Family Services) and the fingerprints are not transferable to the New York State Education Department.

For students that have been fingerprinted prior to coming to TC at the NYSED level, please check with OTE to see if your fingerprints are valid.

During your internships

Who is who?

Mentee- MA graduate students in the ABA programs. MA graduate students are also referred to as Student Teachers (Office of Teacher Education (OTE)) and Teaching Assistants (as employees of the school placement).

Mentor- All MA graduate students will be paired with a mentor (also known as a cooperating teacher via OTE) each semester. This person is typically the lead teacher in your classroom who may also be a doctoral student in the ABA program. When the mentor is not a doctoral student, the mentor holds teaching certification and/or CABAS® Rank(s). Graduate students will work closely with their mentor to complete many of the components in your CABAS® Ranks, and course assignments. In some cases, this individual may serve as the BCBA/LBA Supervisor.

Classroom Supervisor- At each site, there are designated Classroom Supervisors that are employees of the school. These individuals are often Ph.D. graduates from the ABA program that hold advanced CABAS® ranks. Classroom Supervisors also provide training and guidance with your coursework. In some cases this individual(s) may serve as a BCBA/LBA Supervisor

BCBA Supervisor(s)- This is the person who provides supervision for the BCBA and has signed the BCBA contract. Students may have more than one BCBA supervisor each semester (refer to the BACB for details on multiple supervisors). This person may be the mentor and/or classroom supervisor of the respective classroom assignment, which is determined at the beginning of each semester.

Site Director(s)/Principal- Individual(s) who oversees the day-to- day operations of the school. This person has direct communication with classroom supervisors and faculty and is also a resource for mentors and mentees.

Field Supervisor- Dr. Delgado is the field supervisor for Student Teaching. Each student will receive at least three observations each semester to fulfill the faculty required observations and evaluations for Student Teaching (HBSE 4704- sections 1-4).

University Faculty/Consultants- Full-time faculty may also be onsite functioning as consultants to the school. Many of our adjunct faculty are full-time employees (Classroom Supervisors) in the CABAS® schools.

Record of Hours (ROH)

Each semester, students are required to complete the ROH form. The ROH form is utilized to track your hours for student teaching. Instructions on how to complete the form are available on the OTE website and will be reviewed in your practicum student teaching courses. Students are responsible for accurately tracking their hours daily and obtaining the necessary signatures upon completion each semester. In order to receive credit for Student Teaching, the form must be complete and turned into OTE at the end of each semester.

Workshop Requirements for Certification

The following workshops are required to obtain NYS teacher certification. You are encouraged to complete these workshops prior to or within your first year in the program. Many of these workshops are offered through OTE. Note, NYS does require a workshop on Autism. However, this requirement is fulfilled in one of your required courses (HBSE 4048- Working with Families of Children with Autism Spectrum Disorder).

- Child Abuse Identification & Reporting Workshop
- School Violence Prevention & Intervention Workshop
- Dignity for All Students Act (DASA) Workshop

Teacher Certification Exams

Students are required to complete the following exams to be eligible for initial certification in New York State. Although these are not a requirement for graduation, students are encouraged to complete these exams the summer following the first year in the MA program and second year of the MA program. Information on how to apply for these exams is available on the OTE website.

For information on the exam content, refer to the New York State Teacher Certification Exam site. The content is covered in your coursework but students are encouraged to review exam information. There are many valuable resources for test prep available through OTE.

 https://www.nystce.nesinc.com

- **Educating All Students Test (EAS)**
- **Content Specialty Test (CST)** - Multi-Subject Or Multi-Subject: Teachers of Early Childhood (Birth-Grade 2)
- **Content Specialty Test (CST)** - Multi-Subject Or Multi-Subject: Teachers of Childhood (Grade 1-Grade 6)
- **Content Specialty Test (CST)** - Students With Disabilities or Safety Net Students With Disabilities
- Teacher Performance Assessment (TPA)- Completed in student teaching seminar in year 2 of the program

Applying for Initial Certification

Near the end of their program, students may apply for their initial certification through the Office of Teacher Education (OTE) at Teachers College. OTE will then recommend candidates for initial certification to the State Education Department of New York. In order to be

recommended for certification, students must meet certification requirements, receive faculty recommendation and pass the teaching certification exams. You will receive guidance in your student teaching courses.

All students should complete the *Institutional Recommendation Data Form* (IRDF) during the fall of the second year in the MA program. This form is submitted to OTE and utilized to process your application for NYS certification from the college. The form can be located on the OTE website under the initial certification tab.

Ms.Faride Suarez, Associate Director for Certification Compliance, is the certification officer at TC. She will attend Student Teaching Seminars to disseminate information on preparing and applying for NYS teacher certification. She may also be contacted with any certification questions. Her email is: suarez2@tc.edu

Applying for Certification Out of NYS

If you plan to seek certification in a state other than New York, please visit that state's Department of Education website for any information you may need regarding certification requirements. Some states do have reciprocity with NYS. https://teaching-certification.com/teaching/new-york-teacher-reciprocity/

In addition, the Office of Teacher Education (OTE) is a good source of information regarding certification tests and requirements.

Professional Certification

After three years of teaching experience (not including student teaching), you may apply for the NYS Professional Certification.

https://www.highered.nysed.gov/tcert/certificate/advanceinitprof.html

BCBA/LBA Information

In addition to meeting the requirements for NYS Teacher certification at the relevant level(s), our program meets coursework requirements and offers practicum/fieldwork experience opportunities toward the BCBA and LBA credentials. The requirements for each are similar but not identical and there are some important differences. Students should familiarize themselves with the LBA and BACB standards, requirements, and expectations.

BCBA:

The link to the BCBA Experience Standards is here. Note that the BACB standards are subject to change at any moment. Only the material found on their website is current. Previously downloaded material may be out of date.

https://www.bacb.com/bcba/

Here is a link to a BCBA Tip Sheet, with important information before beginning your experience. Please review all items on this list:

https://www.bacb.com/wp-content/uploads/2020/05/Fieldwork-Checklist-and-Tip-Sheet-210506.pdf

As part of accruing BCBA hours, one must enter into a contract with a supervisor. The contract will specify professional behaviors that must be met for the supervisor to sign off on hours.

New York Licensed Behavior Analyst

The link to New York State's website is here. Note that in recent years, New York has pivoted to where one submits their BCBA as evidence of qualifying for the NY LBA:

https://www.op.nysed.gov/licensed-behavior-analysts

International Student Resources

International students have special circumstances that may require extra time to complete all paperwork. In these cases, you may need to begin your internship in a volunteer position until you can legally be paid.

International students will need to apply for Curricular Practical Training (CPT) in order to receive compensation from internship sites. Prior to applying for CPT, international students must complete a training. We encourage international students to complete the training in late August so they can enroll in CPT immediately when starting the program. Here is a website with the schedule of trainings:

https://www.tc.columbia.edu/international/events-and-programs/

Below is general information for the office dedicated to assisting international students.

Contact: Office of international Students and Scholars (OISS)
https://www.tc.columbia.edu/international/

Phone: 212-678-3939 * *Email:* tcintl@tc.columbia.edu

INTERNATIONAL STUDENT GUIDELINES FOR PAID EMPLOYMENT
For those on F-1 Visas
https://www.tc.columbia.edu/international/current-students/employment--taxes/f-1-visa-employment/f-1-practical-training/

All students enrolled in the MA program at Columbia University Teachers College are required to complete full-time internships in our Research and Demonstration CABAS® model schools. Our long-standing relationship with our schools has allowed us to secure paid full-time

employment for all students provided that ALL policies and procedures are followed. Below are some guidelines to follow in order to make sure you do not violate any of the stipulations for paid work while you are in the US. In addition to the I-20 (student visa), in order to be paid for work you MUST apply for Curricular Practical Training (CPT) authorization during EVERY semester you are enrolled, including Summer. Normally, the CPT will only be good within the dates of the respective semester, but because your employment is a requirement of the program, you may work during the gaps between semesters. Therefore, the dates on your CPT are very important. Again, you cannot be paid once a new semester begins until the CPT is approved by the Office of International Students and Scholars (OISS) at TC so please begin the process early.

Below are some helpful tips regarding registration and CPT applications:

As stated at the CPT portal on the TC website:

WHO IS ELIGIBLE?

In order to be eligible for CPT, you must:

> · Have a job offer directly related to your academic program
> · Have been lawfully enrolled **full-time for one academic year**
> · Be in lawful **F-1 status**
> · Making **normal progress toward degree completion** and be in good academic standing

Following, we need to obtain the degree audit and submit the Request for Curricular Practical Training eForm via TC-Compass.

Once the OISS receives your application, it will be reviewed by an international student advisor within 14 business days. You will then receive an email communication notifying you that the I-20 is ready for pick up or to be mailed. You will then present your I-20 to your employer."

1. The International student office requires about 2 weeks to process CPT applications. Please make sure you apply ahead of this deadline.

2. You must secure an employment offer letter from the employing school/agency. The letter needs to state the following:
   a. name of applicant,
   b. offer for a full-time position,
   c. duties,
   d. terms of the position (hours of employment, total hours of work per week,
   e. annual full-time salary for a Teaching Assistant),
   f. institution's name and address,
   g. and a signature of the director/responsible party

You do not need a new employment letter for the Spring or Summer semesters but you may need to upload the same letter.

3.   You must be registered in either HBSE 4704 (3 credits), HBSE 4304 (0 credits), OR HBSE 6404 (0 credits) during every semester you apply for CPT. Ask a faculty member which one you should register for if you are unsure. HBSE 6404 requires approval to register (this never changes) so please make sure you give Erica enough time to enter the approval.

4.   You will also need to submit a copy of your Degree Audit signed by one of the program faculty.

5.   Make sure the CPT begins on the very first day of the semester (see TC calendar under Academics on the TC homepage). One exception will be Fall, if your employment is set to begin before the first day of the semester. This employment start date would be reflected in your offer letter.

6.   The end date for the CPT should be the last day before the start of the following semester. Again, see the TC calendar.

7.   Because continuous enrollment in internship is required, you must maintain eligibility for CPT for the duration of time you are in the program. This means that you will continue to take courses through the first Summer session of your second year (June). Please make sure that your I-20 is extended and dated until the end of the June or even the end of the calendar year in which you are graduating. Please note that your graduation (degree conferral) date will be October, although degree requirements will be met by June.

In order to be paid you will need a **Social Security card**. This can only be obtained **in person at a local SS office**. This process can take some time and again, you may not be paid until you have a social security number. See instructions here: https://www.ssa.gov/ssnumber/

Please be patient. We are here to help but cannot speed up the process of securing legal permission to receive a salary while a TC student.

Graduate Student Program Opportunities

Comprehensive Application of Behavior Analysis to Schooling (CABAS®) Website: www.cabasschools.org

Foundation for the Advancement of a Strategic Science of Teaching: https://www.scienceofteaching.org/

New York State ABA

https://www.nysaba.org/

ABAI

https://www.abainternational.org/welcome.aspx

College Policies

TC Student handbook

https://www.tc.columbia.edu/student-handbook/

TC Policy Library- Includes a list with respective links to University policies

https://www.tc.columbia.edu/policylibrary/policies/

Ombuds Office- An independent office for a confidential discussion of matters of concern

https://www.tc.columbia.edu/ombuds/

Student Code of Conduct

https://www.tc.columbia.edu/policylibrary/policies/student-conduct-code-academic-integrity-and-general-misconduct-1222590/

Grievance Procedure:

https://www.tc.columbia.edu/policylibrary/policies/grievance-procedures-1232281/?_ga=2.148244407.1624392041.1730203885-1010240116.1655386878

Grading

https://www.tc.columbia.edu/policylibrary/policies/grading-1222549/

Incomplete Grades

https://www.tc.columbia.edu/policylibrary/policies/incomplete-grades-1222553/

Degree Requirements

https://www.tc.columbia.edu/policylibrary/policies/degree-requirements-3643551/

Email Usage

https://www.tc.columbia.edu/policylibrary/policies/email-use-1227361/

Acceptable Use of Technology

https://www.tc.columbia.edu/policylibrary/policies/acceptable-use-of-information-technology-1227337/

TC- ID

https://www.tc.columbia.edu/policylibrary/policies/campus-card-tc-id--1242127/

College Communication

https://www.tc.columbia.edu/policylibrary/policies/college-communication-1222528/

Covid Vaccination Policy

https://www.tc.columbia.edu/policylibrary/policies/covid-19-vaccination-policy-11319500/

Financial Aid

https://www.tc.columbia.edu/policylibrary/policies/financial-aid-1222542/

Attendance

https://www.tc.columbia.edu/policylibrary/policies/attendance-1222506/

Academic Standards

https://www.tc.columbia.edu/policylibrary/policies/academic-standards-for-students-1222508/

Gender-Based Misconduct

https://www.tc.columbia.edu/policylibrary/policies/gender-based-misconduct-policy-for-students-1232278/

Non-Discrimination https://www.tc.columbia.edu/policylibrary/policies/non-discrimination-1232282/

Preferred Name https://www.tc.columbia.edu/policylibrary/policies/preferred-name-policy-6984102/

Religious Observance

https://www.tc.columbia.edu/policylibrary/policies/religious-observance-1242110/

Remote Instruction

https://www.tc.columbia.edu/policylibrary/policies/remote-instruction-policy-11319760/

Student Psychological Wellbeing

https://www.tc.columbia.edu/policylibrary/policies/student-psychological-wellness-3333823/

Helpful Links & Resources

Graduate Writing Center

https://www.tc.columbia.edu/graduate-writing-center/

Columbia University Health Services-

https://www.health.columbia.edu

Office of Public Safety-

https://www.tc.columbia.edu/publicsafety/

Office of the Registrar

https://www.tc.columbia.edu/registrar/

Office of Doctoral Studies

https://www.tc.columbia.edu/doctoral

Office of Student Support and Advocacy

https://www.tc.columbia.edu/studentsupportadvocacy/

Office of Teacher Education

https://www.tc.columbia.edu/office-of-teacher-education/

TC Next- Provides information regarding career pathways for current students/alumni

https://www.tc.columbia.edu/tcnext/

Tuition and Aid

The two main costs of attending the MA program are tuition and housing. Enrolled students may choose to live in graduate student housing or find their own housing accommodations. The college may provide institutional support (financial aid) to students who apply by the priority deadline. The specific date of this deadline varies from year to year, but tends to be in mid-January (e.g., January 15th). We strongly encourage applicants to apply by the priority deadline.

Below is information about the cost of attending the MA program at Teachers College, Columbia University:

https://www.tc.columbia.edu/admission/financial-aid/cost-of-attendance--tuition/your-cost-of-attendance/

Frequently Asked Questions

"I have been fingerprinted previously at another preschool. Does this suffice for New York state Certification? Can I transfer my fingerprints from another state?"

Many schools require fingerprinting. However, in most cases (especially preschool), these are for different agencies. The fingerprints must be through New York State. Check with the Office of Teacher Education. In terms of transferring fingerprints, NYS does not accept fingerprints from out of state.

"Can I have multiple BCBA Supervisors? If so, who signs my paperwork?"

Yes, please see the BACB handbook and relevant forms for multiple supervisors.

"I need personal time for a few days for an event that was planned prior to enrolling at TC and will not be able to attend my internship. Who do I contact?"

You should have informed your employer before you were hired. Contact your employer or remind them as soon as possible. Consult your employee manual. Note, this will likely be unpaid time and considered an unexcused absence. Continued unexcused absences will result in disciplinary action from your employer and will impact your coursework. If you are also missing your university courses, contact your professors. Religious observances are the exception.

https://www.tc.columbia.edu/policylibrary/policies/religious-observance-1242110/

"If CABAS® Schools are all located outside of NYC, how do I get to my internship site?"

The college and program do not provide transportation to internship sites. If you have a car, you should consider bringing it. All of our internship sites are out of the city and are not easily accessible by public transportation. Carpools are usually available but not guaranteed and having a car will make your life much easier. Transportation is a personal expense whether you use mass transit, carpool, or drive. If you drive a carpool, you can share the commuting expenses (e.g., gas, tolls) with your riders.

"Do I need to pass all the teaching exams to graduate?"

No. The exams are a requirement for NYS initial teaching certification. However, students are encouraged to sit for exams prior to graduation.

"When should I take the NYS teaching exams and BCBA exam?"

You are encouraged to take the NYS teaching exams prior to graduation. Some students opt to sit for some of the exams in the summer between year 1 and 2. Most students sit for the exams in January during the second year and finalize the exams in their last semester.

You cannot sit for the BCBA exam until your MA degree is conferred in May. It is recommended that you sit for the BCBA exam during the summer after you graduate.

Table 1

MA Program in Teaching as Applied Behavior Analysis
All course are Required
(47 Credits)

The MA program in Teaching as Applied Behavior Analysis is a 2-year cohort-model program. Below is a list of classes per semester:

Fall Semester, Year 1 (9 credits)
HBSE 4015: Applied Behavior Analysis 1

HBSE 4044: Methods 1

HBSE 4704: Student Teaching, section 1

Spring Semester, Year 1 (12 credits)
HBSE 4017: Applied Behavior Analysis 3

HBSE 4045: Methods 2

HBSE 4048: Working with Families of Children with Autism

HBSE 4704: Student Teaching, section 2

Summer Semester (Summer A session), Year 1 (9 credits)
HBSE 4047: Record-Keeping in Applied Behavior Analysis

HBSE 4049: Professional and Ethical Issues in Behavior Analysis

HBSK 4072: Theory and Techniques of Assessment and Intervention in Reading*

Fall Semester, Year 2 (9 credits)
HBSE xxxx: ABA Strategic Teaching and Literacy Course, course # TBD

HBSE 4046: Methods 3

HBSE 4704: Student Teaching, section 3

Spring Semester, Year 2 (9 credits + thesis/integrative project)

HBSE 4016: Applied Behavior Analysis 2

HBSE 4704: Student Teaching, section 4

MSTM 5010: Mathematics in the Elementary School (or acceptable Math course)*

HBSE 4000 001 Integrative Project Preparation (zero-credits)

Additional Information

Students are required to earn a grade of B- for credits to apply toward graduation. If a student earns less than a B-, the student has to retake the course in order to graduate.

Our program has a breadth requirement (see * above) that requires students to take two out-of-program courses. We list HBSK 4072 and MSTM 5010 as math and reading courses, respectively, that will provide you with a grounding in teaching and evidence-based practice for these academic content areas. There are additional reading and math courses one can enroll in, such as HUDK 4027 (Development of Mathematical Thinking), HBSK 4074 (Reading and Comprehension Strategies and Study Skills), and HBSK 5099 (Writing Interventions Theory and Practice). Faculty approval is required for alternative courses.

Our program requires two courses that deal with reading. We offer one course in Fall of 2nd year and students enroll in HBSK 4072 to meet this requirement.

Last, the New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Table 2

MA Program in Teaching as Applied Behavior Analysis
Thesis/Thesis-equivalent Requirements

<u>**General Guidelines**</u>

For students who enrolled in the program in Fall 2023 or later, our program requires a formal thesis. As part of this, you will enroll in a zero-credit Integrative Project course during the Spring semester of your second year. There are three possible routes (described below); however, there are commonalities between the three variations:

- Students form a committee of at least two doctoral-level behavior analysts. The sponsor must be a faculty member at the Applied Behavior Analysis program at Teachers College Columbia University (TCCU) who holds a Ph.D. The second member can come from one of three sources: 1) ABA faculty member at TCCU, 2) faculty member in the another Special Education program or in School Psychology at TCCU, 3) a Ph.D.-holding member external organization associated with the program, such as a supervisor at the Fred S. Keller school.
- The student will write an APA-style paper that goes through various stages:
  - Proposal: A draft that includes, at minimum, an introduction and proposed methods that will be reviewed by the student's committee. Approval is required to continue on with the proposed thesis.
  - Defense: A final APA-style manuscript describing the introduction, methods, results, and discussion of the thesis will be reviewed by the student's committee. Approval and possible editing is required to complete the thesis requirement.
- The student will orally defend their thesis. The form of this meeting varies per variation of the thesis (meeting with committee versus poster session, see details below). Both the final paper and successful oral defense are required for final approval of the thesis.
- All studies that involve collecting data with individuals (e.g., children or staff) must be done with multiple individuals.
- Students may conduct a thesis using ideas and work completed during coursework. However, turning in work from a specific course is not sufficient for the thesis requirement. In these cases, students are required to go through the normal process (proposal, conduct study, defense) and the thesis must include the collection of new data and the inclusion of significant new writing. A student's committee will provide specific advice on how to develop previously-developed ideas and work into a thesis.
- Students may collaborate on thesis data. For this to occur, each student must take part in the development of the research question, design of the study, collection of the data, and analysis of data. However, writing cannot be collaborative. All writing on collaborative research must be done independently.
- All studies with people require some sort of approval from relevant constituencies. For example, a traditional thesis requires approval by your site or TCCU's Institutional Review Board. Clinical Training theses may require Institutional Review Board approval depending on the nature of the study or approval from administration at the particular site

where data are collected. Theses not conducted with people (e.g., Systematic Review) only require approval from one's committee.

- Students register for CRN 38712 / HBS 4000 001 Integrative Project Preparation
- Timeline:
    - ○ Students can propose a thesis to their committee beginning in their second year. We strongly encourage students to propose during the Fall semester of their second year. The proposal should occur no later than the start of the Spring semester to ensure there is sufficient time to incorporate revisions and collect data.
    - ○ Students should defend their thesis anytime after all data are collected and analyzed in the Spring semester. We strongly encourage students to defend by mid-April at the latest if they expect to complete the thesis in the Spring semester.
    - ○ The poster oral defense (for Clinical Training and Systematic Review models, see below) will be held at the end of April. The program will schedule additional poster oral defenses as needed.
- Questions about the thesis requirements should be directed to the Director of ABA Programs (currently Dr. Daniel Fienup) or a student's sponsor and committee.

Traditional Experimental Thesis

This is a traditional experimental thesis model whereby a student proposes a new study, conducts that study that uses an experimental design to study the effects of an independent variable on a dependent variable, and orally defends the final document to a committee of faculty.

- Write proposal document with introduction, proposed methods, and sample results all written in APA style
- Have a formal proposal meeting with a committee of 2+ ABA faculty members, with one being designated your formal sponsor
    - o Prior to the meeting, the student will send the prepared document to committee members 2 weeks before the scheduled meeting
    - o During this meeting, the student will present their research topic for approximately 20 minutes. After this, committee members will ask the student questions about their research proposal.
    - o At the end of the meeting, the committee will meet without the student present and render a decision:
        - ▪ Pass – the student is approved to continue the study with no suggested changes to the document (this is a rare outcome).
        - ▪ Pass with Minor Revisions – the student is approved to continue the study with minor changes needed to the document.
        - ▪ Pass with Major Revisions – the student is approved to continue the study, but major changes are needed to the document.
        - ▪ Revisit – changes are needed to the study design and/or writing such that the student will need to make changes and have them approved by the committee before moving forward

- Fail – changes are needed to the study design and/or writing such that the student will need to edit the manuscript and have another committee meeting prior to moving forward.
- The student is required to follow Institutional Review Board (IRB) guidelines set forth by Teachers College Columbia University. The research needs to be approved by TC's IRB.
- The student will conduct an empirical investigation with an independent variable, dependent variable, and single-subject (or group) experimental design. This includes collecting sufficient inter-observer agreement (IOA) and procedural fidelity data and adhering to common quality indicators to the greatest extent possible (see https://ies.ed.gov/ncee/wwc/Document/229).
- After all data are collected and the final manuscript is prepared, the student will hold a defense meeting with their committee.
  - Prior to the meeting, the student will send the prepared document to committee members 2-weeks before the scheduled meeting
  - During this meeting, the student will present their finalized research study for approximately 20 minutes. After this, committee members will ask the student questions about their research study.
  - At the end of the meeting, the committee will meet without the student present and render a decision:
    - Pass – the study is finished with no suggested changes to the document (this is a rare outcome).
    - Pass with Minor Revisions – the student is finished, the document requires minor changes, and the sponsor will be responsible for approving the final edited document.
    - Pass with Major Revisions – the student is finished, the document requires major changes, and the sponsor and at least 1 other committee member will be responsible for approving the final edited document.
    - Fail – changes are needed to the study and/or writing such that the student will need to have another committee meeting.

Clinical Training Model

In this model, many steps are very similar to those in a traditional thesis. There is a written document that is approved by a committee, a study carried out, and a final defense. This form of the thesis focuses more on practical studies that help benefit the careers of students by adding to their current repertoires. In all cases, the focus of the research should be on improving child outcomes. This can be accomplished in two broad ways: 1) assessment of current child repertoires that drives the implementation of specific tactics, using child data to evaluate and modify teaching tactics, and a formal evaluation of the success of teaching tactics, or 2) design, implement, and evaluate a staff training protocol to improve staff performance on some behavior that is relevant to the education of children. Of course, given the emphasis of this program we encourage theses that target child learning and the development of new reinforcers and cusps.

As an example of this model with children, a student may begin by conducting educational or reinforcement assessments, such as the Early Learners Curriculum and Achievement Record. After identifying the absence of relevant academic repertoires or reinforcers/cusps that are similar across children, the student would implement relevant teaching or a protocol to establish a missing reinforcer or cusp and evaluate the impact of that teaching or protocol.

As an example of this model with staff training, a student may begin by surveying the range of responsibilities of those who work with children in the classroom and identify some procedure that staff implement incorrectly. Then, the student would develop a staff training protocol, such as behavioral skills training, to mitigate implementation errors. With such a thesis it is important to not only show one can change staff behavior. Demonstrating that staff implementation leads to improved child outcomes is also important.

This thesis model does not require IRB approval as it includes behaviors that are well within typical educational and clinical practice guidelines. However, your specific practice site may require IRB approval or approval from the organization where data are collected. Speak with your sponsor and committee about your particular situation. Please note that IRB approval is required if you wish to disseminate your work beyond this thesis requirement.

- Write proposal document with introduction, proposed methods, and sample results all written in APA style
- The student will send the proposal document to their committee to solicit feedback on the writing and study design. All feedback will be provided in written form, unless the sponsor determines an in-person meeting is needed.
- The student will conduct assessments, implement an independent variable (e.g., teaching procedures or staff training protocol), and measure dependent variables. This includes collecting sufficient inter-observer agreement (IOA) and procedural fidelity data and adhering to common quality indicators to the greatest extent possible (see https://ies.ed.gov/ncee/wwc/Document/229). An experimental design is not required for this model, although it is encouraged to improve the believability of the outcomes.
- After all data are collected and the final manuscript is prepared, the student will engage in two important activities:
  - In lieu of a formal defense meeting, the student will prepare a conference-type poster and present their poster along with other students who completed the Clinical Training Model
    - During the poster session, at least 2 faculty members will interact with each student. Responding to these inquiries will meet the final defense requirements.
  - The student will send the final document to their committee. All feedback will be provided in written form.
- Following the poster session and review of the final document, the committee will render a decision:
  - Pass – the study is finished with no suggested changes to the document (this is a rare outcome).

- Pass with Minor Revisions – the student is finished, the document requires minor changes, and the sponsor will be responsible for approving the final edited document.
- Pass with Major Revisions – the student is finished, the document requires major changes, and the sponsor and at least 1 other committee member will be responsible for approving the final edited document.
- Fail – changes are needed to the study and/or writing such that the student will need to have an in-person meeting with the committee.

Systematic Literature Review

In this model, many steps are very similar to those in a traditional thesis. There is a written document that is approved by a committee, a study carried out, and a final defense. With this model, students systematically review the literature to address a research question that has the potential to add new knowledge to the field. New knowledge requires one to go beyond directly replicating a recent (last 5-years) systematic review. If there are already similar systematic reviews, one must propose new analyses to add to the literature.

This thesis model does not require IRB approval as there are no new human subjects data generated by reviewing published literature.
- Write proposal document with introduction, proposed methods, and sample results all written in APA style
  - For a systematic review, a student must follow the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) guidelines to the greatest extent possible (for an overview and checklists, see https://www.prisma-statement.org/).
  - The systematic review includes specific procedures for identifying and including articles in the review. A student must identify a minimum of two databases to search key terms, such as PsychInfo or ERIC-Education.
  - The systematic review must be driven by specific research questions that guide the analysis of identified articles.
- The student will send the proposal document to their committee of two ABA faculty members to solicit feedback on the writing and articulated review. All feedback will be provided in written form, unless the sponsor determines an in-person meeting is needed.
- The student conducts the systematic review. This includes collecting sufficient inter-observer agreement (IOA) to ensure the review and identification of articles was appropriately implemented.
- After articles are identified and article-data analyzed and synthesized, the student will engage in two important activities:
  - In lieu of a formal defense meeting, the student will prepare a conference-type poster and present their poster along with other students who completed the Clinical Training Model or Systematic Review.
    - During the poster session, at least 2 faculty members will interact with each student. Responding to these inquiries will meet the final defense requirements.

- o The student will send the final document to their committee. All feedback will be provided in written form.
- ● Following the poster session and review of the final document, the committee will render a decision:
  - o Pass – the study is finished with no suggested changes to the document (this is a rare outcome).
  - o Pass with Minor Revisions – the student is finished, the document requires minor changes, and the sponsor will be responsible for approving the final edited document.
  - o Pass with Major Revisions – the student is finished, the document requires major changes, and the sponsor and at least 1 other committee member will be responsible for approving the final edited document.
  - o Fail – changes are needed to the study and/or writing such that the student will need to have an in-person meeting with the committee.