Program of Study for the Master of Education (M.Ed.) Degree Program in Teaching Students with Intellectual Disability/Autism and Students without Disabilities at the Childhood (grades 1-6) Level (ITDC-DUAL)

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The program prepares pre-service teachers to work with students with and without disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the 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 and without intellectual disability/autism at the childhood level (grades 1-6). 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 practicum 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 the childhood (grades 1-6) level.
Admission

Admission to the Master of Education (M.Ed.) Program in Teaching of Students with Intellectual Disability/Autism and Students without Disabilities at the Childhood (grades 1-6) 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. Broad background in the liberal arts and sciences in compliance with specific New York State requirements. Students who do not meet these requirements may be required to remediate by taking additional coursework or by taking one or more College Level Examination Program (CLEP) tests.
3. Excellent letters of recommendation
4. Personal statement demonstrating relevant background and experience, relevant plans and career goals, a commitment to working with students with intellectual disability/autism
5. 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
6. Adequate English-language writing skills

Applications are first evaluated by faculty in the Department of Health and Behavior Studies through review of the student's transcripts, letters of recommendation, personal statement, curriculum vita, available test scores, and a personal interview with the Program Coordinator. For those living outside the New York area, a telephone interview can be arranged. If the recommendation of the program faculty is favorable, applications are then submitted for a second level of review by faculty in the Department of Curriculum and Teaching for admission to the dual certification program. For admission to the M.Ed. Program, applicants must be reviewed favorably by the faculty in both departments. In the event that an applicant who has been reviewed favorably by the Department of Health and Behavior Studies is not reviewed favorably by the Department of Curriculum and Teaching, the applicant will be offered the option of enrolling in the MA Program in the Teaching of Students with Intellectual Disability/Autism.

Integrative Project

As a requirement of graduation, each student must successfully complete an integrative experience project requirement. The overall goal of the project is to provide the student with an opportunity to integrate and apply knowledge and skills, acquired through the coursework and practicum experiences, to a case study of a child with an intellectual disability or autism.
New York State Certification

Graduates who meet all requirements of their degree program, and who complete the required application forms, will be recommended to New York State for their Initial Certificate in Teaching. In addition to completing all program requirements, individuals seeking New York State teacher certification must obtain a passing score on the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills – Written (ATS-W) and the Content Specialty Tests (CST) in the areas pertaining to their certificate. Candidates interested in New York City certification must first apply for New York State certification and secure a NYC teaching position. Information is available in the Office of Field Support Services on the fourth floor of Russell Hall or visit www.highered.nysed.gov/tcert and www.nycenet.edu for more information.

Graduates of the M.Ed. Program in the Teaching of Students with Intellectual Disability/Autism and Childhood Education will be recommended to New York State for dual certification in special education and general education at the Childhood Level (grade 1- grade 6)

Course of Study for the Master of Education (M.Ed.) Degree in the Teaching of Students with Intellectual Disability/Autism and Childhood Education (grades 1-6) (ITDC-DUAL)

This 60-point full-time program (usually two years) prepares teachers to work with children at the childhood (elementary) level (grades 1 - 6). The program is sequenced so that students complete the special education core and the intellectual disability/autism specialization requirements during their first year in the program. During the second year of the program, students focus on meeting the childhood education and breadth requirements of the program. Throughout the two-year program, students participate in a range of developmentally-sequenced field experiences and practica that provide experience in specialized and general education settings. Practica include a pre-student teaching fieldwork practicum and two semesters of student teaching at the childhood level, one in a special education setting and one in an inclusive general education setting. Courses beyond the area of concentration are included in the program to meet the College Breadth Requirement.

Year One -- Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HBSE 4000</td>
<td>Introduction to Special Education (or C &amp; T 4000)</td>
<td>2</td>
</tr>
<tr>
<td>HBSE 4002</td>
<td>Instruction &amp; Curriculum for St. with and without Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>HBSE 4011</td>
<td>Education of Students with Intellectual Disability/Autism</td>
<td>2</td>
</tr>
<tr>
<td>HBSE 4082</td>
<td>Assessment &amp; Evaluation of Exceptional Learners</td>
<td>2</td>
</tr>
<tr>
<td>HBSE 4700</td>
<td>Field Observation in Special Education: ID/Autism</td>
<td>2</td>
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Year One -- Spring
HBSE 4005  Computer Applications in Special Education  2
HBSE 4010  Nature & Needs of Persons with Intellectual Disability/Autism 3
HBSE 4015  Applied Behavior Analysis 2
HBSE 4300  Practicum in Assessment & Evaluation of Exceptional Learners 2
HBSE 4701-I Observation and Student Teaching in ID/Autism 3
HBSE 4880  Opportunities & Outcomes for People with Disabilities(noncredit)

Year One -- Summer
HBSE 4092A  Introduction to Foundations of Special Education 2
MSTM 5010A  Mathematics in the Elementary School 3
HBSE 4001B  Tchng. St. with Disabilities in Regular Classrooms 2
HBSE 4006B  Working with Families of Children with Disabilities 2
MSTC 4040B  Science in Childhood Education 3

Year Two -- Fall
C&T 4123  Curriculum & Instruction in Elementary Education 3
C&T 4132  Learning & Teaching in Primary Reading/Writing Classroom 3
C&T 4334,5,6  Models of Teaching 3
C&T 4726  Student Teaching in Elementary Education 4

Year Two -- Spring
A&HW 5030  Diversity & the Social Studies Curriculum 3
C&T 4052  Designing Curriculum & Instruction 3
C&T 4133  Learning & Teaching in Intermediate Reading/Writing Classroom 3
HBSS 4116  Health Education for Teachers 1
HUDK 4022  Developmental Psychology: Childhood 2

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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.

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

**Grade Correction Procedure:** The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students’ work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, 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.

Revised April 16, 2008