



STUDENT HANDBOOK

**Master of Arts (MA) Degree Program in
Developmental Disabilities
(DDIS)**

Special Education Programs: Department of Health and Behavior Studies
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August 2017

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Programs Described in this Handbook

- Master of Arts (MA) Degree Program in Developmental Disabilities (This program does not lead to teacher certification) (DDIS)

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

- Master 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 Adolescence Generalist (grades 7-12) Level (ITDA-INIT)
- Master of Education (M.Ed.) Degree Program in Teaching 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 Teaching Students with Intellectual Disability/Autism at the Childhood (grades 1-6) Level for Peace Corps Fellows: Transitional B (ITDC-TRAN)
- Master of Arts (MA) Degree Program in Teaching 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)

Core Faculty & Program Advisors

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Adjunct and Affiliated Faculty

| | |
|-----------------------------|--|
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Program Secretary

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

Mission and Philosophy

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 these programs 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 the Program

The educational needs of many people with developmental disabilities continue throughout their lives. A variety of residential and day programs have been established in the community to provide supports and services aimed at improving quality of life for these individuals. These programs have already aided large numbers of people with developmental disabilities to participate more fully in the life of the community. However, there continues to be an acute need for qualified professionals to provide leadership for these programs. Individuals, who have received their training in teacher preparation programs, with their emphasis on the instruction of children in school settings, often lack essential skills for working with adults in community settings. The Program in Developmental Disabilities is specifically designed to prepare professionals for leadership roles in community programs for people with developmental disabilities, including intellectual disability/autism. This 32-credit program can be completed part time and typically takes 2 years to complete.

The Program

The MA Program in Developmental Disabilities is designed to prepare special education professionals for leadership roles in community programs for people with developmental disabilities. Graduates of the program are prepared for careers as transition specialists, program designers, managers, and supervisors in day and residential programs, and a variety of other roles in community programs for all individuals with developmental disabilities, including intellectual disability/autism.

Admissions Requirements

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

Procedures for admission to the MA Degree Program in Developmental Disabilities in Special Education in the Department of Health and Behavior Studies at Teachers College are administered jointly by the Office of Admission and the Department. Applicants are evaluated according to the following criteria:

1. Academic record and potential (a minimum GPA of 3.0)
2. Successful field experience and performance, if applicable,
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. Adequate English-language proficiency and writing skills (TOEFL score of at least 100), if applicable,
6. Appropriate career objectives,
7. Non-academic attributes which demonstrate ability to meet the challenge of working with people with developmental disabilities.

Transfer Credits

No transfer credits are accepted in the MA Program in Developmental Disabilities.

Course of Study for the Master of Arts (MA) Degree in Developmental Disabilities (DDIS)

The MA Program in Developmental Disabilities will require the successful completion of 32 credits and an integrative project. An integrative project, involving the application of knowledge and skills to an actual case, to be submitted to the student's advisor at least one month before application for graduation is due. The program is designed to be completed over a period of one academic year and one summer. **This program does not lead to New York State teacher certification.**

Please note that the course sequence is subject to change.

Year One -- Fall

| | | |
|-----------|---|---|
| HBSE 4000 | Introduction to Special Education | 2 |
| HBSE 4005 | Computer Applications in Special Education | 2 |
| HBSE 4010 | Nature & Needs of People with Intellectual Disability/ Autism | 3 |
| HBSE 4082 | Assessment & Evaluation of Exceptional Learners | 2 |
| | (Selected breadth course outside of special education) | 3 |

Year One – Spring

| | | |
|-----------|--|---|
| HBSE 4002 | Instruction & Curriculum for St. with and without Disabilities | 3 |
| HBSE 4006 | Working with Families of Children with Disabilities | 2 |
| HBSE 4011 | Education of Persons with Intellectual Disability /Autism | 3 |
| HBSE 4880 | Opportunities & Outcomes for People with Disabilities | 2 |
| HBSE 4300 | Practicum in Assessment & Evaluation of Exceptional Learners | 2 |

Year One – Summer

| | |
|--|----------|
| (Selected breadth course outside of special education) | 2 |
| (Selected breadth course outside of special education) | 2 |
| (Selected breadth course outside of special education) | 2 |
| (Selected breadth course outside of special education) | <u>2</u> |

Total: 32

Breadth Courses

Students, in consultation with their program advisor, will select a sub-specialization area in which they will take a block of three courses from disciplines outside of special education. The sub-specialization area will be selected from the rich array of related offerings at Teachers College in light of the student's background and career goals. The following listing is illustrative of four potentially appropriate sub-specialization areas and recommended courses within those areas:

| <u>Course</u> | <u>Title</u> | <u>Credits</u> |
|---|---|----------------|
| <u>1. Speech and Communication</u> | | |
| BBSQ 4040 | Speech and language Disorders | 2 |
| BBSQ 4046 | Introduction to Augmentative & Alternative Communication | 2 |
| BBSQ 5120 | Communization Disorder in Bilingual/ Bicultural Children | 3 |
| <u>2. Management and Supervision</u> | | |
| ORLJ 5003 | Human Resource Management | 3 |
| ORLJ 5005 | Leadership | 3 |
| ORLJ 5340 | Practicum in Conflict Resolution | 2 |
| <u>3. Applied Educational Psychology</u> | | |
| HBSK 4072 | Theory & Techniques of Assessment & Intervention in Reading | 3 |
| HBSK 4074 | Reading Comprehension Strategies & Study Skills | 3 |
| HBSK 4077 | Adult Basic Literacy | 2 |
| <u>4. Health Education and Nutrition</u> | | |
| HBSS 4111 | Addictions and Dependencies | 3 |
| HBSS 4113 | Human Sexuality Education | 3 |
| HBSS 4117 | HIV/AIDS Education | 3 |
| HBSS 4114 | Health Promotion for Multicultural Populations | 3 |
| <u>5. Curriculum & Teaching</u> | | |
| C&T 4005 | Principles of Teaching and Learning | 2 |
| C&T 4114 | Multicultural Approaches to Teaching Young Children | 3 |
| C&T 4136 | Methods and Materials for Reading Instruction | 3 |
| C&T 4052 | Designing Curriculum and Instruction | 3 |

Program Course Descriptions

The following list includes descriptions of courses offered within the ID/Autism Program. These descriptions were taken from the Teachers College catalog. The 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, psychosocial 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 4006 *Working with Families of Children with Disabilities*: Current and historical perspectives on parent involvement in the special education and empowerment of infants, children and youth with disabilities and their families.

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 4300 *Supervised Practicum in the Educational Assessment of Exceptional Children*: This course requires participation in interdisciplinary, psychoeducational assessment of exceptional children. Students will practice analysis of observational and test data; formulation of educational programs for exceptional learners.

HBSE 4700 *Field Observation in Special Education*: This course requires a minimum of 12 days of participation in community, school, and agency programs and attendance at a weekly seminar on campus, which provides instruction in curriculum design and lesson planning.

HBSE 4701 I *Observation and Student Teaching in Intellectual Disability/Autism*: Students engage in student teaching placements 3 full days per week with support from a Cooperating Teacher and a College Supervisor, who observed a minimum of four lessons. This course also requires attendance at a weekly seminar on campus.

HBSE 4701 II *Observation and Student Teaching in Intellectual Disability/Autism*: This course is for advanced masters students only. Students engage in student teaching placements 3 full days per week with support from a Cooperating Teacher and a College Supervisor, who observed a minimum of four lessons. This course also requires attendance at a weekly seminar on campus. Students in the Early Childhood dual certification M.Ed. program may substitute C&T 4708 and students in the Childhood (grades 1-6) dual certification M.Ed. program may substitute C&T 4726

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.

College Standard Policies and Procedures

Services for Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

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

Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. program faculty will annually review each student's progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations he/she may be required to complete additional 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

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). 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.

Important Teachers College Phone Numbers

| | | | |
|-------------------------------|-----------|-----------------|--------------------------------|
| 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 of College | (Box 54) | (212) 678-3050 | 122 Zankel Hall |
| General Information | | (212) 678-3000 | |
| Health and Behavior Studies | (Box 114) | (212) 678-3964 | 531 Thorndike |
| Housing and Residence Life | (Box 312) | (212) 678-3235 | 1 st Floor Whittier |
| Gottesman Library | (Box 307) | (212) 678-3494 | Russell Hall |
| Special Education | (Box 223) | (212) 678-3880 | 528 Thorndike |
| Office of Teacher Education | (Box 97) | (212) 678-4057 | 411 Zankel Hall |
| 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 |

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.