



STUDENT HANDBOOK

Full-Time Masters Degree Programs in Intellectual Disability/Autism Leading to Initial Certification as a Teacher of Students with Disabilities at Specific Age Levels:

- **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)**

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Programs Described in this Handbook

- 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)

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

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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 Programs

These programs are designed for individuals who do not already hold New York State initial or professional certification as a teacher of students with disabilities. The following program options are available:

1. Master of Arts (MA) Degree Program in Teaching Students with Intellectual Disability/Autism and Students without Disabilities: Childhood (grades 1-6) (ITDS-DUAL) -- for individuals who are seeking initial dual certification as a teacher of students with disabilities with a specialized focus in intellectual disability/autism and students without disabilities at the childhood (grades 1-6) level. This integrated 43-point (minimum) full-time program typically requires a year and a half to complete.
2. Master of Arts (MA) Degree in Teaching Students with Intellectual Disability/Autism and Adolescent Generalist (grades 7-12) (ITDA-INIT) -- for individuals who are seeking initial certification as a teacher of students with disabilities with a specialized focus in intellectual disability/autism at the adolescent generalist age level (grades 7-12). This 38-point full-time program typically requires one and a half years to complete.
3. Master of Education (M.Ed.) Degree Program in Teaching Students with Intellectual Disability/Autism and Students without Disabilities: Early Childhood (ITDE-DUAL) -- for individuals who are seeking initial dual certification as a teacher of students with disabilities with a specialized focus in intellectual disability/autism and general education at the early childhood level (birth through grade 2). This 60-point (minimum) full-time program typically requires two years to complete.

All three programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster 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 programs provide specialized preparation in working with children with intellectual disability/autism at specific age levels. 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 programs are fully aligned with the New York State Learning Standards.

The general objectives of the programs 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 specific age levels.

Admission Requirements

Admission to the Master of Arts (MA) and Master of Education (M.Ed.) Programs in the Teaching of Students with Intellectual Disability/Autism is administered jointly by the Teachers College Office of Admission and the Department of Health and Behavior Studies.

Applicants are judged in relation to:

1. Academic record and potential (a minimum GPA of 3.0)
2. Graduate Record Examination (GRE) General Test
3. Broad background in the liberal arts and sciences 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.**
4. Excellent letters of recommendation
5. Personal statement demonstrating relevant background and experience, relevant plans and career goals, a commitment to working with students with intellectual disability/autism
6. Nonacademic attributes that reflect the ability to meet the challenge of working with individuals with intellectual disability/autism in a manner consistent with the orientation of the program
7. Adequate English-language writing skills

Admission to the MA Programs

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.

Admission to the M.Ed. Program: Early Childhood Education

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, and available test scores. If the recommendation of the ID/Autism 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.

Transfer Credits

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

Course of Study for the Master of Arts (MA) Degree in Teaching Students with Intellectual Disability/Autism and Students without Disabilities at the Childhood (Grades 1-6) Level (ITDS-DUAL)

This 43-point full-time integrated program (usually one and a half years) prepares teachers to work with children with and without disabilities at the childhood age level (grades 1-6) in both specialized and inclusive settings. Throughout the program, students participate in a range of developmentally-sequenced courses, field experiences, and practica that include a pre-student teaching fieldwork practicum and two semesters of student teaching. Courses beyond the area of concentration are included in the program to meet the College Breadth Requirement.

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

Year One -- Fall

HBSE 4000	Introduction to Special Education	2
HBSE 4010	Nature & Needs of Persons with Intellectual Disability/Autism	2
HBSE 4011	Education of Students with Intellectual Disability/Autism	2
HBSE 4082	Assessment & Evaluation of Exceptional Learners	2
HBSS 4116	Health Education for Teachers	1
HBSE 4700	Field Observation in Special Education: ID/Autism	3

Year One -- Spring

HBSE 4006	Working with Families of Children with Disabilities	2
HBSE 4002	Instruction & Curriculum for St. with and without Disabilities	2
HBSE 4015	Applied Behavior Analysis	3
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	0

Year One -- Summer

HBSE 4079	Language Development and Habilitation (or A&HL 4001)	3
MSTM5010	Math in Elementary School	3
HUDK 4022	Developmental Psychology: Childhood	2

Year Two -- Fall

HBSE 4005	Computer Applications in Special Education	2
HBSE 4701-II	Observation & Student Teaching in ID/Autism	3
C&T 4136	Methods & Materials for Reading Instruction	3
MSTC 4040	Science in Childhood Education	<u>3</u>

Total: 43

Course of Study for the Master of Arts (MA) Degree in Teaching Students with Intellectual Disability/Autism at the Adolescence Generalist (Grades 7-12) Level (ITDA-INIT)

This 38-point full-time program (usually one and a half years) prepares teachers to work with students with disabilities at the adolescence generalist age level (grades 7-12) in both specialized and inclusive settings. Throughout the program, students participate in developmentally-sequenced courses, field experiences, and practica that include a pre-student teaching fieldwork practicum and two semesters of student teaching. Courses beyond the area of concentration are included in the program to meet the College Breadth Requirement.

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

Year One -- Fall

HBSE 4000	Introduction to Special Education	2
HBSE 4010	Nature & Needs of Persons with Intellectual Disability/Autism	2
HBSE 4082	Assessment & Evaluation of Exceptional Learners	2
HBSS 4116	Health Education for Teachers	1
HBSE 4700	Field Observation in Special Education: ID/Autism	3

Year One -- Spring

HBSE 4002	Instruction & Curriculum for St. with and without Disabilities	2
HBSE 4006	Working with Families of Children with Disabilities	2
HBSE 4011	Education of Students with Intellectual Disability/Autism	2
HBSE 4015	Applied Behavior Analysis	3
HBSE 4701-I	Observation and Student Teaching in ID/Autism	3
HBSE 4880	Opportunities & Outcomes for People with Disabilities	0

Year One -- Summer

HBSK 4074	Reading Comprehension Strategies & Study Skills	3
MSTM5011	Math in Secondary School	3

Year Two -- Fall

HBSE 4005	Computer Applications in Special Education	2
HBSE 4701-II	Observation & Student Teaching in ID/Autism	3
HBSK 4072	Theory/Techniques of Reading Assessment/Intervention	3
HUDK 4023	Developmental Psychology: Adolescence	<u>2</u>

Total: 38

Course of Study for the Master of Education (M.Ed.) Degree in Teaching Students with Intellectual Disability/Autism and Students without Disabilities at the Early Childhood Education (birth-grade 2) Level (ITDE-DUAL)

This 60-point full-time program (usually two years) prepares teachers to work with children at the early childhood level (birth - grade 2). 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 early 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 early 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.

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

Year One -- Fall

HBSE 4000	Introduction to Special Education	3
HBSE 4005	Computer Applications in Special Education	2
HBSE 4010	Nature & Needs of Persons with Intellectual Disability/Autism	3
HBSE 4082	Assessment & Evaluation of Exceptional Learners	2
HBSS 4116	Health Education for Teachers	1
HBSE 4700	Field Observation in Special Education: ID/Autism	2

Year One -- Spring

HBSE 4002	Instruction & Curriculum for Students with & without Disabilities	3
HBSE 4011	Education of Students with Intellectual Disability/Autism	3
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	1

[Note: The Summer, Fall, and Spring schedules listed below are examples only]

Year One -- Summer

HUDK4022	Developmental Psychology: Childhood	3
A&HH 4076	History of Urban Education	3
C&T 4114	Multicultural Approaches to Teaching Young Children	3
C&T 4080	Risk & Resilience in Early Development: Birth - 8 Years	3

Year Two -- Fall

C&T 4112 - I	Integrated Curriculum in Early Childhood Education	3
C&T 4131	Language & Literacy in the Early Childhood Curriculum	3
C&T 4708	Student Teaching in Early Childhood Education	3
HUDK 4027	Development of Mathematical Thinking	3

Year Two -- Spring

C&T 4112 – II	Integrated Curriculum in Early Childhood Education	3
C&T 4132	Learning & Teaching in Primary Reading/Writing Classroom	3
HBSE 4006	Working with Families of Children with Disabilities	2
HBSE 4015	Applied Behavior Analysis	3

Total: 60

Course Descriptions

The following list includes descriptions of all the courses required for the MA and M.Ed. programs. These descriptions were taken from the Teachers College catalog. 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, psycho-social and educational needs of individuals across the life-span with physical, mental, emotional, or sensory impairments.

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

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

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

HBSE 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.

Curriculum and Teaching Department

C&T 4052 *Designing Curriculum and Instruction*: Application of models for designing curriculum and instruction. Students design curriculum in collaborative groups.

C&T 4080 *Risk and Resilience in Early Development: Birth-8 years*. Course in early childhood special education for majors and nonmajors. Development of infants and young children, birth through 8 years of age, with and without disabilities.

C&T 4112 *Integrated Curriculum in Early Childhood Education*: A comprehensive study of traditional, current, and innovative program models from birth to 8 years of age.

C&T 4114 *Multicultural Approaches to Teaching Young Children*: This course involves analysis of major curriculum models for learning in young children through use of culturally and environmentally-derived content.

C&T 4123 *Curriculum and Instruction in Elementary Education*: An introduction to teaching, learning, and curriculum in elementary classrooms, including: learning classrooms, instructional

planning, child observation and assessment, classroom management and environments, working in urban, diverse, and inclusive settings, and culture and community.

C&T 4124 *Curriculum and Instruction in Elementary Education*: Continuation of C&T 4123, with an emphasis on curriculum theory, history, issues, standards, and interrelationship of various instructional fields.

C&T 4131 *Language and Literacy in the Early Childhood Curriculum*: This course is an introduction to early communication and spoken and written language in the early childhood curriculum (infancy through grade two). It provides a) an overview of how young learners communicate or learn language, including English language learners; b) a focus on practices that promote communication, talk, and literacy in educational settings for children with a range of abilities; and c) a sociocultural framework that recognizes the importance of the multiple contexts that influence how children learn.

C&T 4132 *Learning and Teaching in the Primary Reading/Writing Classroom*: This course examines principles of literacy learning in young children and introduces theories, practices, and materials for teaching reading/writing in primary grades.

C&T 4133 *Learning & Teaching in the Intermediate Reading/Writing Classroom*: Examines strategies for teaching, organizing, and assessing reading and writing in intermediate grades.

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

C&T 4334, C&T 4335, C&T 4336 *Models of Teaching: Practicum*: A collaboration of three laboratory courses for developing teaching skills and strategies based on contemporary models (group process, cooperative learning, synectics, role play, concept development).

C&T 4708 *Student Teaching – Infancy and Early Childhood*: Observation and student teaching. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

C&T 4726 *Professional Laboratory Experiences/ Student Teaching in Elementary Education*: Students engage in an intensive field placement under the sponsorship of a classroom teacher with supervision shared by the cooperating teacher and Teachers College staff members.

Other Departments

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

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

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

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

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

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

A&HW 5030 *Diversity & the Social Studies Curriculum*: Curriculum theory and instructional methods related to teaching secondary school social studies in the diverse classroom. Particular attention paid to gender and multicultural issues in urban settings.

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

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

Student Teaching for the MA and M.Ed. Programs

Beginning in their first semester students enrolled in both the MA and M.Ed. programs take the Field Observation in Special Education course (HBSE 4700) in which they are exposed to a wide variety of disabilities in educational environments. Students are required to complete **observations at 6 sites for 2-3 full days** at each site (total hours = 84) Observations occur in (1) regular education classes with exceptional learners (2) resource rooms with students with learning disabilities (3) special education classrooms with students with mild to moderate intellectual disability (4) special education classrooms with students with severe to profound intellectual disability and/or physical disabilities (5) special education classrooms with students with autism (6) special education classrooms with students with behavior disorders. Observations occur at the specific age level(s) that correspond to the student's program focus.

Field experiences continue throughout the program in the Observation and Student Teaching in Intellectual Disability/Autism courses (HBSE 4701 I and HBSE 4701 II) for those students enrolled in the MA programs and in HBSE 4701 I and Student Teaching in Elementary Education (C&T 4726) or Teaching-Infancy and Early Childhood course (C&T 4708) for those students enrolled in the M.Ed. programs. Students must successfully pass the HBSE 4701 I in order to enroll in HBSE 4701 II.

Student Teaching: MA Programs in the Teaching of Students with Intellectual Disability/Autism at the Childhood and Adolescence Levels

Student teaching consists of two semester-long placements. Students are expected to report to the practicum site three full days per week for 15 weeks. Placements are at the specific age level(s) that correspond to the student's program focus.

Student Teaching: M.Ed. in the Teaching of Students with Intellectual Disability/Autism at the Early Childhood Level

Student teaching for this program consists of two semester-long placements. The Department of Health and Behavior Studies will supervise the first placement. Students will be placed in a special education classroom. Students are expected to report to the practicum site three full days per week over a period of 15 weeks. The Department of Curriculum and Teaching will supervise the second placement. Students will be placed in an inclusive/general education classroom. Students are expected to report to the site three full days, typically (M, W, Th) and one half day (T) for 15 weeks.

Supervision

Students will be assigned a college supervisor, who will formally observe a minimum of three lessons with an individual conference following each observation. The student teacher's cooperating teacher will formally observe a minimum of five lessons. Student teachers will also complete self-evaluations. Dates and times will be individually arranged so that they are mutually convenient to the college supervisor, the cooperating teacher, and the student.

Preparing for Student Teaching Placements

The student teaching packet can be found online at <http://www.tc.columbia.edu/ote/>

New York State law requires that students submit documentation of a valid TB tine test (or X-ray) before entering the classroom. The student teaching packet contains a medical form to be completed by a physician. It also contains an application for student teaching. Complete information on TC student teaching policies and clearance can be found at <http://www.tc.columbia.edu/ote/>

A student teaching information session will be held in the Fall semester of HBSE 4700 to review state, college, and program requirements.

Assessment System

Candidate Level Assessment

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

CAEP Assessments

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

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

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

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

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

The Comprehensive Examination

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

The Candidate Portfolio

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

Entry

- Admission Application

Pre-Clinical

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

Clinical

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

Exit

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

Integrative Project

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

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

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

Certification

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

- Graduates of the MA Program in the Teaching of Students with Intellectual Disability/Autism (ITDS-DUAL) at the Childhood Level will be recommended to New York State for dual certification as a general education teacher at the Childhood Level (grades 1-6) and as a teacher of students with disabilities at the Childhood Level (grades 1-6).
- Graduates of the MA Program in the Teaching of Students with Intellectual Disability/Autism at the Adolescence Generalist level (ITDA-INIT) will be recommended to New York State for the initial certificate as a teacher of students with disabilities at the Adolescent Generalist level (grades 7-12).
- Graduates of the M.Ed. Program in the Teaching of Students with Intellectual Disability/Autism and Early Childhood Education (ITDE-DUAL) will be recommended to New York State for dual certification in special education and general education at the Early Childhood Level (birth through grade 2)

Fingerprint clearance: The SAVE legislation requires the Commissioner of Education to conduct fingerprint supported criminal history background checks for all school personnel, including applicants for certification, in addition to all prospective employees of school districts, charter schools and boards of cooperative educational services (BOCES).

The child abuse identification, school violence prevention workshop, and the Dignity for All Students Act requirements are met through HBSS 4116, Health Education for Teachers.

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.

Important Forms

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

Satisfactory Progress

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.

Frequently Asked Questions

If I am enrolled in the M.Ed. program, in which of the two departments do my student teaching placements occur?

The first student teaching placement is supervised by the Department of Health and Behavior studies. The second student teaching placement is supervised by the Department of Curriculum and Teaching. Students complete their first placement in a specialized setting. The subsequent placement is in a general education setting.

Which of the two departments will evaluate my integrative project?

The Department of Health and Behavior Studies will evaluate the Integrative Project.

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

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

Can I find my own student teaching placement?

You may participate in selecting your special education placement in consultation with the HBS student teaching course instructor. However, the C&T Department arranges student teaching placements in general education classrooms.

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

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

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

No. We cannot accept any student teaching experiences that we did not supervise, but your prior experience will be an asset in the student teaching placement you complete with us.

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.