



STUDENT HANDBOOK

**Master of Arts (MA) Degree Program in Severe/Multiple Disabilities
Leading to an Annotation in Severe/Multiple Disabilities (MULT-ANOT)**

Intellectual Disability/Autism Programs
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Program Described in this Handbook

- Master of Arts (MA) Degree Program in the Teaching of Students with Severe/Multiple Disabilities leading to an Annotation in Severe/Multiple Disabilities (Applicants must already hold an Initial Certificate as a Teacher of Students with Disabilities) (MULT-ANOT)

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

- Masters of Arts (MA) Degree Program in Teaching Students with Intellectual Disability/Autism and Students without Disabilities at the Childhood (grades 1-6) (ITDS-DUAL)
- Master of Arts (MA) Degree Program in Teaching Students with Intellectual Disability/Autism at the Adolescent Generalist (7-12) Level (ITDA-INIT)
- Master of Education (M.Ed.) Degree Program in the Teaching of Students with Intellectual Disability/Autism and Students without Disabilities at the Early Childhood (birth-grade 2) Level (ITDE-DUAL)
- Master of Arts (MA) Degree Program in Teaching Students with Intellectual Disability/Autism at the Childhood (grades 1-6) Level: Transitional B (ITDC-TRAN)
- 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 and severe/multiple disabilities are driven by a philosophy of inquiry-driven individualized instruction. They emphasize the development of expertise in individualizing curriculum and instruction across the range of abilities and across educational environments. They are inquiry-driven in the sense that they are based on a scientific/evidence based approach to identifying and evaluating effective approaches to promote the achievement of student goals and objectives. Program content is derived from research and evaluation studies utilizing a range of approaches to inquiry, including applied behavior analysis, experimental and quasi-experimental design, and ethnographic and constructivist approaches. The programs are also designed to encourage reflective practice in conjunction with academic inquiry.

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

The core values of the Programs in Intellectual Disability/Autism include:

- *Diversity.* The programs address the issues of disability, race, gender, and cultural, ethnic, and linguistic diversity as they affect urban students with and without disabilities.
- *Empowerment.* The programs are designed to prepare teachers who can empower students with and without disabilities to control their own lives.
- *Prevention.* The programs are committed to preparing teachers who can effectively prevent the negative outcomes often associated with urban poverty and disability, including reducing vulnerability to victimization and abuse.

Overview of Program

The 32-point MA Degree Program in Teaching Students with Severe/Multiple Disabilities is designed for individuals who already hold New York State initial certification as a teacher of students with disabilities and who are working toward professional certification. The program leads to a Master of Arts degree and a recommendation to New York State for an annotation in recognition of additional pedagogical knowledge, skills, and experiences in the teaching of students with severe/multiple disabilities. Graduates who meet all requirements of the program, and who complete all state requirements, will be recommended to New York State for an Annotation in the Teaching of Students with Severe/Multiple Disabilities.

This program is designed for individuals who already hold New York State initial certification in the teaching of students with disabilities at the early childhood, childhood, or adolescence age levels.

This program prepares teachers to work with students with severe or multiple disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the program fosters the acquisition of the specialized knowledge, skills, and dispositions needed to provide effective educational programs for students with severe and multiple disabilities. This is accomplished through a sequential course of study that includes:

- characteristics of learners with severe/multiple disabilities;
- development of collaborative partnerships for the benefit of students with severe/multiple disabilities;
- assessment, diagnosis, and evaluation of students with severe/multiple disabilities;
- curriculum development and varied methods of instructing students with severe/multiple disabilities;
- assistive and instructional technology in the teaching and learning of students with severe/multiple disabilities;
- planning and managing learning environments of individuals with severe/multiple disabilities, including post-school expectations, opportunities, and planning.

In addition, College-supervised field experiences are provided that focus on teaching students with severe/multiple disabilities. The program is fully aligned with the New York State Learning Standards.

Admission Requirements

Admission to the MA Program in the Teaching of Students with Severe/Multiple Disabilities is administered jointly by the Teachers College Office of Admission and the Department of Health and Behavior Studies. Applications are evaluated in relation to:

- academic record and potential (a minimum GPA of 3.0),
- Graduate Record Examination (GRE) General Test
- broad background in the liberal arts and sciences,
- excellent letters of recommendation,
- personal statement demonstrating relevant background and experience, relevant plans and career goals, and a commitment to teaching students with severe/multiple disabilities,
- nonacademic attributes that reflect the ability to meet the challenge of working with students with severe/multiple disabilities in a manner consistent with the orientation of the program,
- adequate English-language writing skills,
- evidence of New York State initial teacher certification in special education.

Course of Study for the Master of Arts (MA) Degree in the Teaching of Students with Severe/Multiple Disabilities Leading to an Annotation in Severe/Multiple Disabilities (MULT-ANOT)

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

Fall

HBSE 4005	Computer Applications in Special Education	2
HBSE 4010	Nature & Needs of Persons with Intellectual Disability/Autism	3
HBSE 4015	Applied Behavior Analysis	3
HBSE 4082	Assessment & Evaluation of Exceptional Learners	2
HBSE 4701	Observation and Student Teaching in ID/Autism	3

Spring

HBSE 4006*	Working with Families of Children with Disabilities	3
HBSE 4011	Education of Students with Intellectual Disability/Autism	2 or 3 ^b
HBSE 4880	Opportunities & Outcomes for Students with Disabilities	2
HBSE 4071 ^a	Language & Literacy for the Deaf or Hard of Hearing in Science, Math, and Social Studies [OR HBSE 4002, Instruction & Curriculum for St. w/ and w/o Disabilities]	3
Breadth Course ^a	Course chosen with advisor approval providing additional Multiple/Severe training, for examine in the areas of speech and hearing, neuroscience, psychology, or psychopathology outside of ID/Autism program (e.g., BBS, CCP, HBS, HUD)	3

Summer

C & T 4136	Methods & Materials in Reading Instruction	3
Breadth Course*	Course chosen with advisor approval providing additional Multiple/Severe training, for examine in the areas of speech and hearing, neuroscience, psychology, or psychopathology outside of ID/Autism program (e.g., BBS, CCP, HBS, HUD)	3 or 2 ^b

Total Credits: 32

* You will be given permission to register for a specific section of this course from our program office. Please wait for instructions about the appropriate section number.

^a Students must obtain approval from the academic advisor for all course choices.

^b Spring and summer courses should be chosen at the same time. If a 2-credit breadth course will be chosen for Summer A, the credits for HBSE 4011 may be increased to 3 credits. Students must have 32 total credits to graduate.

Course Descriptions

The following list includes descriptions of all the courses required for the MA program in severe/multiple disabilities. 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 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 4701 *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.

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.

Other Departments

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

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.

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

Field Experience Requirements for the MA Program

Students will consult with the student teaching coordinator in order to meet state and program field placement requirements in a classroom setting for students with multiple and/or severe disabilities:

Student teaching consists of one semester-long advanced student-teaching placement. Students are expected to report to the practicum site three full days per week for a total of 110 hours. Placements are at the specific age level(s) that correspond to the student's special education certification.

Field Experience Supervision

Students will be assigned a college supervisor, who will formally observe a minimum of two lessons with an individual conference following each observation. The student teacher's cooperating teacher will formally observe a minimum of three 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 Field Experience or Student Teaching Placements

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

Complete information on TC student teaching policies and clearance can be found at <http://www.tc.columbia.edu/ote/> and will be discussed in HBSE 4701.

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 severe or multiple disabilities 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 program prepared you to design and implement instructional programs for individuals with severe/multiple disabilities. Specific strengths and weaknesses in knowledge and skills should be discussed.

Certification

New York State Certification

Graduates who meet all requirements of the degree program, and who complete all state requirements and submit the required application forms, will be recommended to New York State for an Annotation in the Teaching of Students with Severe/Multiple Disabilities.

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 Dignity Act Requirement: Complete at least six hours of training in Harassment, Bullying and Discrimination Prevention and Intervention.

Reciprocity in New York State: Please visit the office of Teacher Education (www.tc.edu/ote) for information on reciprocity requirements.

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

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 and field experiences in consultation with the student teaching coordinator.

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.