

CANDIDATE HANDBOOK

Master of Arts in Teaching, Birth-2nd Grade

2021-2022

Department Information:

Elementary and Early Childhood Education Department

Powdermaker Hall 054

718-997-5302





QUEENS COLLEGE

Education Unit Core Values

Equity • Excellence • Ethics

WELCOME TO THE SCHOOL OF EDUCATION

Queens College is one of the senior colleges of the City University of New York (CUNY) system. Often referred to as "the jewel of the CUNY system," Queens College is located in the heart of Queens, at the crossroads of public higher education and the New York City workforce. Queens College graduates the most teachers, counselors, and principals in the New York metropolitan area.

Education is a leading issue in our nation today. Politicians and academics are searching for ways to show that candidates are learning and schools are effective. Standards, accountability, and funding are priority topics in the discussion of effective schools. Central to the effective schools discussion are the teachers and other school professionals charged with educating PK-12 candidates. In New York State, all higher education institutions that prepare teachers and other school professionals must be accredited. Accreditation requires a rigorous review that compels exploration, reflection, and articulation into the process of preparing teachers and other school professionals.

Queens College has 97 registered programs preparing teachers and other school professionals for New York State certification. The Division of Education has primary responsibility for the preparation of teachers and other school personnel and works collaboratively to fulfill its mission with faculty in the other three divisions, including the Division of Arts and Humanities, the Division of Mathematics and Natural Sciences, and the Division of Social Sciences. The organizing structure for academic programs leading to New York State certification is the Queens College Education Unit.

EECE DEPARTMENT

DIVERSITY, EQUITY, AND INCLUSION STATEMENT

The EECE Department is committed to increasing the diversity of teacher candidates entering into preK-6 classrooms. We define diversity as addressing a range of cultures, races, languages, sexes, disabilities, sexual orientations, gender identities, ages, religion, family structures or relationships, or economic statuses. Diversity serves critical functions in expanding perspectives and points of views in a globalizing society. We see it as our responsibility to address diversity by promoting inclusive excellence in teacher education by providing safe learning environments dedicated to equitable learning and teaching opportunities to ensure that nondiscriminatory, anti-racist pedagogy and assessment practices are the norm in all aspects of our programs.

Faculty in the department are committed to actively working against racism, discrimination, and bias in teaching and curriculum, and to prepare teachers to challenge and dismantle racist structures and systems in schooling. As faculty who teach in teacher preparation programs, we aim to create an inclusive departmental culture that recognizes the diversifying preK-6 student population. As such, we strive to prepare the teacher candidates who will create inclusive and caring classroom environments for students to learn and grow to become physically, socio-emotionally healthy and productive citizens.

This mission of the EECE Department is translated into actionable goals. Faculty members of the EECE Department engage in reflective practice by reviewing:

- Data to assist in the recruitment and retention of diverse student populations and faculty;
- Program and course content to ensure that aspects of diversity, equity, and inclusion are seamlessly intertwined with learning standards to ensure that other diverse perspectives, voices, and ways of knowing are represented in the curriculum;
- Entry, progression, and completion criteria and policies are demonstrative of inclusive practices;
- Clinical placements to ensure that teacher candidates have diverse student teaching experiences.

PROGRAM ADVISORS

Dr. Patsy Cooper, Director
Dr. Daisuke Akiba

ADMISSION AND MAINTENANCE REQUIREMENTS

To be admitted to the MAT, Birth-2nd Grade Program, students are required to hold a bachelor's degree with a cumulative GPA of at least 3.0, and to have taken a concentration of no fewer than 30 credits in one of the liberal arts or sciences subject areas during their undergraduate programs.

Department standards for satisfactory progress require students to:

- Maintain a B average;
- Receive a grade lower than B- in any course. Students who receive a grade lower than B- in any course are required to meet with an advisor or the department's review committee for advisement;
- Students must also display appropriate professional behavior, not only develop, with faculty guidance, a portfolio that represents student's development in writing and professional skills but also in interacting with the faculty, staff, and peers.

ANTHOLOGY

The Education Unit uses Anthology as an electronic portfolio and assessment system. When candidates are admitted to one of the undergraduate or graduate programs in the Education Unit, they will be required to register for a Anthology ePortfolio subscription to submit their assignments as directed until graduation. Faculty will assess all key program assignments submitted by candidates in Anthology. Designated course work will be assessed for professional knowledge and skills through key program courses. The electronic portfolio system is not used to assess for grading purposes.

Anthology Support at Queens College

You can find further information on Anthology through the School of Education website:

<https://www.qc.cuny.edu/Academics/Degrees/Education/Pages/Assessment-Office.aspx>

MAT, BIRTH-2ND GRADE PROGRAM COURSES

Overview

The Master of Arts in Teaching (MAT) in Early Childhood Education (Birth-Grade 2) serves those who wish to teach and work with young children--from birth through age 8--and their families. Early childhood settings include, but are not limited to, infant and toddler programs, preschools, public and private pre-kindergartens through second grade, as well as community agencies.

Who This Program Is For

This program is designed for students who are looking to obtain their Initial Teaching Certificate in Early Childhood Education (Birth-Grade 2). To apply you must have a bachelor's degree with a major or concentration in a liberal arts or sciences subject OR hold an undergraduate degree and prior certification in Childhood Education/Grades 1-6.

Program Requirements

The MAT in Early Childhood Education (Birth-Grade 2) consists of twelve courses (36 credits), including one semester of student teaching for those without prior certification or a 50 hr. practicum for those with prior certification. To continue in the program, students must maintain a B average.

Required Courses

EECE 520 Language Development and Emergent Literacy
EECE 710 Ecological Perspectives on Development: The Early Years
EECE 724 Curriculum and Environmental Design for Early Childhood: Part I
EECE 725 Curriculum and Environmental Design for Early Childhood: Part II
EECE 737 Infants and Toddlers: Curriculum and Teaching
EECE 750 Modern Learning Technology
EECE 762 Schooling in a Diverse Society
EECE 706 Classroom-Based Assessment and Research in Early Childhood Education
ECPSE 550 Foundations of Special Education
EECE 565 Student Teaching

Students without prior certification only

EECE 525 Language and Literacy Learning in the Elementary Years
EECE 702 Social Foundations of Education
ECPSE 550 Foundations of Special Education
EECE 565 Student Teaching

Students with prior certification only

EECE 721 Professional Issues in Early Childhood

EECE 722 Language Learning in Cross-Cultural Perspectives

EECE 728 Integrating Expressive Arts in Early Childhood

EECE 730 Practicum in Early Childhood

COURSE DESCRIPTIONS

EECE 520 Language Development and Emergent Literacy

3 hr. plus fieldwork; 3 cr. Required course for B-2 and 1-6 MAT students; open only to MAT students. Students examine how language develops in young children, the relation between language and cognition, and the sociocultural factors that impinge upon language learning. Among the major topics are: language assessment, language diversity, and emergent literacy. Emphasized throughout are teaching strategies and classroom experiences that foster language development in the young child.

EECE 525 Language and Literacy Learning in the Elementary Years

3 hr. plus fieldwork; 3 cr. Prereq.: EECE 520. Required course for B-2 and 1-6 MAT students; open only to MAT students. Students build upon earlier studies of emergent literacy to plan effective programs in diverse, inclusive elementary settings. Students develop knowledge of theories of literacy development, design and implement effective strategies for teaching reading and writing in inclusive elementary settings, and examine children's literature to be used across the curriculum. Prospective teachers implement strategies in the field and analyze their teaching with the support of the teacher-research community.

ECPSE 550 Foundations of Special Education

3 hr. plus 15 hr. fieldwork; 3 cr. Prereq.: Either (a) SEYS 552, Educational Psychology and SEYS 536, Educational Foundations; or (b) EECE 702, Social Foundations of Education, EECE 704, Major Contemporary Issues in Education, and EECE 705, School and Community Relations; coreq.: A discipline specific teacher educator course with fieldwork. ECPSE 550 prepares non-special education teacher education candidates with the knowledge, skills, and dispositions necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum and prepares candidates with competencies to work collaboratively with colleagues. Teacher education candidates across

certification areas and age-ranges are exposed to research-validated professional practice that result in the creation of effective instructional environments for all students, with specific focus on those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The historical and sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs (IEPs), participating in IEP meetings, and advocacy and collaboration are also addressed. Candidates are provided with multiple opportunities to engage in reflective practice regarding the implications of course content to their specific educational disciplines in terms of personalizing instruction and building classroom communities that support the full diversity of learners. Fifteen hours of fieldwork focusing on meeting the needs of students with disabilities within candidates' certification area or age-range are required.

EECE 565 Student Teaching

3 hr. plus participation; 3 cr. Prereq.: Faculty permission, 100 hours in schools. Eleven weeks of supervised observation and student teaching at two grade levels: Pre-Kindergarten, or Kindergarten and Grades 1–2.

EECE 702 Social Foundations of Education

3 hr.; 3 cr. Required course in the MAT programs. Provides a forum for the beginning teacher to further investigate cultural, social, philosophical, and historical elements of education. Building on earlier studies in educational foundations, the course explores equity in schooling, school reforms, educational philosophy, and the relationship between schools and society, among other topics. Through readings, course assignments, and field experiences, students study a reflective decision-making model.

EECE 710 Ecological Perspectives on Development: The Early Years

3 hr.; 3 cr. Required course in B–2 MAT and B–2 MEd programs. This course provides a contextually based study of developmental processes in infants, toddlers, and young children through age 8. Emphasizing the importance of looking at “the whole child,” the contributions of family and culture to the child’s construction of meaning are examined, with special attention to the broad range of variability within normal development in the early years. Cultural and socioeconomic differences in child-rearing practices and parental expectations are discussed in terms of their significance for children’s early linguistic and cognitive functioning. The significance of attachment and autonomy issues for children in early childhood educational and care settings are addressed.

EECE 721 Professional Issues in Early Childhood

3 hr.; 3 cr. Required course in the B-2 MEd programs. Based upon review of research data, students examine current issues in the education of children in the B-2 range and alternative views of these issues to develop an understanding of optimal practice.

EECE 722 Language Learning in Cross-Cultural Perspectives

3 hr.; 3 cr. Required course for the B-2 MEd and for the Language and Literacy Specialty. This course examines the social and cultural bases of language acquisition and formal language education, highlighting the interrelationships between language acquisition and enculturation processes. Major topics include: examination of cross-cultural perspectives on language acquisition, the identification of the cultural bases of school language programs, and the development of effective strategies for teaching B-2 students who come to school with diverse language experiences and capabilities.

**EECE 724 Curriculum and Environmental Design for Early Childhood:
Part I**

3 hr.; 3 cr. Required course in the B-2 MAT and B-2 MEd programs. This course examines environmental design, instructional strategies, and materials to serve goals of curriculum for B-6-year-old children. Professional study features the role of play, goal-directed teaching within an action-based learning environment, multicultural and technological resources for program development, assessment, working with families in cultural contexts, and meeting individual needs of children.

**EECE 725 Curriculum and Environmental Design for Early Childhood:
Part II**

3 hr.; 3 cr. Required course in the B-2 MAT and B-2 MEd programs. Curriculum and Environmental Design II is the second course of a two-course sequence that examines the major ideas and practices that govern the design of educational programs serving grades 1 and 2.

EECE 728 Integrating Expressive Arts in Early Childhood

3 hr.; 3 cr. Required course within the B-2 MEd programs. Students explore the range of aesthetic experiences with media, drama, music, and movement that are appropriate for young children. Students examine the ways in which expressive art activities can support children's processing of experiences as they extend understandings about people, communities, economic roles, and events in their world.

EECE 730 Practicum in Early Childhood

3 hr. plus participation; 3 cr. Required course within the B-2 MEd program. Six weeks of supervised observation and student teaching in one of the lower certificate grade levels (B-K).

EECE 737 Infants and Toddlers: Curriculum and Teaching

3 hr.; 3 cr. Required course for B-2 MAT and B-2 MEd. Approaches to infant/toddler care and education; instructional materials and techniques to foster infant/toddler development; strategies for administering and managing learning environments.

EECE 750 Modern Learning Technology

3 hr.; 3 cr. Required course for all MAT students, and for MEd students in the Instructional Technology Specialty. Students learn to use word-processing software, databases and spreadsheets, digital cameras, educational software, email, and the WWW as tools to enhance learning of the core curriculum subjects. The objective of this course, technology literacy, is acquired through classroom laboratory experiences, extensive readings, and detailed writing requirements. Students learn basic computer operations and vocabulary, explore the many personal and professional uses of technology, and apply modern learning technology tools to the school curriculum.

EECE 762 Schooling in a Diverse Society

3 hr.; 3 cr. Elective course in the Education for Diverse Populations Specialty. Required course in MAT programs. This course is designed to address the multifaceted dimensions of teaching and learning in a rapidly changing, highly diverse society. Participants review research and theoretical literature in the fields of culture and cognition as they relate to educational practice. Included are traditional elements of culture such as ethnicity, language, and religion as well as less traditional elements of cultural diversity such as age, gender, sexual orientation, social class, and physical disability.

EECE 706 Classroom-Based Assessment and Research in Early Childhood Education (3 cr.)

REGISTRATION

Candidates will register for most classes independently through CUNYfirst. The Program Director or Practicum Coordinator will send out an email with specific instructions for registration, along with the days and times of the courses, two weeks prior to the start of registration.

It is EECE policy that we do not over-tally sections if other sections are open. We encourage you to read registration emails carefully, register early, and pay tuition bills in a timely manner to ensure that you register for the sections that you want.

GRADING

To ensure uniformity of grading standards, the Committee on Graduate Scholastic Standards has approved the following table of equivalents:

A+ 97-100	A 93-96	A- 90-92
B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72
F 0-69		

The following special grades are also used.

W (Withdrawn Passing): Given when a candidate withdraws formally from the fourth week through 60% of the calendar days of the session, or after the 60% point in time with a passing grade in the coursework completed.

WF (Withdrawn Failing): Given when a candidate withdraws formally after 60% of the calendar days of the session, with a failing grade in the coursework completed. WF is equivalent to failure.

WU (Withdrawn Unofficially): Given when the candidate ceases to attend classes without formally withdrawing from the course. WU is equivalent to a failure.

WA (Administrative Withdrawal): Given when the candidate fails to comply with New York State Public Health Laws #2165 and #2167 (Immunization).

P is a passing grade that is valid only in those few courses that are designated as permitting this grade.

Z is a temporary grade assigned when an instructor does not submit a grade.

INC (Incomplete): A graduate candidate has until the last day of final exams after two regular semesters to finish an outstanding Inc. grade. Specifically, Fall incomplete grades should be resolved by the end of the following Fall, Spring by the end of the following Spring, and Summer by the end of the following Spring as well. After that time, the grade will not change in any way, but the candidate may petition the appropriate academic dean to allow extra time.

PROGRAM COMPLETION

Candidates must meet the college requirements for graduation. In order to graduate, candidates submit the graduation application via CUNYfirst. Navigate to Self Service > Student Center in the Academics section from the Other Academic drop-down box, select Apply for Graduation, and then click the Go icon. Candidates are encouraged to file their applications when they register for their last semester. The deadlines to apply for graduation are as follows:

Semester	Filing Deadline	Conferral Date	Processing Date
Fall	November 1st	January 1st	April 15th
Winter	January 1st	February 1st	April 15th
Spring	March 1st	Date of Commencement	August 1st
Summer	July 1 st	September 1st	November 1st

CERTIFICATION

Completion of this program and all New York State requirements for certification leads to recommendation by the Division of Education for NYS Initial & Professional Certification in Early Childhood Education (Birth-Grade 2). Students should contact the Certification Office for up-to-date information on NYS certification requirements.

Teacher Certification Office

Powdermaker Hall - Room 100G

718-997-5547

tcert@qc.cuny.edu

Staff:

Amy Lui, Director

Jean Wittig, Certification Officer

Erifili Giannatos, Certification Assistant

Walk-In Office Hours:

Monday – Thursday, 9am-4:30pm

Friday - Closed 8/31

Closed Holidays:

Labor Day - September 3rd

Columbus Day - October 8th

Please visit the QC Certification Office Website for Certification Codes:

<http://www.qc.cuny.edu/academics/degrees/education/certification>

Note: Individuals seeking NYS teacher certification-related advice should note that EECE faculty are not authorized to give such advice. Prospective candidates and those without a Queens College affiliation should contact NYS Department of Education (<http://www.highered.nysed.gov/tcert/>) for definitive information. Current and former Queens College candidates should contact the State (<http://www.highered.nysed.gov/tcert/>) or the Teacher Certification Office on campus (<http://www.qc.cuny.edu/academics/degrees/education/certification>).

PROFESSIONAL BEHAVIORS

Email/Online EtiquetteWe kindly ask that you take email/online etiquette seriously so that we will be able to have a safe and productive platform for sharing ideas and learning from each other.

- When emailing professors, your peers, or office staff, we ask that you provide a proper greeting (Dear, Hello, Good Evening, etc.) with the individual's name. We ask that you use the proper title and SURNAMES for your professors and university/office staff.
- It is also important that you provide a comprehensive discussion of your points. Please do not bullet, provide one sentence responses, or write in shorthand when emailing your professors or university/office staff.
- Be sure that you check your QC email regularly to ensure that you receive important college messages. While some of your professors will use personal emails for regular contact, they do it as a courtesy to you. All official correspondences are expected to go through your QC email.

Grade Appeals

A candidate who believes he/she has received an inappropriate grade must take the following steps:

- Consult with the instructor. Your instructor is your first point of contact.
- If no satisfactory resolution can be reached with the instructor, consult with the Department Chairperson. The appeal must be in writing, and must detail the reasons the grade is felt to be inappropriate.
- If no satisfactory resolution is still not reached, consult with the academic dean. The chair or dean may convene a faculty committee to review the appeal.
- If there is still no satisfactory resolution, appeal to the Office of the Provost for a further review.
- Appeals to the Office of the Provost may be directed in writing to the Undergraduate Scholastics Standards Committee.
- The only basis for a grade appeal is that the candidate feels he/she has been treated in an arbitrary and capricious manner by the instructor. To make such an appeal, the candidate must be prepared to demonstrate that the grade was assigned punitively, unfairly, or on a basis other than impartial academic evaluation.

- The department and other offices will not evaluate grades for individual assignments. The candidate must show that their final grade was the result of assignment grades that were assigned punitively, unfairly, or on a basis other than impartial academic evaluation
- Once a grade has been posted on the record, it may not be changed without the written permission of the Office of the Provost.

Concerns and Complaints

In order to maintain a safe and collegial learning environment, we expect candidates to conduct themselves professionally and ethically, to use professional mannerism and decorum, and to support one another. We do not tolerate excessive complaining, rudeness, or other unpleasant behaviors during or outside of class.

- Candidates whose conduct falls under one of the previously mentioned behaviors will meet with the Program Director and/or Departmental Chairperson to discuss their behaviors.
- There are times when candidates have valid and important concerns that need to be communicated. In these instances, the candidate should consult with their instructor, who is their first point of contact.
- If resolution is not reached or if the candidate does not feel comfortable consulting with the instructor, then the candidate should immediately contact the Program Director. The candidate should explain the situation in writing.
- If resolution is not reached or if the candidate does not feel comfortable consulting with the Program Director, then the candidate should immediately contact the Department Chairperson. The candidate should explain the situation in writing.
- The Program Director or the Department Chairperson will not accept candidate concerns or complaints from third party professors/instructors.
- Complaining about assignments, candidates, instructors, or each other during class activities or class time is NOT professional and will NOT be tolerated.

Academic Integrity

Academic integrity is an essential part of the program. The college handles matters of candidate discipline through the Vice President for Candidate Affairs and the Faculty-Candidate Disciplinary Committee. Note that matters of academic discipline, including the process and procedure for addressing concerns about such conduct, are discussed in CUNY's Policy on Academic Integrity. See

<http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/ad>

[ministration/offices/candidate-affairs/policies/AcademicIntegrityPolicywithoutmemo.pdf](#).

- You are expected to complete and submit your own work. Plagiarism, including self-plagiarism, is NOT tolerated. As part of the program coursework, you will conduct a variety of field assignments that involve children. Your student's performance is protected under FERPA guidelines. Sharing drafts of your assignments with other candidates violates FERPA guidelines and will be addressed accordingly.
- In addition, you are encouraged NOT to copy and paste from your previous assignments. This is considered self-plagiarism.
- Assignments uploaded to Blackboard automatically undergo a SafeAssign review. If your assignment shows plagiarism or self-plagiarism, you will be given a zero for your assignment—with no opportunity to revise. You may be referred to the Graduate Scholastics Standards Committee. A report by the Graduate Scholastics Standards Committee that confirms plagiarism may be reported to the state, which may impact your ability to be certified as a B-6 Literacy Specialist.

OTHER CONTACTS

Interim Dean of the School of Education Dana Fusco

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718-997-5220

Dr. Bobbie Kabuto, Department Chairperson

Bobbie.Kabuto@qc.cuny.edu

718-997-5302

CAMPUS OFFICES

HUB:

<https://www.qc.cuny.edu/studentlife/services/qchub/Pages/default.aspx>

Student Affairs:

<https://www.qc.cuny.edu/about/administration/affairs/Pages/default.aspx>

Special Services for Students with Disabilities

Director: Dr. Mirian Detres-Hickey

Office: Frese Hall Room 111

Telephone: 718-997-5870

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Email: QC.SPSV@qc.cuny.edu

Public Safety

24 Hour Operation

718-997-5912/5911

Fax: 718-997-5932