

# CANDIDATE HANDBOOK

## *Advanced Certificate in Bilingual Education*

2021-2022

### Department Information:

Elementary and Early Childhood Education Department

Powdermaker Hall 054

718-997-5302

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QUEENS COLLEGE

**Education Unit Core Values**

**Equity • Excellence • Ethics**

## **WELCOME TO THE SCHOOL OF EDUCATION**

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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

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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 PHILOSOPHY**

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The fully online 15-credit Bilingual Extension Program at the EECE Department prepares teachers to teach in bilingual programs effectively. Informed by culturally responsive and sustaining education theories, our program stimulates teachers to critically reflect on their dispositions, knowledge, and skills to design meaningful and rigorous instruction that embraces their students' identities.

The Extension in Bilingual Education is offered in the following languages:

Bangla

Chinese

French

Haitian Creole

Korean

Russian

Spanish

Students who speak other languages are also encouraged to apply.

## **PROGRAM ADVISORS**

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Dr. Marcela Ossa Parra, Director

## **ADMISSION AND MAINTENANCE REQUIREMENTS**

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To be admitted to the Advanced Certificate Extension Bilingual Education Program, students are required to hold a bachelor's or master's degree in education with a cumulative GPA of at least 3.0.

Applicants must also meet the following admissions requirements:

- Have NYS initial or professional certification in Early Childhood Education (Birth-Grade 2), Childhood Education (Grades 1-6), or Special Education;
- Be proficient and, if deemed necessary, pass a language assessment in a language other than English (this proficiency must be in the language in which you are seeking the Extension in Bilingual Education);
- Submit a GRE score (only for applicants who do not hold a master's degree);
- Submit a 500 word essay stating your interest in and/or the importance of your becoming a bilingual teacher.

To continue in the program, students must maintain a B average and receive no grade lower than B- in any course.

# PROGRAM OVERVIEW AND COURSES

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## **Overview**

This fully online program provides school teachers already certified in Early Childhood Education (Birth-Grade 2), Childhood Education (Grades 1-6), or Special Education with a 15 credit program leading to the New York State Extension in Bilingual Education. The Extension in Bilingual Education qualifies the candidate to work as a teacher in bilingual classrooms and programs in New York State schools, including dual language and transitional bilingual education programs. This program can be completed in one year.

## **Who This Program Is For**

The program is for persons who are looking to obtain the required NYS authorization to teach in bilingual education programs. To apply you must have either a bachelor's or master's degree in education and hold a New York State initial or professional certification in Early Childhood Education (Birth-Grade 2), Childhood Education (Grades 1-6), or Special Education. You must speak a language other than English to be eligible for this program.

## **Required Courses**

EECE 761 Foundations of Bilingual Education and Bilingualism

EECE 763 Developing Language and Literacy in the Home Language. Under the code EECE 791: Developing language and literacy in the home language is offered in languages other than Spanish (i.e., Arabic, Bengali, Chinese, French, Haitian, Korean, Russian).

EECE 764 Instruction and Assessment Across the Content Areas for Bilingual Learners

EECE 766 Educational Linguistics and Psycholinguistics

EECE 767 Pedagogical Practices in the Multilingual Classroom

# COURSE DESCRIPTIONS

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## **EECE 761 Foundations of Bilingual Education and Bilingualism**

3 hr.; 3 cr. This course examines the philosophy, rationale, and historical background of bilingual education. By using information provided by research in the field, participants will discuss the programs, models, and trends while exploring the sociological and political aspects of bilingual education. Special emphasis is placed on the analysis of the research as well as the study of strategies to develop the first language and acquire a second language through the content areas.

## **EECE 763 Developing Language and Literacy in the Home Language**

3 hr.; 3 cr. Required course in Bilingual Extension. This course discusses the characteristics of language arts in the home language in the bilingual classroom and the development and evaluation of literacy in the home language and the transfer of skills from one language to another. Participants will learn and practice different methodologies for teaching language arts; develop skills in analyzing and creating instructional materials to teach in the home language; and elaborate techniques to evaluate existing language arts programs in the area.

## **EECE 764 Instruction and Assessment Across the Content Areas for Bilingual Learners**

3 hr.; 3 cr. Required course in Literacy B–6 MEd and Bilingual Extension. This course focuses on the study, analysis, application, and creation of appropriate classroom instructional strategies to teach content areas to language minority students. Students practice different methodologies in teaching mathematics, science, social studies, and other content areas in the new and home language, and consider the evaluation issues related to language and content in the bilingual-multicultural classroom. Participants develop skills to examine, evaluate, and create instructional materials to teach students learning a new language.

## **EECE 766 Educational Linguistics and Psycholinguistics**

3 hr.; 3 cr. Required course in Bilingual Extension. Designed for bilingual teachers, this course concentrates on theoretical approaches to the study of the second language learning process in a bilingual classroom. Students explore aspects of second language acquisition as well as those factors

involved in individual variations in achievements of students learning a new language attending bilingual programs.

**EECE 767 Pedagogical Practices in the Multilingual Classroom**

3 hr.; 3 cr. Required course in Bilingual Extension. Designed for bilingual educators, this course surveys the alternative teaching methodologies for the learning of English as a new language. Students analyze and apply classroom practices such as audiolingual and communicative methodologies used in the field of second language learning. Special attention is placed on integrating English language teaching in the areas of mathematics, science, and social studies.



## REGISTRATION

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The EECE Department will register candidates for classes. The Program Director will send out an email informing candidates about the courses they will be registered in two weeks prior to the start of registration.

## GRADING

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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

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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:

<b>Semester</b>	<b>Filing Deadline</b>	<b>Conferral Date</b>	<b>Processing Date</b>
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 <sup>st</sup>	September 1st	November 1st

# CERTIFICATION

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Completion of this program and all New York State requirements for certification leads to recommendation by the Division of Education for a NYS Extension in Bilingual Education, which authorizes the holder to teach in bilingual education programs. This extension must be attached to a valid NYS initial or professional certificate in Early Childhood Education (Birth-Grade 2), Childhood Education (Grades 1-6), or Special Education. 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 8<sup>th</sup>

## **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

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## Email/Online Etiquette

We 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

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Interim Dean of the School of Education Dana Fusco

[Dana.Fusco@qc.cuny.edu](mailto:Dana.Fusco@qc.cuny.edu)

718-997-5220

Dr. Bobbie Kabuto, Department Chairperson

[Bobbie.Kabuto@qc.cuny.edu](mailto:Bobbie.Kabuto@qc.cuny.edu)

718-997-5302

## CAMPUS OFFICES

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### **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

Fax: 718-997-5895

Email: QC.SPSV@qc.cuny.edu

### **Public Safety**

24 Hour Operation

718-997-5912/5911

Fax: 718-997-5932