

CANDIDATE HANDBOOK

Graduate Programs in Literacy Education, Birth-6th Grade

2020-2021

ELEMENTARY AND EARLY CHILDHOOD EDUCATION DEPARTMENT

POWDERMAKER HALL 054

718-997-5302



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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.

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 School 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 schools, including the School of Arts and Humanities, the School of Mathematics and Natural Sciences, and the School 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

Program Director

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ADMISSIONS & MAINTENANCE REQUIREMENTS

To be admitted to the MSED program, students are required to hold a bachelor's degree with a cumulative GPA of at least 3.0 and an initial certification in Childhood Education (Grades 1-6) or Early Childhood Education (B-2).

To be admitted to the Post-Master's Advanced Certificate Program, students are required to hold a master's degree with a cumulative GPA of at least 3.0 and an initial certification in Childhood Education (Grades 1-6) or Early Childhood Education (B-2).

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>

MSED IN LITERACY EDUCATION

Overview

The Master of Science in Education (MSEd) in Literacy Education leads to the New York State Professional Certificate as a Literacy Specialist (Birth-Grade 6). Students in this program take coursework that include foundations, diversity, pedagogy, content areas studies, literature studies, and specifically designed courses in the role of the literacy specialist, assessment and instruction, and a semester-long reading practicum with children.

Who This Program Is For

This program is for persons who have completed a bachelor's degree in education and hold an initial certification in Childhood Education (Grades 1-6) or Early Childhood Education (B-2), and who are looking to extend their certification to include Literacy Specialist (Birth-Grade 6). Persons who do not hold an initial teaching certification in Childhood Education (Grades 1-6) or Early Childhood Education (B-6) should apply to the MAT in Childhood Education (Grades 1-6) or Early Childhood Education (B-6).

Program Requirements

The MEd in Literacy Education consists of eleven courses (33 credits) including one semester of practicum. Students take courses in two areas: Foundations, Theory, and Research and the Literacy Professional Specialization. To continue in the program, students must consult with their advisor once a year, maintain a B average, and receive no grade lower than B- in any course.

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 Literacy Teacher (Birth-Grade 6). Students should contact the Certification Office for up-to-date information on NYS certification requirements.

MSED IN LITERACY EDUCATION COURSE SEQUENCE

Semester	Course
(1) Fall	EECE 801 Role of Literacy Specialist-Online EECE 773 Families, Stories, and Literacy EECE 745 The Reading-Writing Connection
(2) Spring	EECE 731 Teaching Beginning Reading and Writing EECE 803 Assessment and Instruction I
(3) Summer	EECE 746 Nonfiction for Children-Online
(4) Fall	EECE 764 Learning the Content Areas in Multilingual Settings: Teaching and Assessment EECE 804 Assessment and Instruction II EECE 780 Introduction to Educational Research
(5) Spring	EECE 805 Practicum EECE 782 Teacher as Researcher
Total	33 Credits

POST-MASTER'S ADVANCED CERTIFICATE IN LITERACY EDUCATION

Overview

This 18 credit post-master's advanced certificate program meets New York State requirements for certification as a Literacy Specialist (Birth-Grade 6).

Who This Program Is For

This program is for persons who have earned a master's degree in education and hold an initial certification in Childhood Education (Grades 1-6) or Early Childhood Education (B-2), and who are looking to extend their certification to include Literacy Specialist (Birth-Grade 6). Persons who have not earned a master's degree in education or do not hold an initial teaching certification in Childhood Education (Grades 1-6) or Early Childhood Education (B-2) should apply to the MEd in Literacy Education (Birth-Grade 6) or the MAT in Childhood Education (Grades 1-6) or Early Childhood Education (B-2).

Program Requirements

The Post-Master's Program in Literacy Education program consists of six courses (18 credits) including one semester of practicum. To continue in the program, students must consult with their advisor once a year, maintain a B average, and receive no grade lower than B- in any course.

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 Literacy Teacher (Birth-Grade 6). Students should contact the Certification Office for up-to-date information on NYS certification requirements.

POST-MASTER'S IN LITERACY EDUCATION COURSE SEQUENCE

1 Year Course Sequence

Semester	Course
(1) Fall	EECE 801 Role of Literacy Specialist EECE 804 Assessment and Instruction II EECE 745 The Reading-Writing Connection OR EECE 764 Learning the Content Areas in Multilingual Settings: Teaching and Assessment
(2) Spring	EECE 803 Assessment and Instruction I EECE 805 Practicum
(3) Summer	EECE 746 Teaching Nonfiction-Fully Online
Total	18 credits

2 Year Course Sequence

Semester	Course
(1) Fall	EECE 801 Role of Literacy Specialist EECE 745 The Reading-Writing Connection
(2) Spring	EECE 803 Assessment and Instruction I
(3) Fall	EECE 804 Assessment and Instruction II EECE 764 Learning the Content Areas in Multilingual Settings: Teaching and Assessment
(4) Spring	EECE 805 Practicum
Total	18 credits

COURSE DESCRIPTIONS

Foundations, Theory, and Research

EECE 745 The Reading-Writing Connection (3 cr.)

Reviews current research on the development of children's writing and explores how writing can enhance children's learning to read. Candidates investigate children's writing through actual writing samples and strategies. Candidates also work on their own writing and examine the childhoods of famous writers.

EECE 731 Teaching Beginning Reading and Writing (3 cr.)

Explores how school programs can facilitate the development of reading and writing in the young child in ways that are consistent with current research and theory on the development of literacy.

EECE 746 Nonfiction for Children (3 cr.)

Introduces candidates to quality nonfiction books for children and explores ways to promote children's comprehension of informational books.

EECE 773 Families, Stories, and Literacy (3 cr.)

Examines how families shape the young child's approach to language, stories, and literacy. The impact of family literacy processes on the child's engagement with spoken and written language is also considered.

EECE 780 Introduction to Educational Research (3 cr.)

Provides an overview of basic principles of quantitative and qualitative research design in educational settings.

EECE 782 Teacher as Researcher (3 cr.)

Applies current research and theory to the development of enhanced literacy instruction and intervention practices. Candidates prepare a culminating project that integrates the work they have done in literacy theory and practice with principles of educational research.

Literacy Professional Specialization

EECE 764 Learning the Content Areas in Multilingual Settings: Teaching and Assessment (3 cr.)

Examines teaching strategies for multilingual classrooms. Candidates practice different methodologies in teaching mathematics, science, social studies, and other content areas in

the first and second language. Consideration is given to the evaluation issues related to language and content in the bilingual-multicultural classroom.

EECE 801 The Role of the Literacy Specialist (3 cr.)

Provides the literacy specialist with the knowledge, skills, and processes necessary to collaborate with other professionals in the school and community.

EECE 803 Assessment and Instruction I (3 cr.)

Focuses on the selection and administration of authentic and performance-based assessments and the interpretation of assessment data to inform instruction to support candidate learning.

EECE 804 Assessment and Instruction II (3 cr.)

Focuses on the selection and administration of standardized assessments and the interpretation of assessment data to inform instruction to support candidate learning.

EECE 805 Practicum (3 cr.)

Provides an opportunity for teachers to use the knowledge and skill they have gained from their coursework to work with children who are struggling with literacy. Teachers will administer appropriate tests, analyze these tests, and implement appropriate instructional intervention for each child.

PRACTICUM IN LITERACY EDUCATION

Course Description

This course is designed to allow teachers to use all the knowledge and skills they have gained from their course work to assist children in reading and writing. Teachers will administer appropriate assessments and determine instruction that will fit the needs of the children with whom they work. The practicum experience is designed to provide you with opportunities to assess, observe, analyze, and plan tailored literacy instruction for children with differing needs (3 hours, 3 credits).

Sites

We work in partnership with parents and schools to provide you with the opportunity to tutor. The sites listed below are past sites for the practicum, and may not be the sites used when you enroll in the course. The program director and practicum coordinator will provide information on your practicum options in the semester prior to your enrollment in the practicum

Site	Time
Queens College	Saturdays
PS 201, Flushing, NY	Selected weekday after school
Northside Elementary School, Levittown, NY	Selected weekday after school

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. In some cases, you will be registered by the Program Director.

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 School of Education for NYS Initial & Professional Certification as a Literacy Specialist (B-6). Candidates should contact the Teacher 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

Teacher Certification Staff

Amy Lui, Director

Jean Wittig, Certification Officer

Erifili Giannatos, Certification Assistant

Certification Codes

IRP Program Code: 26420

Queens College Program: Literacy Teacher Birth-Grade 6 (LTACY-MSED)

Major: Literacy Teacher B-6 or Education

Up to date codes are available at:

<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 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 Graduate 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/administration/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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CAMPUS OFFICES

QC 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
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Public Safety

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