

# CANDIDATE HANDBOOK

## *Undergraduate Program, Elementary Education Major, Grades 1-6*

2021-2022

### Department Information:

Elementary and Early Childhood Education Department

Powdermaker Hall 054

718-997-5302

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## **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 ADVISORS

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Dr. Ashraf Shady, Coordinator

Dr. Michelle Fraboni

Dr. Karla Manning

Dr. Line Saint Hilaire

Dr. Sunghee Shin

## ADMISSION AND MAINTENANCE REQUIREMENTS

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**To be admitted to the certification program, students must have:**

1. a minimum overall cumulative average of 2.75;
2. a grade of B in at least one course in each of the NYS areas: mathematics, science, social studies, and English language arts;
3. completed EC1 or EC2 and two writing-intensive courses with a minimum grade of B in each course;
4. no more than 9 credits remaining to complete their co-major;
5. completed their liberal arts and sciences coursework requirements; and
6. documentation of 100 hours of experience with children in a group setting.

**Department standards for satisfactory progress require students to:**

- maintain an average of B or better each semester;
- receive no grade lower than C in any course within the program;
- develop, with faculty guidance, a portfolio that represents student's development in writing and professional skills; and
- display appropriate professional behavior in all

# ANTHOLOGY

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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>

# UNDERGRADUATE ELEMENTARY EDUCATION, GRADES 1-6 PROGRAM COURSES AND SEQUENCE

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## Overview

The undergraduate program in elementary education prepares students for the New York State Initial Certification in Childhood Education (Grades 1-6). The program is designed to prepare professionals who honor student diversity by providing opportunities for multiple forms of learning and expression. Students study the contexts as well as the processes of learning. Field assignments are embedded in each course syllabus, and are incorporated into class discussions. Students complete the Pre-Professional Courses prior to applying for admission to the intensive Professional Preparation Sequence. The Professional Preparation Sequence, typically taken in a student's final two and a half semesters at the College, is organized in a cohort model, in which students and faculty work together both on campus and in the field.

## Who This Program Is For

This program is for current undergraduate students at Queens College who are looking to obtain their initial teaching certification in Childhood Education (Grades 1-6). Students interested in the Childhood Education major should contact the department as early as freshman year for information about program requirements and procedures. The department holds informational sessions about NYS certification and program requirements several times each semester. First- and second-year students considering careers in elementary education are encouraged to attend.

### **Program Requirements**

All students at Queens College are required to fulfill the College's general education requirements. Students interested in obtaining NYS Initial Certification in Childhood Education (Grades 1-6) must select general education courses that correspond to the NYS learning standards for elementary school teachers. Students may also need to complete additional liberal arts courses to fulfill these NYS requirements. General education courses may not be taken with the P/NC option and a grade of C or higher in all courses. Students can obtain a worksheet listing the course selections that fulfill the general education requirements from the Department or from the Academic Advising Center.

In addition to the EECE coursework that makes up the program, students must also complete either a full co-major in one of the liberal arts and sciences programs, or a minor plus sufficient additional credits selected in consultation with the minor program to arrive at 30 credits in one of the liberal arts and sciences programs.

### **Pre-Professional Courses**

EECE 201 Schooling in Diverse Communities (3 cr.)  
EECE 310 Children in Cultural Contexts I: Child Development (3 cr.)  
EECE 340 The Early Development of Language and Literacy (3 cr.)  
MATH 119 Mathematics for Elementary School Teachers (3 cr.)  
MUSIC 261 Music for Children (3 cr.)

### **Professional Preparation Sequence**

EECE 220 Modern Learning Technologies (3 cr.)  
EECE 311 Children in Cultural Contexts II: Learning and Teaching (3 cr.)  
EECE 341 Language and Literacy Development: Teaching Reading (3 cr.)  
EECE 350 Teaching Mathematics in the Elementary School (3 cr.)  
EECE 351 Teaching Science in the Elementary School (3 cr.)  
EECE 352 Teaching Social Studies in the Elementary School (3 cr.)  
ECPSE 350 Foundations of Special Education (3 cr.)

EECE 360 Practicum 1: Curriculum in Action (3 cr.)  
EECE 361 Practicum 2: Student Teaching (6 cr.)

# COURSE DESCRIPTIONS

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## Preprofessional EECE Courses

### **EECE 201W. Schooling in Diverse Communities.**

3 hr.; 3 cr. Prereq.: Upper Sophomore standing. First course in the undergraduate NYS Initial Certificate Sequence in Childhood Education 1–6. This course introduces students to the field of education through examination of its cultural, social, historical, and philosophical aspects. The course engages students in a critical debate about schooling, society, and their role as teachers. The course introduces students to the reflective decision-making model through readings, course assignments, and field experiences.

### **EECE 310W. Children in Cultural Contexts I: Child Development.**

3 hr.; 3 cr. Prereq.: EECE 201 and upper sophomore standing. Required for NYS Initial Certificate Program in Childhood Education 1–6. Students in other initial certificate programs may also enroll in this course. The course will provide an introduction to developmental processes from birth through adolescence and their implications for classroom practice. Starting from an ecological perspective, students explore the influences of environmental factors such as family, culture, and economics on the development of the individual. Individual differences, the range of normal development, and strategies for accommodating individual variability in the classroom will be emphasized.

### **EECE 340. The Early Development of Language and Literacy.**

3 hr.; 3 cr. Prereq.: EECE 201 and upper sophomore standing. Required for the NYS Initial Certificate Program in Childhood Education 1–6. Students in other initial certificate programs may also enroll in this course. The course is designed to provide an understanding of language and literacy development in young children. Students examine the interaction between language development and cognition, the reciprocal relationship between spoken and written forms of language for the young child, and the design of developmentally appropriate materials and experiences for students from birth through grade 2, including students from diverse social groups and those with disabilities. Among the major topics are language assessment, language diversity, and emergent literacy. Emphasized throughout are teaching strategies and classroom experiences that foster language and literacy



development in young children.

**MUSIC 261. Music for Children (Elementary Education).**

3 hr.; 3 cr. Prereq.: Permission of the School of Music. A requirement for students majoring in elementary education. Students who receive credit for MUSIC 261 may not also receive credit for MUSIC 262. Fall, Spring

**MATH 119. Mathematics for Elementary School Teachers.**

3 hr.; 3 cr. This course is designed to make prospective elementary school teachers aware of the beauty, meaning, and relevance of mathematics. Topics are taken from those areas of mathematics that are related to the elementary school curriculum, and emphasis is placed on clearing up common misunderstandings of mathematical concepts and results. Fall, Spring (MQR)

## **Professional EECE Courses**

**EECE 220. Modern Learning Technologies.**

3 hr.; 3 cr. An introductory course in the use of modern learning technologies and their place in the classroom. Students learn to use word processing software, databases and spreadsheets, digital cameras, educational software, e-mail, and the World Wide Web as tools to enhance the learning of the core curriculum subjects. 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 311. Children in Cultural Contexts II: Learning and Teaching.**

3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. This course examines the major learning theories and general principles underlying effective instruction. Students explore classroom structures and management, intelligence, learning styles, individual assessment, and the impact of culture and class. There is an intensive field component that allows students the opportunity to teach and then reflect on their experiences with children.

**EECE 341. Language and Literacy Development: Teaching Reading.**

3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. Students examine and have hands-on experience with a balanced approach to literacy learning—one that balances instruction in strategies and skills with extensive opportunities for teaching children to read and appreciate literature. Students are introduced to literature from a variety of genres and to

procedures for establishing a reading-writing workshop that provides opportunities for in-depth discussion, writing, and aesthetic response. There is an intensive field component that allows students the opportunity to teach and then reflect on their experiences with children.

**EECE 350. Teaching Mathematics in the Elementary School.**

3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340; coreq.: EECE 351, 352, and 360. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. In this course students learn important mathematical content and methods for teaching elementary school mathematics. Students will learn about children’s mathematical thinking from a developmental point of view. They also learn about appropriate mathematical content and methods that are consistent with state and national standards. There is an intensive field component that allows students the opportunity to teach and then reflect on their experiences with children.

**EECE 351. Teaching Science in the Elementary School.**

3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340; coreq.: EECE 350, 352, and 360. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. In this course students learn important scientific content as well as methods for teaching elementary school science. Students will learn teaching strategies and technologies for supporting student learning as defined by state and national standards for science education. The course includes an intensive field component that allows students to teach and reflect on their experiences with children. An inquiry-based model of learning and assessment is emphasized.

**EECE 352. Teaching Social Studies in the Elementary School.**

3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340; coreq.: EECE 350, 351, and 360. Open only to students in NYS Initial Certificate Program in Childhood Education 1–6. This course introduces the pre-service elementary teacher to the teaching of social studies in the primary and intermediate grades. The course covers the social studies disciplines, methodologies for teaching social studies, and available resources. The course content and requirements reflect the impact of culture, heritage, and socioeconomic level, curriculum development, classroom management, and technology. An intensive field component allows students the opportunity to teach and then reflect on their experiences with children.

**EECE 360. Practicum 1: Curriculum in Action.**

5 hr.; 3 cr. Prereq.: EECE 310, 311, and 340; coreq.: EECE 350, 351, and 352. Participation: 15 hr. per week for 5 weeks. Open only to students in the NYS

Initial Certificate Program in Childhood Education 1–6. This course is the initial undergraduate field placement. Faculty members who teach the curriculum courses supervise the practicum.

**EECE 361. Practicum 2: Student Teaching.**

11 hr.; 6 cr. Prereq.: EECE 310, 311, 340, 341, 350, 351, 352, and 360; coreq.: EECE 399. Participation: 15 hr. per week for 10 weeks. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. This course offers the second field placement required for the NYS 1–6 Initial Certificate. College faculty supervise field experience and weekly one-hour seminar.

**ECPSE 350. Foundations of Special Education.**

3 hr. plus 15 hr. of fieldwork; 3 cr. Prereq.: SEYS 221, EECE 310; and either SEYS 201 or EECE 201; coreq.: A discipline-specific teacher educator course with additional fieldwork as determined in consultation with an advisor. Preparation of 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 practices 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 total hours of fieldwork focusing on meeting the needs of students with disabilities within candidates' certification area or age-range are required.

## REGISTRATION

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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

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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 School of Education for NYS Initial Certification as a Classroom Teacher, Grades 1-6. Candidates 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 SURNAMENAMES 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