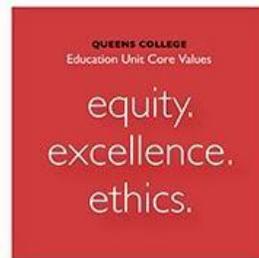




**STUDENT HANDBOOK**  
**Graduate Programs in Special Education**



**Master's Degree Programs Leading to  
Initial/Professional Certification  
&  
Post-Masters Advanced Certification Programs**

**Graduate Programs in Special Education Department of Educational and  
Community Programs  
School of Education  
Queens College, City University of New York  
65-30 Kissena Boulevard  
Queens, NY 11367**

**Effective August 2021 - May 2022**

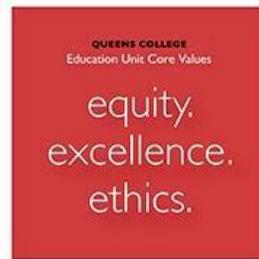
## Table of Contents

Welcome to the Education Unit of Queens College	4
Programs Offered	5
For More Information about the Programs	6
Introduction	7
Mission and Philosophy	8
Professional behaviors and dispositions	9
Special Education Program Requirements	11
<i>Requirements for Admission</i>	11
<i>MSED programs</i>	11
<i>MAT Program</i>	13
<i>BCBA VCS Program</i>	14
<i>Post Master’s Advanced Certificate Programs</i>	16
<i>Requirements for Retention</i>	19
<i>Requirements for Program Completion</i>	20
<i>Teacher Certification Requirements</i>	20
<i>Candidate Appeal Process</i>	20
Administrative Guides	21
Scope & Sequence of Courses by Program Age-Level	22
<i>MSED Early Childhood Special Education</i>	23
<i>MSED/BCBA Early Childhood</i>	24
<i>MSED Integrated Bilingual and Early Childhood</i>	26
<i>Special Education</i>	
<i>MSED Childhood Special Education</i>	27
<i>MSED/BCBA Childhood</i>	28
<i>MSED Adolescent Special Education</i>	27
<i>MSED (TSWD Adolescents 7-12)</i>	30
<i>BCBA Adolescent</i>	31
<i>MAT Dual Certification Program in Elementary and</i>	
<i>Special Education</i>	33
<i>MAT Dual Certification/BCBA</i>	34

<i>Post Masters, Advanced Certification Programs</i>	36
<b>Special Education Course Content &amp; Descriptions</b>	38
<b>Elementary Education Course Content &amp; Descriptions</b>	48
<b>TIPS for New Program Candidates</b>	50
<b>Important Resources and Contacts</b>	51
<b>Certification</b>	52

# Welcome

## The Education Unit of Queens College



**Queens College's mission is to prepare students to become leading citizens of an increasingly global society. It achieves this by offering its students a rigorous education in the liberal arts and sciences and by offering them a variety of professional programs. In particular, it recognizes and accepts its historic responsibility of providing high quality programs for pre-service and in-service teachers and other educational professionals.**

**The Queens College Education Unit is dedicated to promoting *Equity, Excellence, and Ethics* in urban schools and communities. *Equity* involves building inclusive communities that nurture and challenge all learners. *Excellence* encourages professionalism, scholarship, and a commitment to evidence-based and reflective practice. *Ethics* entails valuing diversity, democracy, and social justice.**

The Education Unit at Queens College of the City University of New York prepares compassionate and knowledgeable professionals to work in diverse urban educational settings. Our mission is to prepare candidates to be life-long learners capable of reflection, problem solving, synthesizing, evaluating, and applying knowledge.

Our programs are built on content knowledge obtained in academically rigorous courses and programs in the liberal arts and sciences. Our programs combine strong philosophical foundations, evidence-based best practices, and urban culturally diverse field experiences. Our graduates are taught to have high expectations for all learners and work as change agents in schools to foster nurturing and challenging learning communities that respect and honor diversity and promote democratic practices.

As educational professionals, our graduates are prepared to nurture and challenge all learners and build inclusive learning communities that produce responsible, productive, and caring citizens within our global community.

## Programs Offered

- Masters of Science in Education (MSED) Degree program at the Early Childhood Level (birth through grade 2)—36 credits
- Masters of Science in Education (MSED) Degree program in Integrated Bilingual Early Childhood Special Education (birth through grade 2) - 43 credits
- Masters of Science in Education (MSED) Degree program at the Childhood Level (grades 1—6)—36 credits
- Masters of Science in Education (MSED) Degree program in Teaching Students with Disabilities at the Adolescent Level (grades 7 through 12) Generalist—36 credits
- Masters of Arts in Teaching (MAT) Dual Certification Program in Teaching Students with and without Disabilities at the Childhood Level (grades 1—6)—51 credits.
- Board Certified Behavior Analyst (BCBA) Verified Course Sequence (VCS) for candidates in the Masters of Science in Education (MSED) and MAT Dual Certification programs.
- Post-Masters, Advanced Certification Program at the Early Childhood Level (birth through grade 2)—12 credits
- Post-Masters, Advanced Certification Program at the Childhood Level (grades 1—6)—12 credits
- Post-Masters, Advanced Certification Program in Teaching Students with Disabilities at the Adolescent Level (grades 7 through 12)—12 credits

## For More Information about the Programs

Lenwood Gibson, Ph.D, BCBA-D, NYS LBA  
Program Coordinator  
Graduate Programs in Special Education

Office: 033 Powdermaker Hall  
E-mail: [Lenwood.gibson@qc.cuny.edu](mailto:Lenwood.gibson@qc.cuny.edu)  
Phone: (718) 997-5248

Jaclyn Arroyo  
Administrative Assistant  
Office: 033 Powdermaker Hall  
E-mail: [Jaclyn.arroyo@qc.cuny.edu](mailto:Jaclyn.arroyo@qc.cuny.edu)  
Phone: (718) 997-5240

## Introduction

The Graduate Programs in Special Education (GPSE) are accredited by the New York State Education Department and have been awarded exemplary status by the Council for the Accreditation of Educator Preparation (CAEP) and the Council for Exceptional Children (CEC). The GPSE is part of the Department of Educational and Community Programs (ECP). ECP offers graduate programs in Counselor Education, School Leadership, School Psychology, and Special Education. These programs prepare counselors, supervisors, administrators, school psychologists, and special educators to work in the schools.

As specified by NYSED, candidates for certification as special education teachers must show competency in all the pedagogical core areas identified for general education teachers, plus eight additional pedagogical core areas unique to developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities. These additional pedagogical areas are:

- 1 The historical, social and legal foundations of special education, employment, and independence for individuals with disabilities.
- 2 The characteristics of learners with disabilities.
- 3 Managing behavior of students with disabilities and promoting development of positive social interaction skills.
- 4 Participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships.
- 5 Assessment, diagnosis, and evaluation of students with disabilities.
- 6 Curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics.
- 7 Use of assistive and instructional technology in the teaching of and learning by students with disabilities.
- 8 Planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings.

## Mission and Philosophy

**The mission of the Graduate Programs in Special Education (GPSE) is to prepare educators and scholars to effectively teach and support people with disabilities to be self-determined, included, and respected members of their schools and communities. The GPSE are also committed to influencing research, practice, and policy related to people with disabilities at the local, state, national and international levels.**

GPSE prepares teachers to effectively educate children and youth with disabilities in their educational settings and to support placements and programs in the least restrictive environment, preferably general education settings. This is consistent with Individuals with Disabilities Education Act (IDEA), the School of Education's Core Values, the views of full-time and adjunct faculty, and program objectives.

Because GPSE candidates participate in a highly coherent program, because they are evaluated in every course, because they have to demonstrate competency in teaching research and collaboration, because they are taught how to use research-validated teaching and curriculum methods in general and special education settings, and because they are taught to make instructional adaptations and modifications, GPSE believes that candidates:

- Graduate with a solid understanding of human development, abilities and disabilities, and instructional strategies and procedures.
- Can support the success of students with disabilities and their families across the cognitive, social and emotional, behavioral, physical, self-help, and communication domains.
- Can work effectively with general education personnel, related service providers, educational specialists, and families.

## Professional Behaviors and Dispositions

Program candidates graduate with a set of professional behaviors and dispositions that are woven throughout the curriculum and are highly consistent with the content standards of the Council for Exceptional Children for highly qualified teachers of special education.

### Learner Development and Individual Learning Differences (CEC Standard 1)

<b>Candidate behavior and dispositions:</b>
Are consistent with evidence-based principles and theories, relevant laws, and policies.
Reflect understanding of diversity and the human issues that have historically influenced and continue to influence the field of special education and the education of individuals with disabilities.
Reflect understanding of the relationships of special education to general education.
Reflect understanding of the relationships of special education to the organization and functions of schools and school systems.
Demonstrate respect for students as unique human beings.
Demonstrate respect for the similarities and differences in human development and the characteristics between and among individuals with and without disabilities.
Demonstrate usage of this knowledge responding to the learning and behavioral needs of students.
Reflect understanding of the impact of disability across the lifespan.
Reflect understanding of how supports and services to promote inclusion and participation change over time.
Demonstrate respect for the beliefs, traditions, and values across and within cultures and within and across families and students.
Support the development of individualized intervention strategies, which take into account students' primary language, culture, and familial backgrounds.

### Learning Environments (CEC Standard 2)

<b>Candidate behavior and dispositions:</b>
Shape and promote students' independence, self-motivation, and self-direction.
Support general education colleagues include students with disabilities and engage them in meaningful learning activities and social interactions.

### Curricular Content Knowledge (CEC Standard 3)

<b>Candidate behavior and dispositions:</b>
Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
Understand and use general and specialized content knowledge for teaching across curricular content areas to individualized learning for individuals with exceptionalities.
Modify general and specialized curricula to make them accessible to individuals with exceptionalities.

### Assessment (CEC Standard 4)

#### Candidate behavior and dispositions:

Reflect the usage of assessment results to identify learning needs and to develop and implement individualized instructional programs.

Reflect engagement in formal and informal assessments of behavior, learning, achievement, and environments to design instruction.

Reflect the usage of assessment information to identify supports and adaptations for students with disabilities to access the general curriculum and participate in inclusive environments.

### Instructional Planning and Strategies (CEC Standard 5)

#### Candidate behavior and dispositions:

Reflect usage of individualized instructional plans that emphasize explicit modeling and efficient guided practice.

Support engagement in modifying instructional intervention plans based on ongoing analysis of students' learning progresses.

Support usage of appropriate technologies to enhance instructional planning and individualized instruction.

Demonstrate usage of evidenced-based instructional strategies to promote learning and to modify learning environments.

Enhance the learning of critical thinking, problem solving, and the academic performance of students with disabilities.

Increase students' self-awareness, self-management, self-control, and self-determination.

Support students' skill development, maintenance, and generalization across environments and settings.

### Professional Learning and Practice (CEC Standard 6)

#### Candidate behavior and dispositions:

Reflect a commitment to lifelong learning and self-reflection.

Reflect awareness of how attitudes, behaviors, and ways of communicating influence practice related to supporting students with disabilities.

Reflect active planning and engagement in activities that foster professional growth and reflection on evidence-based best practices.

### Collaboration (CEC Standard 7)

#### Candidate behavior and dispositions:

Support effective collaboration with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

Reflect an understanding of collaboration as an important component in making sure that students' needs are met in school and community environments.

Support engagement in advocacy for the inclusion, supports, and the rights of individuals with disabilities and their families.

Support usage of collaboration to facilitate the successful transitions of students across settings and services.

# Special Education Program Requirements

## *Requirements for Admission*

### **Admission Requirements for MSED in Special Education**

Applicants to the MSED in Special Education Programs must:

- Hold an initial/provisional certificate in general education in the age/school range of the special education program to which they apply (Birth–Grade 2; Grades 1–6; Grades 7-12).
- An overall Grade Point Average (GPA) of 3.0 or better from their undergraduate studies.
  - Candidates who want to enter the 2-year MSED track need a GPA of 3.5 or higher in their undergraduate education course.
- Submit scores on the Graduate Record Exam (GRE, General Test).
- Write a well-organized, well-conceptualized essay that clearly communicates their reasons for pursuing a degree in special education. Indicate the nature of their current and past experiences with people with disabilities.
- Provide three letters of recommendation from professional sources. The letters must demonstrate the applicant’s superior abilities, qualities, and potential as a graduate candidate in special education.

### **For the Integrated Masters Degree in Early Childhood Special Education and Bilingual Education**

- Candidates must demonstrate fluency in a language other than English by passing the Bilingual Education Assessment (BEA) administered by New York State Teacher Certification Examinations.

### ***Academic Prerequisites***

Additionally applicants for the **MSED in Adolescent Special Education Generalist Program** must have had an undergraduate course distribution in the following prerequisites:

- ***English Language Arts:*** Successful completion (i.e., a grade of B or better in each course) of 2 English courses (6 credits), one must be English Composition.
- ***Social Sciences:*** Successful completion (i.e., a grade of B or better in each course) of 2 Social Sciences courses (6 credits). At least one of these courses must be a U.S. history course.
- ***Math:*** Successful completion (i.e., a grade of B or better in each course) of 2 mathematics courses (6 credits). Must include college algebra, geometry, or comparable course. Up to 3 credits of statistics course is acceptable.
- ***Science:*** Successful completion (i.e., a grade of B or better in each course) of 2 science courses (6 credits). Must include Biology, Chemistry or other science courses; one course must also

include an associated laboratory component.

**The prerequisites worksheet can be found on page 17 of this handbook.**

## Admission Requirements for MAT Dual Certification Program in Childhood Education and Special Education

Applicants to the MAT dual certification program in Childhood Education and Special Education must:

- Have an undergraduate major in Liberal Arts or Science with a minimum of 30 credits.
- An overall Grade Point Average (GPA) of 3.0 or better.
- Submit scores on the Graduate Record Exam (General Test).
- Write a well-written essay explaining why the applicant chose to pursue dual certification in elementary and special education. Indicate the nature of their current and past experiences with people with disabilities.
- Provide three letters of recommendation from professional sources that demonstrate the applicant's superior abilities, qualities, and promise as an educator.

### *Academic Prerequisites*

Additionally applicants for the MAT Dual Certification Program must have had an undergraduate course distribution in the following prerequisites:

- **English Language Arts:** Successful completion (i.e., a grade of B or better in each course) of 2 English courses, one must be English Composition.
- **The Arts:** Successful completion of 1 Art course (i.e., a grade of B or better in this course).
- **Social Sciences including Humanities:** Successful completion (i.e., a grade of B or better in each course) of 2 Social Sciences courses. At least one of these courses must be a U.S. history.
- **Math, Science and Technology:** Successful completion (i.e., a grade of B or better in each course) of 4 courses selected from the areas typically classified as mathematics, natural sciences and technology. At least one of these courses must be a science course with a laboratory component.
- **Foreign Language:** Successful completion of two semesters of foreign language at the college level (grade of C or better) or a passing grade on the NYS High School in Regents in a Foreign Language.

## **Board Certified Behavior Analyst Verified Course Sequence (BCBA VCS) Program**

### **What is applied behavior analysis?**

Applied behavior analysis is the science in which tactics derived from the principles of behavior are applied systematically to improve socially significant behavior and experimentation is used to identify the variables responsible for behavior change (Cooper, Heron & Heward, 2020, p. 20).

Professionals in applied behavior analysis engage in the specific and comprehensive use of principles of learning, including operant and respondent conditioning, in order to address behavioral needs of widely varying individuals in diverse settings. Examples of these applications include: building the skills and achievements of children in school settings; enhancing the development, abilities, and choices of children and adults with different kinds of disabilities; and augmenting the performance and satisfaction of employees in organizations and businesses (<http://www.bacb.com/index.php?page=2>).

### **What is a BCBA?**

A Board Certified Behavior Analyst (BCBA) is an independent practitioner who also may work as employees or independent contractors for an organization. The BCBA conducts descriptive and systematic behavioral assessments, including functional analyses, and provides behavior analytic interpretations of the results. The BCBA designs and supervises behavior analytic interventions. The BCBA is able to effectively develop and implement appropriate assessment and intervention methods for use in unfamiliar situations and for a range of cases. The BCBA seeks the consultation of more experienced practitioners when necessary. The BCBA teaches others to carry out ethical and effective behavior analytic interventions based on published research and designs and delivers instruction in behavior analysis. BCBAs supervise the work of Board Certified Assistant Behavior Analysts and others who implement behavior analytic interventions (<http://www.bacb.com/index.php?page=4>).

### **BCBA Verified Course Sequence (VCS) in the Graduate Programs in Special Education**

The Behavior Analyst Certification Board, Inc. has approved a sequence of courses in the Special Education MSED program (i.e. Early Childhood, Childhood, and Adolescent) and the MAT dual certification in Childhood Education and Special Education program as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA) Examination. The BCBA examination provides an opportunity for individuals to become board certified as a behavior analyst at the master's degree level. BCBA certification can substantially improve an individual's marketability as a special educator and professional behavior analyst. For more information regarding the advantages of

becoming a BCBA please visit the BACB website: <http://www.bacb.com/>.

**Eligibility Requirements:**

- (a) Acceptance into the **three-year** MSED or MAT sequence. Please note the BCBA VCS cannot be completed as part of the two-year course sequence for any program (see tables below);
- (b) Submit a [BCBA Application Form](#) in the first semester of matriculation into the MSED or MAT program;
- (c) Successfully interview with the BCBA VCS program coordinator;
- (d) Demonstrate a strong interest in becoming a BCBA and the field of Applied Behavior Analysis.

**Program Completion Requirements:**

- (a) Completion of the MSED or MAT sequence with a GPA of 3.0 or better;
- (b) Pass all BCBA VCS courses with a grade of C or better;
- (c) Successfully complete the capstone project using a single-subject research design;
- (d) Maintain a professional disposition during interactions throughout the program.

**Requirements to Qualify for the BCBA Exam:**

- (a) A conferred Master's degree;
- (b) Completion of the BCBA VCS with grades of C or better for each course;
- (c) 2000 hours of supervised fieldwork or 1500 hours of concentrated supervised fieldwork;
- (d) Approved application to the [BCBA Exam Portal](#).

***Important Note:***

The Special Education BCBA VCS is **NOT** an approved program to obtain New York State Licensure for Behavior Analysis (LBA). This program is for BCBA certification only.

<p><b>Matriculation Requirements for the Post-Masters, Advanced Certification Programs in Special Education - Fully Online</b></p>
--

Applicants to the Post Master's, Advanced Certification Programs in Special Education must:

- Have completed a master's degree in education.
- Have an overall Grade Point Average (GPA) of 3.0 or better in their master's program.
- Have New York State Teacher Certification at the Initial (Provisional) and/or Professional (Permanent) level in general education (either in early childhood education, childhood education, or in a secondary content area).
- **Completed a 3 credit course in Foundations of Special Education** that is acceptable to NYSED (all applicants will be required to provide a syllabus for this requirement).
- Write a well-organized, well-conceptualized essay that clearly communicates their reasons for pursuing a degree in special education. Indicate the nature of their current and past experiences with people with disabilities.
- Provide three letters of recommendation from professional sources. The letters must demonstrate the applicant's superior abilities, qualities, and potential as a graduate candidate in special education.
- **Candidates with master's degrees and existing certification in early childhood education** are eligible for either the early childhood special education advanced certificate program or the childhood special education advanced certificate program.
- **Candidates with master's degrees and existing certification in childhood education** are eligible for either the childhood special education advanced certificate program or the early childhood special education advanced certificate program.
- **Candidates with master's degrees and existing certification in a secondary content area** (e.g., history, mathematics, chemistry, English) are eligible for the adolescent special education advanced certificate program.

### **Academic Prerequisites**

Additionally applicants for the **Post Master's Advanced Certification in Adolescent Special Education Generalist Program** must have had an undergraduate course distribution in the following prerequisites:

- **English Language Arts:** Successful completion (i.e., a grade of B or better in each course) of 2 English courses (6 credits), one must be English Composition.
- **Social Sciences:** Successful completion (i.e., a grade of B or better in each course) of 2 Social Sciences courses (6 credits). At least one of these courses must be a U.S. history course.
- **Math:** Successful completion (i.e., a grade of B or better in each course) of 2 mathematics courses (6 credits). Must include college algebra, geometry, or comparable courses. Up to 3 credits of statistics course is acceptable.
- **Science:** Successful completion (i.e., a grade of B or better in each course) of 2 science courses

(6 credits). One of the courses must have a lab component.

**The prerequisites worksheet can be found on page 18 of this handbook.**

**QUEENS COLLEGE**  
**Department of Educational and Community Programs**

**Graduate Programs in Special Education**  
**Adolescent Special Education Generalist (MSED & Post Master's) Programs**  
**Prerequisites Worksheet**

Candidate Name: \_\_\_\_\_

Initial Certification Subject Area: \_\_\_\_\_

<b>Subject Area</b>	<b>Institution</b>	<b>Semester &amp; Year Taken</b>	<b>Course Number &amp; Title</b>	<b>Credit Hours</b>	<b>Grade</b> Must be B or better
<b>English</b> <b>6 credits</b>			Must include at least one college writing course.		
<b>Math</b> <b>6 credits</b>			Must include college algebra, geometry, or comparable course; up to 3 credits of stats could be accepted.		
<b>Social Sciences</b> <b>6 credits</b>			Must include at least 3 credits of US history.		
<b>Science</b> <b>6 credits</b>			Must include Biology, Chemistry or other science courses; one course must also include an associated laboratory component.		

**NOTES:**

1. AP credits may be accepted provided they were accepted for credit by an accredited undergraduate program.
2. Grades of Pass/Fail must be substantiated as being equivalent to a B or better by respective IHEs.

**ADOLESCENT PROGRAM APPLICANTS MUST FILL THIS OUT & SUBMIT IT WITH THEIR APPLICATION! YOUR APPLICATION IS CONSIDERED INCOMPLETE WITHOUT COMPLETING THIS FORM.**

***Requirements for Retention***

All candidates once admitted are expected to demonstrate professional behaviors and dispositions that are consistent with (a) the Core Values of the Education Unit at Queens College of “promoting Equity, Excellence, and Ethics in urban schools and communities;” and (b) the code of ethics for special education professionals, as adopted by the Delegate Assembly of The Council for Exceptional Children, April 1983

(<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm>).

**Additionally Candidates must:**

- Receive a grade of B or better in ECPSE 720 and ECPSE 722 to register for ECPSE 725, *Internship in Severe Disabilities*. Candidates should meet with faculty advisors if they receive a grade lower than B in these two courses. \*Please note the ECPSE 720 is NOT required for the Early Childhood Special Education Programs.
- Candidates in the Adolescent MSED and Post Master’s programs must fulfill all of their outstanding undergraduate prerequisites **before** registering for ECPSE 725, *Internship in Severe Disabilities*.
- Maintain a 3.0 GPA overall to register for the internship course or research courses.
- Maintain a 3.0 GPA and demonstrate professional dispositions and behavior to remain matriculated and to graduate.
- Meet with an advisor if they get a course grade lower than B- or if they demonstrate questionable professional dispositions or behavior. A candidate and his/her advisor will then make a plan to determine (a) how to rectify any academic or behavioral deficiencies, and (b) the conditions for continuing in the program.
- Receive a grade of B or better in ECPSE 725 *Internship in Severe Disabilities*.
- Purchase and maintain an electronic portfolio, Chalk & Wire account for the entire duration of the designated program (e.g. 3 years for MSED programs; 1 year for Post Master’s programs).
- Should an individualized plan be needed to address academic or behavioral deficiencies within an internship situation during *ECPSE 725 Internship in Severe Disabilities*, a candidate may be required to participate in guided internship experiences. The candidate would then be required to register for *Supervised Internship in Special Education* (ECPSE 754) to fulfill the requirements of the individualized plan.
- As per Queens College graduate student governance policy, “a matriculated graduate student who is dismissed must remain out of the College for at least one semester. To return, the student must file a formal application for reentry and pay a non-refundable re-entry fee by the appropriate deadline. The student must also petition the Office of Graduate Studies for permission to reenter. Requests for re-entry will be reviewed on an individual basis. Permission to reenter following suspension may be granted *one time only*”. (*Graduate Bulletin 2002—2004*, p. 31)

## ***Requirements for Program Completion***

**To graduate, all GPSE candidates are required to meet the following requirements:**

- Maintain a 3.0 GPA and complete all coursework.
- Perform successfully on all program-level and divisional-level assessments.

**Candidates receiving MSED and MAT degrees must also:**

- Successfully complete a research project developed with, supervised, and supported by a faculty member.

## ***Teacher Certification Requirements***

Candidates who meet these requirements for graduation, and who have completed all required New York State seminars and have taken all required Content Specialty Tests (CST) will be recommended to the New York State Education Department by the Queens College Office of Teacher Certification for extensions to their licenses in Teaching Students with Disabilities at the appropriate age/grade level. For more complete information about New York State certification requirements see the School of Education Office of Teacher Certification:

<https://www.qc.cuny.edu/Academics/Degrees/Education/Certification/Pages/TCERTHome.aspx>

## ***Candidate Appeal Process***

**Candidates have the right to appeal all decisions regarding academic performance, personal and/or professional behavior.**

- A candidate should first attempt to successfully resolve any conflict or dispute with the course professor.
- The candidate should then put his or her grievance in writing and submit it to his/her advisor.
- Should these steps not result in a satisfactory resolution, candidates should make a formal written appeal to the ECP Scholastic Standards Committee through the Chair of the Department.
- Should the appeal need to continue beyond the Department, the candidate should submit a written appeal to the Graduate Scholastic Standards Committee.

## ADMINISTRATIVE GUIDES

### *Advisement & Registration*

- All candidates in GPSE are assigned to a faculty advisor. During the regular semester, each full time faculty has weekly office hours. Candidates should set up an appointment with their advisors and discuss any program related issues.
- Course registration is completed online via CUNY first. The special education office will register for new students in their first semester.
- It is very important that students register for their classes during the prior semester starting from the second semester and pay the bursar bill on time. Failure to pay the bursar will result in being dropped from courses. While re-enrollment is possible before the semester begins, being temporarily dropped from a course sometimes creates a situation where the course is under-enrolled and at risk for being cancelled. Please notify the program coordinator if you will be paying or registering late for a course or if you are dropped from a course but intend to take it. This will enable the actual enrollment to be accurately determined.

### *Incomplete Coursework*

The college allows one year to complete the requirements for a course when a grade of “Incomplete” has been given (i.e. an incomplete from the Fall semester must be removed by the end of the following Fall semester). Candidates are responsible for ensuring that their transcripts have been adjusted once completed work has been submitted to instructor(s). This is especially important for graduating students since incompletes will delay issuance of diplomas and could lead to additional tuition fees.

### *Graduation*

Candidates are responsible for ensuring that all requirements have been met for graduation. Incompletes must be resolved and ample time must be allowed for processing the change of grade forms. ***It is the candidate’s responsibility to follow up to ensure that all paperwork is processed in time for graduation.***

## Scope & Sequence of Courses by Program Age-Level

The GPSE offer four specializations or programs leading to Masters of Science in Education (MSED) Degrees in Teaching Students with Disabilities:

- Early Childhood Special Education (birth to grade 2)
- Early Childhood Special Education & Bilingual Education (birth to grade 2)
- Childhood Special Education (grades 1-6)
- Adolescent Special Education—Generalist (grades 7- 12)

These programs prepare candidates to teach a wide range of disabilities within each age/school level—from mild to severe disabilities. Each of these programs prepares candidates—both general education and special education teachers—to work with students within their specific age range across the spectrum of disabilities and educational support needs.

Candidates in the MSED programs are strongly encouraged to complete their program in three years. The course sequence reflects a 3-year program. However, if a candidate is a strong student (as demonstrated by their undergraduate GPA of 3.5 or better in their education major courses) can complete the two year program sequence. Following the initial program orientation, the candidate **must** meet with their advisor to discuss the two year program sequence.

Furthermore the GPSE in collaboration with the Department of Elementary and Early Childhood Education (EECE) offers a 51-credit dual-certification program in elementary education and special education (grades 1 to 6) leading to Masters of Arts in Teaching (MAT) Degrees in Teaching Students with and without disabilities at the childhood level.

The BCBA VCS program is also available to candidates in the MSED program at the above-mentioned three age levels as well as those in the MAT program. BCBA VCS program candidates are expected to fulfill additional requirements.

The GPSE also offers three 12-credit post master's advanced certification programs leading to New York State Teacher Certification in Teaching Students with Disabilities for individuals who already have a master's degree and New York State Teacher Certification:

- Post-Masters, Advanced Certification Program in Teaching Students with Disabilities at the Early Childhood Level (birth through grade 2)
- Post-Masters, Advanced Certification Program in Teaching Students with Disabilities at the Childhood Level (grades 1—6)
- Post-Masters, Advanced Certification Program in Teaching Students with Disabilities at the Adolescent Level (grades 7 through 12)

## **MSED Early Childhood Special Education (3-year Sequence)**

<i>Year</i>	<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Year 1	Fall	ECPSE 700	Foundations of Special Education	3
		ECPSE 701	Introduction to Assessment in Early Childhood Special Education	3
	Spring	ECPSE 712	Language and Literacy: Principles and Practices in Early Childhood Special Education	3
		ECPSE 708	Collaboration with Families and School-based Teams	3
Year 2	Fall	ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3
		ECPSE 730	Curriculum and Instruction for Early Childhood Special Education	3
	Spring	ECPSE 805	Culturally Responsive Early Intervention	3
		ECPSE 731	Advanced Seminar in Early Childhood Special Education	3
	Summer	ECPSE 725	Internship in Severe Disabilities	6
Year 3	Fall	ECPSE 746	Research in Special Education	3
	Spring	ECPSE 748	Advanced Research in Special Education	3
			<b>Total Credits</b>	<b>36</b>

## MSED Early Childhood Special Education BCBA VCS (3-year Sequence)

<i>Year</i>	<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>	
Year 1	Fall	ECPSE 700	Foundations of Special Education	3	
		ECPSE 701	Introduction to Assessment in Early Childhood Special Education	3	
	Spring	ECPSE 712	Language and Literacy: Principles and Practices in Early Childhood Special Education	3	
		ECPSE 708	Collaboration with Families and School-based Teams	3	
	Summer	<b>ECSPE 723</b>	Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement <b>(BCBA VCS)</b>	3	
Year 2	Fall	ECPSE 710	Curriculum and Instruction for Childhood Special Education	3	
		<b>ECPSE 728*</b>	Applied Behavior Analysis II: Advanced Concepts and Treatment Strategies <b>(BCBA VCS)</b>	3	
	Spring	ECPSE 711	Advanced Seminar in Childhood Special Education	3	
		ECPSE 805	Culturally Responsive Early Childhood	3	
		<b>ECPSE 732*</b>	Applied Behavior Analysis III: Behavioral Assessment <b>(BCBA VCS)</b>	3	
	Summer	Session 1	<b>ECPSE 729*</b>	Ethics and Professionalism in Applied Behavior Analysis <b>(BCBA VCS)</b>	3
			Session 2	ECPSE 725	Internship in Severe Disabilities
	Year 3	Fall	<b>ECPSE 746</b>	Research in Special Education <b>(BCBA VCS)</b>	3
<b>ECPSE 733*</b>			Advanced Seminar in Applied Behavior Analysis <b>(BCBA VCS)</b>	3	
Spring		<b>ECPSE 748</b>	Advanced Research in Special Education <b>(BCBA VCS)</b>	3	
Total Credits				48	

## MSED Early Childhood Special Education (2-year Sequence)

<i>Year</i>	<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Year 1	Fall	ECPSE 700	Foundations of Special Education	3
		ECPSE 701	Introduction to Assessment in Early Childhood Special Education	3
		ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3
	Spring	ECPSE 712	Language and Literacy: Principles and Practices in Early Childhood Special Education	3
		ECPSE 708	Collaboration with Families and School-based Teams	3
		ECPSE 805	Culturally Responsive Early Intervention	3
	Summer	ECPSE 725	Internship in Severe Disabilities	6
Year 2	Fall	ECPSE 730	Curriculum and Instruction for Early Childhood Special Education	3
		ECPSE 746	Research in Special Education	3
	Spring	ECPSE 731	Advanced Seminar in Early Childhood Special Education	3
		ECPSE 748	Advanced Research in Special Education	3
			Total Credits	36

**Candidates must meet eligibility requirements and with a faculty advisor to discuss follow the 2-year course sequence**

## **Integrated MSED in Bilingual Early Childhood Special Education**

Semester	Course #	Course Title	Credits
Fall 1	ECPSE 800	Foundations of Special & Bilingual Education	4
	ECPSE 803	Oral Language Development in Bilingual Children with Special Needs	4
	ECPSE 804	Applied Behavior Analysis in Multicultural Contexts	3
Spring 1	ECPSE 801	Assessment for CLD Children with Special Needs	4
	ECPSE 808	Collaboration with Multicultural Families and Professionals	4
	ECPSE 802	Language & Literacy Development in Special/Bilingual Education	4
Summer	ECPSE 805	Culturally Responsive Early Intervention (Birth – Age 3)	3
Fall 2	ECPSE 807	Curriculum & Instruction for ECSE & Bilingual Education I (Ages 3-5)	4
	ECPSE 746	Research in Special Education	3
Spring 2	ECPSE 809	Curriculum & Instruction for ECSE & Bilingual Education II (Ages 5-8)	4
	ECPSE 748	Advanced Research in Special Education	3
	ECPSE 806	Practicum in Bilingual Early Childhood Special Education	3

---

Total: 43 credits

## MSED Childhood Special Education (3-year Sequence)

<i>Year</i>	<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Year 1	Fall	ECPSE 700	Foundations of Special Education	3
		ECPSE 702	Introduction to Assessment in Childhood Special Education	3
	Spring	ECPSE 708	Collaboration with Families and School-based Teams	3
		ECPSE 713	Language and Literacy: Principles and Practices in Childhood Special Education	3
Year 2	Fall	ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3
		ECPSE 710	Curriculum and Instruction for Childhood Special Education	3
	Spring	ECPSE 711	Advanced Seminar in Childhood Special Education	3
		ECPSE 720	Trends and Issues in the Education of Students with Severe Disabilities	3
	Summer	ECPSE 725	Internship in Severe Disabilities	6
Year 3	Fall	ECPSE 746	Research in Special Education	3
	Spring	ECPSE 748	Advanced Research in Special Education	3
			Total Credits	36

## MSED Childhood Special Education BCBA Verified Course Sequence (VCS) (3-year Sequence)

<i>Year</i>	<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Year 1	Fall	ECPSE 700	Foundations of Special Education	3
		ECPSE 702	Introduction to Assessment in Childhood Special Education	3
	Spring	ECPSE 713	Language and Literacy: Principles and Practices in Childhood Special Education	3
		ECPSE 708	Collaboration with Families and School-based Teams	3
	Summer	<b>ECPSE 723</b>	Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement <b>(BCBA VCS)</b>	3
Year 2	Fall	ECPSE 710	Curriculum and Instruction for Childhood Special Education	3
		<b>ECPSE 728*</b>	Applied Behavior Analysis II: Advanced Concepts and Treatment Strategies <b>(BCBA VCS)</b>	3
	Spring	ECPSE 711	Advanced Seminar in Childhood Special Education	3
		ECPSE 720	Trends and Issues in the Education of Students with Severe Disabilities	3
		<b>ECPSE 732*</b>	Applied Behavior Analysis III: Behavioral Assessment <b>(BCBA VCS)</b>	3
	Summer	<b>ECPSE 729*</b>	Ethics and Professionalism in Applied Behavior Analysis <b>(BCBA VCS)</b>	3
	Session 1			
	Session 2	ECPSE 725	Internship in Severe Disabilities	6
Year 3	Fall	<b>ECPSE 746</b>	Research in Special Education <b>(BCBA VCS)</b>	3
		<b>ECPSE 733*</b>	Advanced Seminar in Applied Behavior Analysis <b>(BCBA VCS)</b>	3
	Spring	<b>ECPSE 748</b>	Advanced Research in Special Education <b>(BCBA VCS)</b>	3
				Total Credits

### MSED Childhood Special Education

**(2-year Sequence)**

<i>Year</i>	<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Year 1	Fall	ECPSE 700	Foundations of Special Education	3
		ECPSE 702	Introduction to Assessment in Childhood Special Education	3
		ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3
	Spring	ECPSE 713	Language and Literacy: Principles and Practices in Childhood Special Education	3
		ECPSE 708	Collaboration with Families and School-based Teams	3
		ECPSE 720	Trends and Issues in the Education of Students with Severe Disabilities	3
	Summer	ECPSE 725	Internship in Severe Disabilities	6
Year 2	Fall	ECPSE 710	Curriculum and Instruction for Childhood Special Education	3
		ECPSE 746	Research in Special Education	3
	Spring	ECPSE 711	Advanced Seminar in Childhood Special Education	3
		ECPSE 748	Advanced Research in Special Education	3
			Total Credits	36

**Candidates must meet eligibility requirements and with a faculty advisor to discuss follow the 2-year course sequence**

**MSED Adolescent Special Education (Teaching Students with Disabilities Adolescent 7-12)  
(3-year Sequence)**

<i>Year</i>	<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Year 1	Fall	ECPSE 700	Foundations of Special Education	3
		ECPSE 703	Introduction to Assessment in Adolescent Special Education	3
	Spring	ECPSE 714	Language and Literacy: Principles and Practices in Adolescent Special Education	3
		ECPSE 708	Collaboration with Families and School-Based Team	3
Year 2	Fall	ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3
		ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3
	Spring	ECPSE 720	Trends and Issues in the Education of Students with Severe Disabilities	3
		ECPSE 741	Advanced Seminar in Adolescent Special Education	3
	Summer	ECPSE 725	Internship in Severe Disabilities	6
Year 3	Fall	ECPSE 746	Research in Special Education	3
	Spring	ECPSE 748	Advanced Research in Special Education	3
			Total Credits	36

## MSED Adolescent Special Education BCBA Verified Course Sequence (VCS) (3-year Sequence)

<i>Year</i>	<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Year 1	Fall	ECPSE 700	Foundations of Special Education	3
		ECPSE 703	Introduction to Assessment in Adolescent Special Education	3
	Spring	ECPSE 714	Language and Literacy: Principles and Practices in Adolescent Special Education	3
		ECPSE 708	Collaboration with Families and School-Based Team	3
	Summer	<b>ECPSE 723</b>	Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement <b>(BCBA VCS)</b>	3
Year 2	Fall	ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3
		<b>ECPSE 728*</b>	Applied Behavior Analysis II: Advanced Concepts and Treatment Strategies <b>(BCBA VCS)</b>	3
	Spring	ECPSE 720	Trends and Issues in the Education of Students with Severe Disabilities	3
		<b>ECPSE 732*</b>	Applied Behavior Analysis III: Behavioral Assessment <b>(BCBA VCS)</b>	3
		ECPSE 741	Advanced Seminar in Adolescent Special Education	3
	Summer	<b>ECPSE 729*</b>	Ethics and Professionalism in Applied Behavior Analysis <b>(BCBA VCS)</b>	3
	Session 1			
	Session 2	ECPSE 725	Internship in Severe Disabilities	6
Year 3	Fall	<b>ECPSE 746</b>	Research in Special Education <b>(BCBA VCS)</b>	3
		<b>ECPSE 733*</b>	Advanced Seminar in Applied Behavior Analysis <b>(BCBA VCS)</b>	3
	Spring	<b>ECPSE 748</b>	Advanced Research in Special Education <b>(BCBA VCS)</b>	3
Total Credits				48

## MSED Adolescent Special Education (2-year Sequence)

<i>Year</i>	<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Year 1	Fall	ECPSE 700	Foundations of Special Education	3
		ECPSE 703	Introduction to Assessment in Adolescent Special Education	3
		ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3
	Spring	ECPSE 714	Language and Literacy: Principles and Practices in Adolescent Special Education	3
		ECPSE 708	Collaboration with Families and School-Based Team	3
		ECPSE 720	Trends and Issues in the Education of Students with Severe Disabilities	3
Summer	ECPSE 725	Internship in Severe Disabilities	6	
Year 2	Fall	ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3
		ECPSE 746	Research in Special Education	3
	Spring	ECPSE 741	Advanced Seminar in Adolescent Special Education	3
		ECPSE 748	Advanced Research in Special Education	3
Total Credits				36

**Candidates must meet eligibility requirements and with a faculty advisor to discuss follow the 2-year course sequence**

## MAT Dual Certification Program in Elementary and Special Education (Grades 1-6)

<i>Year</i>	<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>	
Year 1	Fall	EECE 702	Social Foundations of Education	3	
		EECE 711	Ecological Perspectives on Development— The Childhood Years	3	
		EECE 520	Language Development and Emergent Literacy	3	
		ECPSE 700	Foundations of Special Education	3	
	Spring	EECE 545	Social Studies in the Elementary School	3	
		ECPSE 710	Curriculum and Instruction in Childhood Special Education	3	
		EECE 525	Language and Literacy Learning in the Elementary Years	3	
		ECPSE 702	Introduction to Assessment in Childhood Special Education	3	
	Summer	EECE 762	Schooling in a Diverse Society	3	
	Year 2	Fall	EECE 550	Mathematic in the Elementary School	3
EECE 555			Science in the Elementary School	3	
ECPSE 722			Applied Behavior Analysis and Positive Behavior Supports	3	
ECPSE 742			Foundations of Assistive and Instructional Technology	3	
Spring		EECE 566	Student Teaching in Childhood Education	3	
		ECPSE 709	Collaboration and Co-teaching in Inclusive Education	3	
Summer		ECPSE 726	Practicum in Supporting Students with Significant Disabilities	3	
		ECPSE 720	Trends and Issues in the Education of Students with Severe Disabilities	3	
			Total Credits	51	

## MAT Dual Certification Program in Elementary and Special Education (Grades 1-6) BCBA VCS

<i>Year</i>	<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Year 1	Fall	EECE 702	Social Foundations of Education	3
		EECE 711	Ecological Perspectives on Development— The Childhood Years	3
		EECE 520	Language Development and Emergent Literacy	3
		ECPSE 700	Foundations of Special Education	3
	Spring	EECE 545	Social Studies in the Elementary School	3
		EECE 525	Language and Literacy Learning in the Elementary Years	3
		ECPSE 710	Curriculum & Instruction in Childhood Special Education	3
		ECPSE 702	Introduction to Assessment in Childhood Special Education	3
	Summer	EECE 762	Schooling in a Diverse Society	3
			<b>ECPSE 723</b>	Applied Behavior Analysis I: Basic Concepts and Principles <b>(BCBS VCS)</b>
Year 2	Fall	EECE 550	Mathematics in the Elementary School	3
		EECE 555	Science in the Elementary School	3
		<b>ECPSE 728*</b>	Applied Behavior Analysis II: Advanced Principles <b>(BCBS VCS)</b>	3
	Spring	EECE 566	Student Teaching	3
		ECPSE 709	Collaboration and Co-Teaching in Inclusive Education	3
		<b>ECPSE 732*</b>	Applied Behavior Analysis III: Behavioral Assessment <b>(BCBS VCS)</b>	3
	Summer	<b>ECPSE 729*</b>	Ethics and Professionalism in Applied Behavior Analysis <b>(BCBS VCS)</b>	3
		ECPSE 726	Practicum in Supporting Students with Significant Disabilities	3
	Year	Fall	<b>ECPSE</b>	Research in Special Education <b>(BCBS VCS)</b>

3	<b>746*</b>		
	<b>ECPSE 733*</b>	Advanced Seminar in Applied Behavior Analysis <b>(BCBS VCS)</b>	3
Spring	<b>ECPSE 748*</b>	Advanced Research in Special Education <b>(BCBS VCS)</b>	3
		Total Credits	63

## Post-Masters, Advanced Certification Programs- **Fall Admissions**

### *Early Childhood Special Education*

<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Fall	ECPSE 701	Introduction to Assessment in Early Childhood Special Education	3
	ECPSE 722	Applied Behavior Analysis and Positive Behavioral Supports	3
Spring	ECPSE 730	Curriculum and Instruction for Early Childhood Special Education	3
	ECPSE 726	Practicum in Supporting Student with Disabilities	3
Total Credits			12

### *Childhood Special Education*

<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Fall	ECPSE 702	Introduction to Assessment in Childhood Special Education	3
	ECPSE 722	Applied Behavior Analysis and Positive Behavioral Supports	3
Spring	ECPSE 710	Curriculum and Instruction for Childhood Special Education	3
	ECPSE 726	Practicum in Supporting Student with Disabilities	3
Total Credits			12

### *Adolescent Special Education*

<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Fall	ECPSE 703	Introduction to Assessment in Adolescent Special Education	3
	ECPSE 722	Applied Behavior Analysis and Positive Behavioral Supports	3
Spring	ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3
	ECPSE 726	Practicum in Supporting Student with Disabilities	3
Total Credits			12

## Post-Masters, Advanced Certification Programs - **Spring Admissions**

***Early Childhood Special Education***

<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Spring	ECPSE 730	Curriculum and Instruction in Early Childhood Special Education	3
	ECPSE 722	Applied Behavior Analysis and Positive Behavioral Supports	3
Summer	ECPSE 726	Practicum in Support Students with Disabilities	3
Fall	ECPSE 701	Introduction to Assessment in Early Childhood Special Education	3
Total Credits			12

***Childhood Special Education***

<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Spring	ECPSE 710	Curriculum and Instruction in Childhood Special Education	3
	ECPSE 722	Applied Behavior Analysis and Positive Behavioral Supports	3
Summer	ECPSE 726	Practicum in Supporting Student with Disabilities	3
Fall	ECPSE 702	Introduction to Assessment in Childhood Special Education	3
Total Credits			12

***Adolescent Special Education***

<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
Spring	ECPSE 740	Curriculum and Instruction in Adolescent Special Education	3
	ECPSE 722	Applied Behavior Analysis and Positive Behavioral Supports	3
Summer	ECPSE 726	Practicum in Supporting Student with Disabilities	3
Fall	ECPSE 703	Introduction to Assessment in Adolescent Special Education	3
Total Credits			12

**Special Education Course Content & Descriptions**

**ECPSE 700: Foundations of Special Education.** Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education programs is required.

**ECPSE 701: Introduction to Assessment in Early Childhood Special Education.** The purpose of this course is to prepare early childhood special education teachers to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students, including those students who are classified for special education services and supports with mild, moderate and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills, and dispositions associated with the application of assessment information to individual student and program evaluation, as well as to classroom and curriculum planning.

**ECPSE 702: Introduction to Assessment in Childhood Special Education.** The purpose of this course is to prepare childhood special education teachers to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students including those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills and dispositions associated with the application of assessment information in individual student and program evaluation, as well as, to classroom and curriculum planning.

**ECPSE 703: Introduction to Assessment in Adolescent Special Education.** The purpose of this course is to prepare secondary special education teachers to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students including those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills and dispositions associated with the application of assessment information in individual student and program evaluation, as well as, to classroom and curriculum planning.

**ECPSE 708: Collaboration with Families and School-Based Teams.** This course offers intensive practical exposure to theory, research, and exemplary practice in collaborative process and team development with particular emphasis on working with families and multiple school and community partners. Candidates examine specific practices to enhance cross-disciplinary, cross-cultural, and cross-constituent partnerships within inclusive school, community, and other settings. Candidates will apply knowledge to students with mild, moderate and severe disabilities. Through active and guided participation, candidates acquire enhanced communication, problem-solving, facilitation and leadership skills necessary to develop integrated special education and

related services. Co-teaching with another teacher or related service professional is a required field-based assignment.

**ECPSE 709: Collaboration and Co-Teaching in Inclusive Education.** This course will be taught in collaboration with EECE 566: Student Teaching in Elementary Education. Candidates will complete one of two culminating assignments using collaboration skills to demonstrate their expertise in general and special education assessment, content knowledge and skills, pedagogical knowledge and skills and evidence-based instructional strategies to co-plan, co-teach and co-reflect on a unit of study designed to meet the needs of all learners. Candidates will learn the theory, research and exemplary practices in collaboration and co-teaching (through coursework and instructor modeling). Through guided practices with faculty in general and special education, candidates and co-teachers/mentors from the student teaching site will utilize collaboration best practices to co-plan and co-teach data-based instructional plans using a best fit co-teaching model to provide access to the general education curriculum based on the social, emotional, behavioral and academic needs of all learners.

**ECPSE 710: Curriculum and Instruction for Childhood Special Education.** Theory and research about children with mild, moderate and severe disabilities at the childhood level (grades 1-6) and exemplary practices in informal assessment, curriculum design, adaptations, effective instruction, and supportive learning environments, with additional focus on the use of instructional and assistive technology. Field experience of at least 15 hours involves program candidates in assessment, curriculum adaptations, and teaching a small group of children who exhibit learning problems. Reflection on practice involves an analysis of learning and behavior change.

**ECPSE 711: Advanced Seminar in Childhood Special Education.** This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in childhood special education for students with mild, moderate and severe disabilities. This advanced seminar will focus critically on the core values of the Queens College Education Unit related to promoting Equity, Excellence, and Ethics in urban schools and communities.

**ECPSE 712: Language and Literacy: Principles and Practices in Early Childhood Special Education.** This course examines developmental and pedagogical principles of language and literacy development and explores best practices in curriculum and instruction for promoting language and literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure at the early childhood level. Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

**ECPSE 713: Language and Literacy: Principles and Practices in Childhood Special Education.** This course examines developmental and pedagogical principles of language and literacy development and explores best practices in curriculum and instruction for promoting language and literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure at the childhood level. Candidates will also examine reading

and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

**ECPSE 714: Language and Literacy: Principles and Practices in Adolescent Special Education.** This course examines developmental and pedagogical principles of language and literacy development and explores best practices in curriculum and instruction for promoting language and literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure at the secondary level. Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

**ECPSE 720: Trends and Issues in the Education of Students with Severe Disabilities.** This course is designed to acquaint program candidates with the characteristics, assessment strategies, methods of teaching, team approaches, and current research and life span issues related to the education of learners with severe and multiple disabilities, and learners on the autism spectrum. Emphasis is placed on research-based methodology, language development, and teaching skills that increase self-determination and quality of life for students and their families.

**ECPSE 722: Applied Behavior Analysis and Positive Behavioral Supports.** Program candidates will learn and examine environmental influences on student behavior. Additionally, candidates will learn about assessment of behavior problems, various educative and positive behavioral strategies, and the use of single subject designs to evaluate behavior change in applied settings for students with mild, moderate and severe disabilities. Field experiences of about 5 hours involve candidates in measurement and analysis of student behavior.

**ECPSE 723: Applied Behavior Analysis I: Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement.** This course is specifically designed for candidates who have been accepted into the BCBA Track program in the Graduate Programs in Special Education (GPSE). Candidates in this course learn the foundational concepts and principles of Applied Behavior Analysis. This course provides the conceptual underpinnings of the behavior analytic principles rooted in the seven dimensions of ABA: Applied, Behavioral, Analytic, Conceptually Systematic, Effective, Technological, and Generality. Major thematic focuses of this course include the relationship between human behavior and the environment, the difference between respondent and operant behavior, functional analysis technology, principles of reinforcement, and extinction.

In addition to the conceptual underpinning, candidates learn skills to be effective practitioners in the field of ABA. These skills include selecting, defining, and measuring human behaviors, as well as, programming for behavior change using different reinforcement strategies, and utilizing behavioral assessment techniques to determine programmatic gains. Course content is delivered via weekly, interactive lectures and learning is assessed through comprehensive assignments and exams. All course content is aligned with the Behavior Analytic Certification Board's (BACB) fourth edition task list.

**ECPSE 725: Internship in Severe Disabilities.** Supervised teaching of students with severe

disabilities within a candidate's certification area with a focus on students on the autism spectrum. Candidates will be placed in a classroom with students with intensive support needs, where they will be provided the opportunity and guidance to participate in application of theories and practices discussed in prerequisite courses. Clinical component consists of full-time participation and teaching for the entire semester. Seminars supplement the clinical experience. Entry into this internship requires a B or better in both ECPSE 720 and ECPSE 722. Candidates in the Adolescent MSED and Post Master's programs must fulfill all of their outstanding undergraduate prerequisites before registering for **ECPSE 25**.

**ECPSE 726. Practicum in Supporting Students with Significant Disabilities.** This field-based course is designed to provide candidates in the Masters of Arts Teaching (MAT) Dual Certification Program (non-BCBA candidates) with individualized supervision and group seminars focused on educating students with severe disabilities, including students on the autism spectrum. This course offers an integrated approach to teaching which combines both knowledge and practice into a meaningful and comprehensive context. Each candidate is placed in a setting with an experienced teacher of special education and will participate in all classroom activities as assigned by the supervising teacher, the school, and college professors. Faculty will observe the candidate teaching lessons, a minimum of three times over the course of the semester.

**ECPSE 728: Applied Behavior Analysis II: Advanced Concepts and Treatment Strategies.** This course in applied behavior analysis is offered to graduate students in special education who are also pursuing a Board Certified Behavior Analyst (BCBA) certification. Candidates who take this course must be admitted into the BCBA track and successfully complete ECPSE 723. Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement.

This course focuses on enhancing candidates' knowledge, skills, and dispositions related to applied behavior analysis grounded in the Fourth Edition Task List established by the Behavior Analyst Certification Board. This task list includes; Section I: Basic Behavior-Analytic Skills; Section II: Client-Centered Responsibilities; Section III: Foundational Knowledge Accompanying the BACB Fourth Edition Task List.

**ECPSE 729: Ethics and Professionalism in Applied Behavior Analysis.** This course is offered to graduate students in special education who are also interested in pursuing their Board Certified Behavior Analyst (BCBA) certification. Candidates who take this course must have already successfully completed ECPSE 722 Applied Behavior Analysis and Positive Behavior Supports and ECPSE 728 Advanced Seminar in Applied Behavior Analysis. This course prepares candidates for the ethical and professional practice of applied behavior analysis. Topics included in this course include professional representation of oneself and the field of behavior analysis, dissemination of professional values, evaluating behavior change, collaborating with other professionals, relationships with students, family members and colleagues and the Behavior Analyst Certification Board Guidelines for Responsible Conduct. Additionally, the disciplinary and ethical standards and disciplinary procedures laid out by the BACB will be covered.

**ECPSE 730: Curriculum and Instruction for Early Childhood Special Education.** This course is designed to introduce program candidates to critical issues in curriculum and instruction for working with children with mild, moderate and severe disabilities (birth through age eight) and

their families in inclusive environments. Candidates will be provided with an understanding of developmentally appropriate programs and practices for young children with disabilities. Emphasis will be on the historical, educational, philosophical, and legal foundations that have guided practice and policy in early childhood special education and early intervention. Fifteen hours of field experience will include observation and analysis of young children, and school environments.

**ECPSE 731: Advanced Seminar in Early Childhood Special Education.** This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in early childhood special education for students with mild, moderate and severe disabilities. This advanced seminar will focus critically on the core values of the Queens College Education Unit related to promoting Equity, Excellence, and Ethics in urban schools and communities.

**ECPSE 732: Applied Behavior Analysis III: Behavioral Assessment.** This seminar course is designed to provide candidates in the Graduate Programs in Special Education (GPSE) Board Certified Behavior Analyst (BCBA) Verified Course Sequence (VCS) the content knowledge and coursework hours to meet the BCBA 5th edition task list requirement to sit for the BCBA exam. This course focuses on providing candidates with the content knowledge and practical application of behavioral assessment procedures. This course teaches candidates how to conduct the following behavioral assessments: functional behavior assessment, functional analysis, preference assessments, Assessment of Basic Language and Learning Skills (ABLLS), Assessment of Functional Living Skills (AFLS), VB-MAPP, and other behavioral assessments.

**ECPSE 733: Advanced Seminar in Applied Behavior Analysis.** This seminar course is designed to provide candidates in the Special Education Board Certified Behavior Analyst (BCBA) Verified Course Sequence (VCS) the content knowledge and coursework hours to meet the BCBA task list requirement to sit for the BCBA exam. Specifically, this course will overview issues related to staff management and supervision in the field of applied behavior analysis. Candidates will learn how to assess staff performance issues and implement/develop training protocol to ensure treatment integrity. Additionally, this course will teach candidates to become effective BCBA field supervisors and mentors. Specifically, candidates will learn how to critically analyze factors that contribute to inadequate staff performance and develop strategies for improvement. Further, candidates will learn how to assess their own effectiveness as BCBA field supervisors using self-management strategies. The culminating experience involves the development of training protocols to improve procedural and treatment integrity for students with disabilities.

**ECPSE 740: Curriculum and Instruction for Adolescent Special Education.** Theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology for students with mild, moderate, and severe disabilities. Field experiences of at least 15 hours involve program candidates in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

**ECPSE 741: Advanced Seminar in Adolescent Special Education.** This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in adolescent special education for students with mild, moderate, and severe disabilities. This advanced seminar will focus critically on the core values of the Queens College Education Unit related to promoting Equity, Excellence, and Ethics in urban schools and communities.

**ECPSE 742: Foundations of Assistive and Instructional Technology.** Theory, research, and practice in identifying, implementing, and evaluating assistive and instructional technology for students with disabilities. Candidates will develop knowledge, skills, and dispositions to: (a) integrate technology in planning and managing the teaching and learning environment, (b) use technology to conduct assessments, and (c) make appropriate technology-related adaptations for students with disabilities. The course is designed to provide a broad knowledge base, rather than disability-specific information with the goal of assisting candidates develop technology competencies that they can apply with students with disabilities within their age specialization (elementary or adolescent) within special education and general education classrooms.

**ECPSE 746: Research in Special Education.** Study, understanding and evaluation of basic research design and methodology in special education and interpreting research results for classroom instruction. Program candidates will prepare a literature review and design research methodology that will be implemented in a research study in ECPSE 748. Research topics will be referenced to classroom needs as individually determined by each candidate's educational placement and their area of interest.

**ECPSE 748: Advanced Research in Special Education.** The continued study, understanding, and evaluation of research design and methodology in special education. Each program candidate will implement an independent field-based project based on the literature reviewed and methodology developed in ECPSE 746. Research topics are based on needs of candidates' classroom and their research interests. A research paper is required. This paper serves as the thesis and culminating project.

**ECPSE 800: Foundations of Special & Bilingual Education (4 credits).** This course presents the background and origins of bilingual and special education. Topics highlight the historical and sociological treatment of bi/multilingual young children with disabilities, special education and bilingual education policies and mandates, and the importance of successful advocacy and collaboration with parents and professionals in inclusive settings. The course explores the interface between bi/multilingual education and special education with primary emphasis on developing knowledge about the needs of bi/multilingual children with disabilities. Candidates will be supported to explore evidence based early childhood programs, curriculum, and instruction, including the role of formal and informal assessment and the importance of applying multicultural competencies to effectively educate this unique population of children. Lectures, readings, assignments, and course activities emphasize familiarity with and implementation of structures, practices, and policies that promote shared decision making with practitioners and families, and ensure positive learning outcomes for young bi/multilingual children with disabilities. Twenty hours of remote- and simulated applied field work focused on bi/multilingual children with disabilities is required for this course. Candidates must complete these hours in

early childhood settings, such as early intervention, preschool, Pre-K, and kindergarten to 2<sup>nd</sup> grade classrooms and learning contexts.

**ECPSE 801: Assessment for CLD Children with Disabilities (4 credits).** The purpose of this course is to prepare bilingual early childhood special education teachers to understand various assessment issues as they affect bi/multilingual children with disabilities from culturally and linguistically diverse (CLD) backgrounds such as accountability, bias, special education referral/classification/placement testing, language proficiency, and accommodations in formal testing situations. Candidates will become familiarized with the different purposes of assessment (e.g., screening, diagnostic, placement, language proficiency, academic achievement, and monitoring) and the basic concepts of assessment so that they are prepared to assess bi/multilingual children with or at risk for disabilities. Candidates will engage in reflective decision-making and research-validated best practices that will result in the creation of effective instructional programs for all students, including bi/multilingual students with and without disabilities. Assignments will require between 8-10 hours of field-based work.

**ECPSE 802: Language and Literacy Development in Bilingual Children with Special Needs (4 credits).** This course centers on differentiating instruction for bi/multilingual children with exceptionalities as they develop a new/second language and biliteracy. The course is grounded in the premise that the education of young bi/multilingual children with exceptionalities should include explicit language and content area instruction. Candidates will become acquainted with a range of factors that impact language development, bilingualism, biliteracy, and its instruction in languages other than English, particularly Spanish and Chinese. Candidates will explore how early instruction in alphabetic languages such as English and Spanish, early literacy development should include cross-linguistic development and comparisons of phonological and phonemic awareness. In Chinese, pronunciation (especially tones), and scaffolding the writing of characters are important factors that impact literacy development. These factors might be compounded with the importance of vocabulary growth and discourse. Candidates will explore factors that might signal referral for special education services. Throughout the semester, candidates will be exposed to the conceptual considerations and evidence based supports necessary to ensure that bi/multilingual children with exceptionalities are able to experience positive school outcomes. These include culturally responsive and evidence based instructional strategies that build on children's prior knowledge, interests, and motivation to expand their bilingual and biliterate competencies. Twenty (20) hours of field work focused on the needs of bi/multilingual children with exceptionalities is required for this course.

**ECPSE 803: Oral Language Development in Bilingual Children with Special Needs (4 credits).** This course explores the development of oral language(s) in bi/multilingual children with and without disabilities and those raised in bilingual homes. It addresses theories of home (or first) and new (or second, English) language development, literacy development, and critical theory to practice approaches to support the learning needs of bi/multilingual children with disabilities. Candidates will learn how to assess the oral language development skills of bi/multilingual children with disabilities, analyze and interpret findings, and apply them to

improve direct instruction, enhance routine practices, increase parent/family engagement, and/or advocate for policy change. Twenty (20) hours of field work focused on the needs of bi/multilingual children with disabilities is required for this course.

**ECPSE 804: Applied Behavior Analysis in Multicultural Contexts (3 credits).** This course examines the principles and application of operant learning and is primarily focused on the relationship between behaviors and environmental events (e.g., antecedents, setting events, and consequences) that influence behavior. A substantial emphasis in the course is placed on evidence-based behavior observation and data collection, functional behavior assessment, and the use of educative, positive behavior support strategies to create meaningful changes in environments and to enhance young children's access to productive learning, interactions, and quality of life. A critical underlying course theme is the complex relationship - and possible intersections between a child's individual learning experiences, preferences, culture, first/home language, communication style and competence, choice-making, and family norms in the context of analysis, prevention, and intervention for behaviors that interfere with learning and social development. Candidates will also learn how to design and employ single subject research designs, and will be supported to use technology enhanced applications in the context of behavior observation and behavior change efforts. Course learning objectives and activities emphasize use of natural environments as the preferred context for providing services and within which to analyze the impact of behavioral support. As such, all course assignments are field based and must consider these critical influences. The FBA assignment requires a minimum of 5 hours for direct observation of a young bi/multilingual child who exhibits challenging behavior, has an IEP, is diagnosed as having or is at risk for being diagnosed with ASD or a comparable development disability or delay that impacts learning, behavior, and social development. Course lectures, readings, assignments, required workshops (i.e., AS-650, Autism Seminar, see below for more details), and in-class activities utilize face-to-face and web-enhanced strategies to maximize learning. Candidates will be encouraged to use technology enhanced applications to facilitate group projects and enrich children's participation in family-specific, community based, classroom, and other daily routines.

**ECPSE 805: Culturally Responsive Early Intervention (Birth to Age 3) (3 credits).** This course introduces candidates in the early childhood special and bilingual education integrated MSED program to federal and state policies and regulations for Early Intervention (EI) services. Candidates will become familiarized with the developmental needs of children from birth to age 3 and the important roles that families play in their children's development. Special emphasis will be placed on working with families, infants, and toddlers from culturally and linguistically diverse (CLD) backgrounds. Candidates will be exposed to evidence-based and culturally responsive early intervention strategies for developing and implementing Individualized Family Support Plans. Twenty hours of field experience are required to observe and interact with a CLD family and their young child with special needs.

**ECPSE 806: Practicum in Bilingual Early Childhood Special Education. (3 credits).** This course provides candidates with supervised experience in team-oriented early childhood special education settings serving bi/multilingual young children with disabilities and their families from culturally and linguistically diverse backgrounds. It integrates learned theoretical models to real-life situations and affords candidates opportunities for supervised practice in the Individualized

Family Support Plan (IFSP) and/or Individualized Education Program (IEP) process. Candidates will be exposed to a variety of disabilities, such as autism, intellectual disabilities, physical disabilities, speech and communication disorders, etc. This field-based course is designed for candidates to participate in the planning and implementation of intervention strategies for bi/multilingual young children with disabilities in classroom settings under the supervision of early childhood special education professionals. Particular emphasis is given to experiences that help increase candidates' observation, assessment and intervention planning skills that are culturally sensitive towards the unique needs of bi/multilingual children with disabilities. Candidates will receive individualized supervision and ongoing group support to enhance their understanding of how to apply evidence based and culturally responsive early childhood special education services to young bi/multilingual children with disabilities, and their families. All candidates are paired with experienced early childhood special education teachers and will shadow them for the semester. All activities will take place in collaboration with and under supervision of candidates' cooperating teachers.

**ECPSE 807: Curriculum and Instruction for ECSE & Bilingual Education I (Ages 3-5). (4 credits).** This course is designed to introduce program candidates to critical issues in curriculum and instruction for teaching bi/multilingual children with disabilities (ages three through five) and their families. Developmentally appropriate programs (DAP) and evidence-based practices for bi/multilingual children with and without disabilities will be the focus of this course. Candidates will explore the impact that disability conditions have on bi/multilingual young children's learning needs in all developmental domains, resulting curriculum goals and learning objectives, as well as assessment and intervention strategies used to effectively address these goals and objectives. Candidates will examine the impact that the environment has on the acquisition, maintenance, and generalization of critical skills in young bi/multilingual children, and a range of validated curriculum models designed to meet the learning needs of young bi/multilingual (children with disabilities and their families. This course will also focus on the historical, educational, philosophical, and legal foundations that have guided practice and policy in bilingual education and early childhood special education (ECSE). Fifteen hours of field experience is required and will include observation and analysis of young bi/multilingual children with disabilities in both home and school environments.

**ECPSE 808: Collaboration with Multicultural Families and Professionals (4 credits).** This course offers intensive practical exposure to theory, research, and exemplary practice in collaborative process and team development. Emphasis is placed on working effectively with families, school, and community partners, in particular those from culturally and linguistically diverse (CLD) backgrounds. Candidates examine specific practices to enhance cross-disciplinary, cross-cultural, and cross-constituent partnerships within inclusive school, community, and other settings. Candidates will apply knowledge to enhance educational outcomes of young children with mild, moderate, and severe disabilities from CLD backgrounds. Through active and guided participation, candidates will refine various communication, problem-solving, facilitation, and leadership skills necessary to develop and deliver integrated special and bilingual education services. Co-teaching with another teacher or related service professional is a required field-based assignment and the co-teaching assignment requires between 8-10 hours. Lectures, readings, and in class activities utilize synchronous face to face and asynchronous web-enhanced strategies to maximize candidates' application to classroom and other school settings. Candidates

will be encouraged to use technology enhanced applications to facilitate peer based professional development and action research assignments throughout the semester.

**ECPSE 809: Curriculum and Instruction for ECSE & Bilingual Education II (Ages 5-8). (4 credits).** This course will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in bilingual education and early childhood special education for bi/multilingual children with disabilities between the ages of 5-8. This course will focus on designing and implementing developmentally appropriate and culturally responsive curriculum and instruction to ensure positive academic outcomes for these children. Fifteen hours of field experience is required for observation of and teaching bi/multilingual children with exceptionalities between the ages of 5-8 in a variety of environments.

## Elementary Education Course Content & Descriptions

**EECE 702: Social Foundations of Education.** 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 520: Language Development and Emergent Literacy.** Required course for 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.** Required course for 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.

**EECE 711: Ecological Perspectives on Development—the Childhood Years.** This course provides a contextually based study of development, focusing on children during the elementary school years. Highlighting the ongoing interplay between cognition, language, affect and social functioning, students examine individual differences in abilities, learning styles, and academic performance, with attention to ecologically valid assessment strategies for linguistically and culturally diverse populations. Students explore the impact of family dysfunction, stress, poverty, and violence on development and academic performance. Strategies for creating classrooms that support pro-social development and learning are discussed.

**EECE 545: Social Studies in the Elementary School.** Required course for MAT, Grades 1–6 students; open only to students in this program. Preservice elementary teachers examine the teaching of social studies in the primary and intermediate grades. Emphasis is on the theoretical basis underlying the teaching of social studies and its application in the elementary classroom. Topics include the social studies disciplines, methodologies, and applications in the classroom.

**EECE 550: Mathematics in the Elementary School.** Required course for MAT Grades 1–6 students; open only to students in this program. This course examines key concepts, strategies, and skills in the elementary school curriculum. Topics include estimation and mental computation, place value, development of algorithms, algebraic reasoning, fractions and decimals, probability and data analysis, and measurement and geometric concepts. There will be an emphasis on problem-solving, reasoning and proof, communication, and representation of ideas. The course

also addresses state and national standards in elementary school mathematics, and discusses uses of technology in the classroom.

**EECE 555: Science in the Elementary School.** Required course for MAT, Grades 1–6 students; open only to students in this program. Students learn about state and national standards in elementary school science. They relate current research to the effective teaching of science.

**EECE 566: Student Teaching in Elementary Education.** Eleven weeks of supervised observation and student teaching at two grade levels: Grades 1—3 and Grades 4—6.

**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.

## **TIPS for New Program Candidates**

- Meet with your advisor for program planning at least once each year—and make sure to just stop by now and then to say “hello!”
- When you have an important matter to discuss in person with a professor, make an appointment to be sure you have time; do not rely on office hours for this kind of communication.
- If an assignment seems too difficult or complicated, speak with other students and/or with your professor—chances are you have misinterpreted it.
- Be organized and keep copies of all program and class materials (e.g., acceptance letter, advisement materials, papers, class notes, syllabi).
- Make copies of your papers and projects before handing them in.
- Take the opportunity to develop relationships with other students—and be sure to share your telephone numbers and e-mail addresses with each other.
- Be sure if you register for the course and section—there are financial penalties for dropping courses after specific dates during the semester.
- If you have not already done so, get a Queens College ID Card and activate your Queens College CAMS account, you will also need to get a Queens College E-mail address.
- You will need to use the CUNYfirst system for registering, checking your grades, and paying your bills.

## Important Resources and Contacts

### *Special Education Full-Time Faculty Members & Advisors*

Name	Telephone #	E-mail
Professor Lenwood Gibson, Program Coordinator	718-997-0458	lenwood.gibson@qc.cuny.edu
Professor Peishi Wang	718-997-5248	peishi.wang@qc.cuny.edu
Professor Anne Dilts	718-997-5266	anne.dilts@qc.cuny.edu
Professor Denise Ferrara	718-997-5247	denise.ferrara@qc.cuny.edu
Professor Craig Michaels	718-997-5240	craig.michaels@qc.cuny.edu
Professor Mary Theresa Kiely	718-997-5240	mary.theresa.kiely@qc.cuny.edu
Professor Sun A Kim	718-997-4892	sun.kim@qc.cuny.edu
Professor Bryan Thornton	718-997-5240	bryan.thornton@qc.cuny.edu
Professor Sara B. Woolf	718-997-5267	sara.woolf@qc.cuny.edu

### *Educational and Community Programs Departmental Contacts*

Name	Telephone #	E-mail
Dr. John Pellitteri, Department Chairperson	718-997-5246	john.pellitteri@qc.cuny.edu
Jaclyn Arroyo, Office Assistant	718-997-5240	jaclyn.arroyo@qc.cuny.edu
Dolly Mathura, Program Assistant	718-997-5250	dolly.mathura@qc.cuny.edu
Victoria Dell'Era, Field Placement Coordinator	718-997-5250	victoria.dellera@qc.cuny.edu

### *Additional College Contacts*

Name	Telephone #	E-mail
Dana Fusco, Interim Dean of Education	718-997-5220	dana.fusco@qc.cuny.edu
Graduate Admissions	718-997-5200	
Bursar Office	718-997-4517	
Registrar	718-997-4432	
Office for Students with Disabilities	718-997-5870	

## Certification

## ***New York State Certification***

Graduates who meet all requirements of their degree program, and who complete the required application forms, will be recommended to New York State for their Certificate in Teaching Students with Disabilities. Visit

<http://www.highered.nysed.gov/tcert/certificate/certprocess.htm> for more information.

## ***Office of Teacher Certification, Clinical Experiences and Career Placement***

*Ms. Amy Lui*

718- 997-5547

amy.lui@qc.cuny.edu

Director of Teacher Certification, Clinical Experiences, Career Placement  
Powdermaker Hall 100