



QUEENS COLLEGE SECONDARY SCIENCE TEACHER EDUCATION PROGRAMS

SCIENCE TEACHER CANDIDATE HANDBOOK

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QUEENS COLLEGE SECONDARY SCIENCE TEACHER EDUCATION PROGRAMS INTRODUCTION

Dear Prospective Candidate:

Welcome to the Secondary Science Teacher Education Program (SSTEP) at Queens College of the City University of New York. This prospectus contains information on our overall program philosophy, goals and other relevant information on science teacher education at Queens College. We hope that you will find it helpful in making informed decisions about your studies in science teacher education at Queens College.

Detailed information about teaching and learning resources, faculty, student community, financial aid, academic programs, regulations and recreational facilities can be found in the Queens College Undergraduate and Graduate Bulletins, which can be obtained from the following addresses or at www.qc.edu :

Undergraduate Bulletin

Queens College Admissions Office
Jefferson Hall 117
Queens College, Flushing
New York, 11367
Tel: 718-997-5614
Fax: 718-997-5617

Graduate Bulletin

Office of Graduate Studies and
Research
Jefferson Hall 105
Queens College, Flushing
New York, 11367
Tel: 718-997-5200
Fax: 718-997-5193

The SSTEP is interested in working with you and helping you achieve your academic goals. You are therefore encouraged to contact us with your questions, concerns and needs. We will be glad to assist you.

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PROGRAM PHILOSOPHY

The Secondary Science Teacher Education Program (SSTEP) subscribes to the belief that all students have the capacity to learn and should have the opportunity to do so regardless of their race, ethnicity, gender, religion, nationality, disability or sexual orientation. Furthermore, it is our belief that one of the best ways to teach and learn science is for teachers and students to engage in scientific inquiry and activities that have meaning and relevance to their lives. Scientific inquiry and activities enable students to construct their own scientific knowledge, acquire science process skills and dispositions. In addition, they provide opportunities for students to engage in reflective dialogue to validate what they have learned. We believe that the pursuit of scientific knowledge does not take place in a vacuum, but within a dynamic historical, social, cultural, economic and political context. Accordingly, science teachers must not only be armed with science content and pedagogical knowledge, but a deep understanding of the contexts in which science is practiced.

Recent reforms in science education at the state and national level such as the introduction of State and National Science Education Standards, advancements in science and technology, breakthroughs in cognitive research and development of innovative technology-based science curricula have clear implications for science teacher education. One major implication is that science teachers can not rely solely on dated textbooks or lecture and laboratory methods to teach science. They must be well educated in modern science and science education pedagogy and prepared to incorporate a wide variety of student-centered strategies to reach diverse populations of students in the 21st century.

The SSTEP educates science teacher candidates who will be able to design learning environments that will promote active, student-centered learning. Our program provides opportunities for science teacher candidates to acquire knowledge and skills in the application of technology in the science classroom. Teacher candidates in the SSTEP learn how to employ tools of research to aid all aspects of science teaching, learning and assessment. In addition our program provides opportunities and experiences that will enable science teacher candidates to analyze, interpret and apply proven science education practices and research findings in their classrooms to benefit students with different learning abilities and backgrounds. The principle of life-long learning and reflective practice is the thread that runs throughout our science teacher education program.

PROGRAM GOALS

The goals of SSTEP at Queens College are to graduate secondary science teachers who:

1. Understand how students learn science at the middle childhood and adolescence levels and are able to apply this knowledge to actual classroom practice.
2. Understand how factors such as race, ethnicity, gender, language status, disability and other background factors affect students' learning of science at the middle childhood and adolescence levels and the strategies for addressing them in the science classroom.

3. Demonstrate knowledge of classroom management principles and are able to select classroom management strategies that will nurture students' love for science learning, cooperation, respect for each others opinions and ideas and responsibility for their own learning.
4. Are able to plan and implement lessons that are inquiry-based or project-based, student-centered, collaborative and address the needs of diverse students.
5. Demonstrate understanding of the theory of science assessment and are able to design, administer, analyze and interpret different types of authentic assessments to enhance science teaching and learning.
6. Demonstrate knowledge of curriculum development, implementation and evaluation and apply this knowledge in decision-making regarding the selection and/or participation in innovative science programs at the middle childhood and adolescence levels.
7. Are able to interpret State and national science education standards and incorporate them in well-designed science lessons.
8. Are able to select and use scientific tools, materials and technology to enhance science teaching and learning at the middle childhood and adolescence levels.
9. Are able to identify and use resources outside the classroom such as museums, professional scientific organizations, scientific research laboratories, city and state parks, local scientists, parents and other places of scientific interest.
10. Able to use a variety of computer-based technologies to access, process, analyze and create products that will enhance science learning at the middle childhood and adolescence levels.
11. Demonstrate understanding of school-home relationships and involve parent/guardians in student's science learning at the middle childhood and adolescence levels.
12. Become lifelong science learners who to take advantage of various resources and opportunities to further their professional growth.

Relationship of the Program to the Education Unit's Conceptual Framework

This program is aligned with the **Core Values** of the Education Unit of "promoting *Equity*, *Excellence*, and *Ethics* in urban schools and communities." More specifically, the Education Unit is committed to preparing teachers and educational professionals who:

- Build inclusive communities that nurture and challenge all learners (*Equity*)
- Demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practice (*Excellence*); and
- Value diversity, democracy, and social justice (*Ethics*).

Through the exploration of science as well as through the exploration of exemplary practices in curriculum design, adaptation, and instruction, this program also embeds the Standards for Reading Professionals established jointly by the National Council for the Accreditation of Teacher Education (NCATE) and the National Science Teachers Association.

DEGREES AND CERTIFICATE PROGRAMS

The following science teacher education programs are offered by the SSTEP at Queens College: (1) **Baccalaureate degree** - major in a traditional science with a minor in secondary science teacher education leading to initial certification in the following fields: Biology, Chemistry, Earth Science (Geology) and Physics; (2) **Post-Baccalaureate Advanced Certificate** in secondary science teacher education leading to initial certification in the following fields: Biology, Chemistry, Earth Science (Geology) and Physics; and (3) Master of Science in Secondary Science Teacher Education.

Since education is a professional program subject to requirements from the NY State Department of Education as well as the accrediting agency, The National Council on Accreditation for Teacher Education (NCATE) there are frequent changes to the teacher education programs in SEYS. Programs are updated more frequently than the college bulletin and handbook, therefore up-to-date program information available in the SEYS Department will over-ride information that may differ from that in college bulletin and or handbook.

(1) Baccalaureate Certificate Programs

Program Description

The undergraduate secondary science education program at Queens College is designed for undergraduate candidates majoring in biology, chemistry, earth science (or geology) or physics and wish to earn a New York State teaching license to teach science in grades 7-12 before they graduate. To qualify, undergraduate candidates must be matriculated at Queens College, maintain a minimum GPA of 2.75 and meet all graduation requirements in their major concentration. To be accepted as a secondary science education minor, candidates must file a minor declaration card for secondary education (see Appendix A, page 12). A GPA of 3.0 must be maintained in education course work to remain in good standing. To be recommended for certification by the program, the candidate must earn a letter grade of B in student teaching.

Under special circumstances, non-science majors who have undergraduate degrees in other subject areas may apply to the undergraduate secondary science education program. Contact the Director of the Secondary Science Education Program for information.

Admission Requirements

To be accepted to the B.A. Minor in Secondary Science Education leading to Initial Certification, a candidate must apply and be admitted to Queens College. For details about admission requirements and procedure please refer to the Queens College Undergraduate Bulletin or call 718-997-5614 or visit www.qc.edu Note: Applicants with undergraduate science degrees should apply to the Advanced Certificate Program for Initial Certification.

Note: All candidates intending to student teach in the fall and spring semesters must complete a Student Teaching Clearance Form during the spring semester prior to the Initial Clinical Experience and be approved.

Program of Study

The preparation of undergraduate secondary science education candidates is divided into four phases: (1) preparation in the science content, (2) preparation in education, (3) field experience, and (4) preparation for New York State Teacher Examination. The preparation in science content is based on New York State Teacher Certification requirements, NSTA Standards for teacher education, and the Queens College major requirements. In addition to meeting the College's liberal arts and science area requirements (LASAR), candidates must complete at least 36 credits of approved science courses of which 30 credits should be in the subject for which the candidate wishes to obtain certification (see Queens College Majors Handbook available from the Advising Center, Kiely Hall 217, Tel: 718 997-5599 or www.qc.edu/Advising). The preparation in education consists of a total of 27 credits of course work in educational foundations, education psychology, language, literacy and culture, science education methods, student teaching, and curriculum and assessment and teaching students with disabilities.

Table 1: Secondary Science Education Minor

Course Number	Title	Credits	Fieldwork
SEYS 201	Historical, Social and Philosophical Foundations in Education	3	25 hours
SEYS 221	Development and Learning in Education	3	25 hours
SEYS 340 (Pre-requisite 201)	Language, Literacy and Culture in Education	3	25 hours
SEYS 350 (Pre-requisite 221, 340)	Cognition, Technology and Instruction for Diverse Learners	3	25 hours in middle school
SEYS 362 (Pre or Co-requisite 350)	Teaching Science in Middle & High Schools. (** Fall ONLY **)	3	25 hours
SEYS 372.2 (Pre-requisite 350)	High School or Middle School Initial ClinExp (** Fall ONLY **)	2	100 hours
SEYS 372.4 (Pre-requisite 362)	Student Teaching in Science for High School and/or Middle School (Spring ONLY) <i>And</i>	4	See Pages 14-15
SEYS 382 (Co-requisite 372.4)	Curriculum and Assessment in Science (** Spring ONLY **)	3	

Note: Beginning Fall 2011, all undergraduate candidates will take a 3 cr. course on teaching students with disabilities not shown on Table 1.

The field experience provides candidates with the opportunity to apply what they have learned in their science and education courses in the classroom under the supervision of an experienced science educator. Candidates are required to spend a minimum of 100 hours of field experience in a middle and high school prior to pre-service teaching experiences. Upon completion of all major and minor requirements, candidates take three State Teacher Certification Examinations, the Liberal Arts and Science Test (LAST), the Assessment of Teaching Skills Written Test (ATS-W) and Content Specialty Test. See http://www.nystce.nesinc.com/NY_viewobjs_opener.asp for details. In order to be recommended for Initial New York State Teacher Certification, candidates must also take 5 seminars given through Continuing Education. (See Appendices D, E, page 16-17)

(2) Post-Baccalaureate Initial Certificate Program

Program Description

The Post-Baccalaureate Initial Certificate Program is designed for graduate students with strong science preparation who have little or no professional courses in education. It consists of pre-Masters graduate education courses that culminate in a semester of student teaching at the middle and high school levels. Upon satisfactory completion of the Program, graduates will earn a NYS Initial Certificate license to teach science in grades 7-12.

Admission Requirements

To be admitted to the Post-Baccalaureate Program in Secondary Science Education candidates must complete and submit an application for graduate studies to the Office of Graduate Admissions. The deadline for applicants to matriculate in September is on or about April 1 of the previous semester and on or about Nov. 1 to matriculate in January. Note: To apply, candidates must have an undergraduate GPA of 3.0 and at least 21 credits in one field of science. Upon request, undergraduate transcripts can be evaluated by the appropriate science department. To be certified through Queens College, a candidate must eventually have at least 36 cr. of science, of which at least 30 cr. must be in one science discipline. Science deficiencies must be completed before certification is approved.

Program of Study

Candidates admitted to the Post-Baccalaureate Program in Secondary Science Education beginning Fall 2011 will take **27** credits in secondary education: SEYS 536, 700, 552, 562, 572.2, 572.4 and 582 and a 3 cr. course on teaching students with disabilities. All candidates must file a *Program of Study Form*, which must be up-dated each academic year of matriculation (see Appendix B, page 14).

Table 2: Post-baccalaureate Certification Program in Secondary Science Education

Course Number	Title	Credits	Fieldwork
SEYS 536	Educational Foundations	3	30+ hours
SEYS 700	Language, Literacy and Culture in Education	3	30+ hours
SEYS 552 (Pre-requisites 536 & SEYS 700)	Educational Psychology	3	30+ hours in middle school
SEYS 562	Seminar in the Teaching of Science in Middle and High Schools (Fall ONLY)	3	30 hours
SEYS 572.2	Middle School or High School Initial ClinExp (Fall ONLY)	2	100 hours
SEYS 572 (Co-requisite 582)	Student Teaching in Science for High School and/ or Middle School (Spring ONLY) <i>And</i>	4	See Pages 14-15
SEYS 582 (Co-requisite 572)	Standards-Based Curriculum and Assessment in Teaching Science (Spring ONLY)	3	

Note: Beginning Fall 2011, accepted candidates will also take a 3 cr. course in teaching students with disabilities, a NYSED mandate not shown on Table 2.

Please note that candidates must also take and pass all the required New York State Teacher Certification Examinations (LAST, ATS-W and CST) for Initial Certification. In addition, candidates must complete 4 seminars mandated by New York State for teachers. Upon satisfactory completion of program and state certification requirements, candidates will be recommended for New York State Initial Certification by Queens College. Candidates must have a minimum of 36 credits in the traditional sciences with a minimum of 30 credits (of 36 credits) in the certification field. Candidates must earn a minimum grade of B in all education courses to be recommended for certification.

Note: All candidates intending to student teach in the fall and spring semesters must complete a Student Teaching Clearance Form during the spring semester prior to the Initial Clinical Experience, have 100 field hours of observation completed, and be approved.

(3) Master of Science in Secondary Science Teacher Education

Program Description

The M.S. in Secondary Science Education is designed for teachers who have an Initial New York State Teaching Certificate in science. The M.S. degree consists of 30 graduate credits divided equally between advanced professional education courses and graduate courses in the traditional sciences.

Admission Requirements

To be admitted to the M.S. in Secondary Science Education Program candidates must meet the following criteria:

- 'Hold an undergraduate degree in science or science education with a minimum GPA of 3.0 or equivalent,
- 'Have a NYS Initial Certificate to teach secondary science.

Program of Study

Candidates admitted to the M.S. in Secondary Science Education Program take 15 credits of SEYS 701 + level graduate education courses and 15 credits of graduate science courses in traditional science areas. In addition, candidates must file a *Program of Study Form*, which must be up-dated each academic year of matriculation (see Appendix F, page 19).

Table 3: M.S Courses in Secondary Education

Course Number	Title	Credits
Select one from:	Educational Foundations	3
SEYS 701	A History of Ideas in Education	
SEYS 702	The History of Education in the United States	
SEYS 703	Philosophies of Education	
SEYS 704	The Philosophy of Teaching	
SEYS 705	School and Society	
SEYS 706	Introduction to Comparative Education	
SEYS 707	Major issues in Education	
SEYS 720	The Education of Immigrant’s Children in the United States	
Select one from:	Educational Psychology	3
SEYS 710	The Psychology of Adolescents	
SEYS 717	Learning Theory in Education	
SEYS 718	Classroom Management	
SEYS 719	Understanding Group Behavior and Cultural Differences in Schools	
SEYS 738	The Teaching Process	
SEYS 768	Measurement and Evaluation in Education.	
Select one from:	Curriculum & Methods Courses in Science Education	3
SEYS 753	Computer Applications in Science Education	
SEYS 754	Curriculum Innovations in Science Education	
SEYS 767.3	Workshop: Enhancing Enquiry in Science Instruction	
	Educational Research	
SEYS 777	Research in Science Education [I] (** Fall ONLY **)	3
SEYS 778	Research in Science Education [II] (** Spring ONLY **)	3

M.S. Courses in Science

This refers to graduate course work in Biology, Chemistry, Earth Science (Geology) and/or Physics undertaken by a candidate to fulfill his/her science content requirement. Candidates in the M.S. in Secondary Science Education must satisfy science content requirements that are determined with the science department adviser. Science content requirement refers to graduate science course work that a candidate undertakes in his/her field of certification. However, with written permission from his/her science adviser, a candidate may take up to **six (6)** graduate science coursework **outside the certification area**. Where possible, course work should incorporate understanding of the unifying concepts and processes in science, scientific processes and inquiry, science and its relationships to society, science and technology, and the history of science. A total of fifteen (15) graduate credits must be taken to satisfy the content requirement. **At least nine of the graduate science credits taken should be in the candidate’s science content area of their initial certification.**

To remain in the master’s program, candidates are required to maintain a minimum GPA of 3.0. To obtain a Permanent/Professional New York State Teacher Certification, candidates must successfully complete their degree requirements and meet all New York State regulations for the Permanent/Professional Teaching Certificate (see www.nysed.gov for further information about

Permanent/Professional Certification)

PROGRAM POLICIES AND RULES

All science teacher candidates are governed by the Queens College Academic Policies and Rules stated in the *Undergraduate Bulletin* and *Graduate Bulletin*. In addition, the following policies and rules apply.

Academic Standards and Professional Disposition

It is extremely important for a candidate admitted to a program of study in secondary science education to maintain high academic standards. This means maintaining the required GPA stipulated for the specific program. Professional disposition is used here in its broadest sense to mean a candidate's beliefs, values, behaviors and attitudes towards the teaching profession.

All SSTEP candidates are expected to demonstrate high standards in their course work and field experience. In addition, they must show a positive professional disposition at program entry, during transition and at graduation. Failure to maintain high standards and demonstrate a positive professional disposition will result in warning, probation and/or appropriate disciplinary action.

Transfer Credits

See policies and procedures for transferring credits in the Undergraduate or Graduate Bulletin which ever may apply.

Pre-service/Student Teaching Requirements

Science teacher candidates must have a minimum GPA of 2.75 in their major to enroll in SEYS 372/382. They must have completed the following SEYS courses: 201, 221, 340, 350, 362 and 372.2 (when applicable) with a minimum GPA of 3.0. A minimum of 30 credits of the science major should be completed before 372.4.

Similarly, no post-baccalaureate initial certificate candidate will be allowed to enroll in SEYS 572.4 & 582 without satisfactory completion of the following SEYS courses: 536, 700, 552, 562 & 572.2. In addition, post-baccalaureate candidates must fulfill content and foreign language requirements if they are to be recommended for certification. They must earn a minimum grade of B in all SEYS courses to be eligible to register for SEYS 572.4 and 582.

Upon satisfactory completion of all requirements in the major (science content area) and SEYS course work, science teacher candidates may enroll in pre-service teaching. Candidates will work under the mentorship of a cooperating teacher for a minimum of four periods per day, five days per week throughout the semester. During the semester, pre-service science teacher candidate will be observed

three to five times by an experienced science education supervisor. Observations will focus on pre-service teachers' instructional planning and implementation, teaching skills, classroom management, interaction with students and teachers, overall disposition and professional growth during the placement period.

Field work

The field experience is structured to facilitate successful completion of targeted professional behaviors. Student teachers are expected to exhibit responsible, observable and consistent professional behavior to demonstrate their growing professional skills during the student teaching experience. Evaluation is a continuous part of the total field experience and is a cooperative process shared by the student, cooperating teacher, and supervisor.

At any time during the field experience if there is an indication of unacceptable performance, the cooperating teacher and/or the supervisor will meet with the student to discuss concerns and implement strategies for improvement. After a reasonable interval of time, if the cooperating teacher and/or supervisor still feels that the student's performance warrants further review, they may choose to contact the program director or department chair. The program director or department chair will work with the supervisor, cooperating teacher, and student to review the following options:

- Define criteria that must be met for candidate to remain in student teaching with a time-line during which the candidate must demonstrate the satisfactory meeting of stated criteria.
- Recommend that candidate withdraw from student teaching with the option of future placement with "Conditions".
- Recommend that candidate withdraw from student teaching.

Cooperating School Field Sites

All pre-service teaching placements will be in the Borough of Queens and Nassau County and are subject to the approval of the Director of SSTEP and field placement officer. New York State requires that pre-service teachers be provided with field experiences *in a variety of communities and across the range of student developmental levels of the certificate, an opportunity for practicing skills for interacting with parents or caregivers, an opportunity to work in high needs schools, and an opportunity to work with each of the following students populations: socio-economically disadvantaged students, students who are English language learners and students with disabilities* (Section 52.21 of the Commissioner's Regulations, 1999).

Research Requirements

Candidates in the M.S. in secondary education program are required to demonstrate knowledge and competency in conducting research in science education. Upon completion of a minimum of 21 credits, candidates may enroll to take SEYS 777 - Research in Science Education [I] (offered Fall semester only) to study basic theories and methods related to conducting educational research.

Candidates complete a research project or thesis in SEYS 778 - Research in Science Education [II] (offered Spring semester only).

Note: The most current regulations governing certification and degree requirements may not be reflected in this bulletin. Consult science education advisors in SEYS regularly to ensure you are informed of all new requirements for certification and graduation.

Appendix A sample of the *Major and Minor Undergraduate Concentration Form*.

Form is available at the Office for Undergraduate Studies in Jefferson Hall 100. (Please note: SEYS is now a Major. The new academic plan codes are listed below:

BIOL712-BA
CHEM7-12BA
GEOL712-BA
PHYS712-BA



Declaration of Undergraduate Major/Minor

Instructions & Notes:

1. This form is to be used by matriculated undergraduate students only.
2. Second-BA students must declare their choice of major through the Undergraduate Admissions Office (Jefferson Hall, 1st floor).
3. After you have completed all the information requested below and obtained departmental signatures, please return this form to the Office of the Registrar (Jefferson Hall, 1st floor).
4. Departments that require a copy of this form should xerox it before returning it to the student.

Please check: This form is a Declaration of Major/Minor form *or* a change of an addition of a drop of major minor

Last First Middle name or initial

Phone: Day () _____ Evening () _____

Email address _____

Please consult the major/minor/concentration code tables on the reverse side of this page before entering the following information:

<input type="checkbox"/> Declaring a Major/Concentration Department/Program _____ Major code _____ Concentration code (if any) _____ Dept. signature _____ <input type="checkbox"/> Adding a Major/Concentration Department/Program _____ Major code _____ Concentration code (if any) _____ Dept. signature _____ <input type="checkbox"/> Changing a Major/Concentration From Major code _____ Concentration code (if any) _____ To Major code _____ Concentration code (if any) _____ New Dept. signature _____ <input type="checkbox"/> Dropping a Second Major/Concentration _____ Major code _____ Concentration code (if any) _____ Dept. signature _____	<input type="checkbox"/> Declaring a Minor Department/Program _____ Minor code _____ Dept. signature _____ <input type="checkbox"/> Adding a Minor Department/Program _____ Minor code _____ Dept. signature _____ <input type="checkbox"/> Changing a Minor From Minor code _____ to Minor code _____ New Dept. signature _____ <input type="checkbox"/> Dropping a Minor Minor code _____ Dept. signature _____
--	--

Student's signature _____ Date _____

..... **FOR REGISTRAR'S OFFICE USE ONLY**

Received by _____ Date _____

Processed by _____ Date _____

Appendix B

**QUEENS COLLEGE, THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SECONDARY EDUCATION AND YOUTH SERVICES
POWDERMAKER HALL 150, FLUSHING, NY 11367**

**GRADUATE INITIAL CERTIFICATE PROGRAM IN SECONDARY SCIENCE TEACHER EDUCATION *
PROGRAM OF STUDY**

Name: _____ ID: _____

Address _____ Town _____ Zip _____

Telephone:(_____ Email: _____

Degree(s) Completed: _____

Certification Area: _____

Graduate Studies in Education (21 Credits; 24 Credits beginning F 2011) *

Semester	Course Number	Course Title	Credits	Grade
	536	Educational Foundations		
	700	Language, Literacy and Culture in Education		
	552	Educational Psychology		
Fall ____	562	Seminar in the Teaching of Science in Middle and High Schools		
Fall ____	572.2	Middle School or High School Initial Clinical Exp.		
Spg ____	572.4	Student Teaching in Science for High School and/ or Middle School		
Spg ____	582	Standards-Based Curriculum and Assessment in Teaching Science		
		Total Credits:		GPA:
New York State Teacher Certification Examinations & Seminars			Date Taken	Pass/Fail
LAST (Liberal Arts & Sciences)				
ATSW-W (Assessment of Teaching Skills - Secondary)				
CST (Content Specialty - in subject area)				
Child Abuse * (Also Available On-Line)				
School Violence * (Also Available On-Line)				
Substance Abuse				
School Safety				
Harassment, Bullying, and Discrimination Prevention				

* NB: Must also have completed 30 cr. hr. in Science Content Specialty plus at least 6 cr. hr. of additional science. NYSED regulations mandate that beginning Fall 2011, all candidates will take an additional 3 cr. course on teaching students with disabilities.

Student Signature: _____ Date: _____

Advisor: _____ Title: _____

Signature: _____ Date: _____

Appendix C

BULLETIN FOR SECONDARY EDUCATION STUDENT TEACHING

I. Background Information

Permission for student teaching is given to those students who have been approved by their Major Department for scholarship in subject matter and by the Education Department for work in the professional sequence, and who have a satisfactory medical and tuberculin test.

Since the Teacher Education Program at Queens College is officially approved by the NYS Department of Education, students who complete the program with a satisfactory grade (3.0) in student teaching meet academic requirements for recommendation for certification in NY State.

II. College Regulations

Students are required to spend a minimum of 4 hours (approximately 5 to 6 periods) a day in an assigned school every school day for a minimum of 15 weeks. (See "Minimum Hours Required" for detailed definition of "hours.")

In NYC schools students must teach both a 9th grade class and an upper grade class. [Exception: If a particular Science is not offered on both grade levels (i.e. Chemistry may not be offered in MS or 9th grade) then Science students can teach two classes on one grade level.]

Students assigned and accepted by Long Island Districts may follow this same (9th/upper grade) model OR may follow the typical Long Island District model of Y2 semester in a middle school and Y2 semester in the high school (still 5-6 periods a day).

Holidays/Absences: The student teacher has the same responsibilities for reporting and attending as does any employed teacher. With regard to holidays, students are to follow the calendar of the public school where they are assigned. The only excused absences are for illness and when this occurs, the student is required to notify both the cooperating teacher and college supervisor. All absences must be made up prior to the final transition week of the experience.

Minimum Hours Required: The student's total preparation must include at least 160 hours of supervised instructional experience (80 hrs. on each grade level). Please note that for the purposes of State Certification, school clock hours may not be calculated by school periods, unless those periods extend for 1 hour. Accordingly, since most secondary schools maintain periods ranging from 37-45 minutes, **every 3 periods** for which you are in attendance and actively participating in an approved activity, will be considered as **2.5 hours** toward the required hours.

III. Experiences in the Classroom

Each student is to be assigned a teacher, designated as the "Cooperating Teacher," who will take responsibility for the student teacher's day-to-day supervision. The student will teach two classes each day, observe the Cooperating Teacher teaching another class, and spend time conferencing, planning and other activities related to teaching. This supervised instructional experience is to include such activities as:

- 1) Actual classroom teaching with follow-up conferences
- 2) Working with groups of students under the teacher's direction
- 3) Working with extracurricular programs
- 4) Working with homeroom activities

IV. Supervision

Supervision of student teacher is the mutual responsibility of the Cooperating Teacher and the College Supervisor. The College Supervisor will do a minimum of three formal observations, observing each student in both the 9th grade class (or middle school) and in the upper grade (10th, 11th, or 12th grade) class. The College Supervisor will confer with the Cooperating Teacher to discuss the student's progress and will be available for additional conferences if special problems develop.

V. Role of Cooperating Teacher

A Cooperating Teacher is a reflective practitioner who can provide day-to-day mentoring to a student teacher helping him/her to put theory into practice and to reflect upon their performance. The College Supervisor supports that role by helping the student gain insight into teaching concerns of a broader nature than those of a particular school. The College Supervisor's and Cooperating Teacher's comments and evaluations may, therefore, emphasize differing phases of preparation for teaching.

VI. Evaluation

The SEYS Department, Queens College, New York State Department of Education, and National Accreditation Organizations, such as NCATE, which oversee our instructional programs, may ask individuals to validate important documentation concerning required certification experiences.

Consistent with this accreditation process, the Cooperating Teacher and the College Supervisor complete evaluation forms as a record of the student's progress during the semester. These forms will serve both as statistical support for accreditation and as a worksheet from which the final evaluation is made. Although every College Supervisor is responsible for consultation with the Cooperating Teacher in arriving at final evaluation for the student teacher, college regulations stipulate the College Supervisor is responsible for making the final determination.

VII. Tuition Waiver

The Cooperating Teacher with major responsibility for supervising a student teacher will be issued a waiver of tuition for one 3-credit course at any CUNY school. The tuition waiver may be used within the subsequent three academic sessions (including the Summer session) and only by the person to whom it is issued (CUNY policy). If a student is assigned to two distinct Cooperating Teachers on two different grade levels, each Cooperating Teacher is entitled to a waiver. If the student is assigned to the same Cooperating Teacher at two different grade levels, that Cooperating Teacher is entitled to a waiver for each grade level supervised (effective September 2006).

Teacher Certification Office - Delany Hall - Room G10
(718) 997. 5547/45 Fax (718) 997. 5467

Queens College Requirements for NYS Certification

Completion of Education Program – Bachelor’s, Post-Bachelor’s, Master’s

Completion of (5) Seminars for First certification

Child Abuse (Also online at www.childabuseworkshop.com)

School Violence (Also online at www.violenceworkshop.com)

Substance Abuse

School Safety

Harassment, Bullying, and Discrimination Prevention

All Seminars provided by Continuing Education.

*Register AT Queens Hall (formerly the CUNY Law School ---
telephone number 718-997-5700) to sign up for these seminars.*

Copies will be collected in your last semester

Check requirements with us if you already have a NYS Teaching Certificate

New York State Requirements - Completion of (3) Exams

(Please note: these are the OLD exams and should only be taken by students who will receive certification and graduate on February 1, 2014. All other students should take the NEW, REVISED exams if they are available in your content area)

OLD Exams

LAST (Liberal Arts & Sciences)

ATS-W (Assessment of Teaching Skills - Elementary or Secondary)

CST (Content Specialty – in subject area)

NEW EXAMS – certification after Fall 2013 and graduation date Spring 2014 or later

EAS (Educating All Students)

ALST (Academic Literacy Skills Test)

CST (Content Specialty Test) - If the revised CST is available you should take it, otherwise you can take the old CST.

Please check with an adviser before registering for the CST test.

EdTPA – (Teacher Performance Assessment – candidates submit video of their teaching during ICE or student teaching along with written materials)

Register at www.nystce.nesinc.com (Framework/Sample questions on website)

Test Prep for LAST, ATS also available at Kiely Hall - Room 111 – 718 997-5704

Fingerprint records must be sent to Albany

Call 518 473-2998 for packet Monday, Wednesday or Friday

If you were already fingerprinted by a NYS education dept, you may confirm clearance of your records by calling 518 473-2998. If you were fingerprinted by NYCDOE, you may call 718 935-2666/7 to request transfer of records to Albany

New York City Applicants should register at www.teachnyc.net

Dept of Education websites – insideschools.org or www.schoolspring.com

Queens College Continuing Education

ALL SCIENCE EDUCATION STUDENTS

Five seminars are required for certification and they are listed below. Please contact Professional and Continuing Education Studies in Queens Hall (formerly the CUNY Law School --- telephone number 718-997-5700) to sign up for these seminars.

- **Alcohol and Substance Abuse**
- **Child abuse Prevention and Intervention (Also online at www.childabuseworkshop.com)**
- **School Violence Prevention and Intervention - (Also online at www.violenceworkshop.com)**
- **School Safety (which consists of Fire and Arson, Child Abduction, and Safety on the Highways)**
- **Harassment, Bullying, and Discrimination Prevention**

In addition, Test Prep mini- courses are also available at Queens College for both the LAST & ATS Exams. Contact this office for further information.

Other Information:

All teacher candidates must be fingerprinted before they observe in NYC and LI schools. See Office of Student Teacher Placement for more information.

Finger Print Packets: (518)473-2998 Open Monday, Wednesday, and Friday

New York State Teacher Certification Exams: www.nystce.nesinc.com

Student Education Department: (518)474-3901

www.nysed.gov or www.highered.nysed.gov/tcert/

For more information, call (718) 997-5704

Please register in KIELY HALL ROOM 111

Appendix F

QUEENS COLLEGE, THE CITY UNIVERSITY OF NEW YORK
 DEPARTMENT OF SECONDARY EDUCATION AND YOUTH SERVICES
 POWDERMAKER HALL 150, FLUSHING, NY 11367

MASTER OF SCIENCE IN SECONDARY SCIENCE TEACHER EDUCATION
 PROGRAM OF STUDY FORM

Name: _____ ID: _____

Address _____ Town _____ Zip _____

Telephone:(_____ Email: _____

Degree(s) Completed: _____

Certification Area(s): _____

Fill in Graduate Education Courses you've completed (15 Credits max)

Semester	Course #	Course Title	Credits	Gr Earned

Fill in Graduate Science Content courses in your discipline which satisfy the science core

requirements. At least 9 credits must be in your initial area of science certification. The remaining six credits can be in other areas of science. All science courses must be approved by the candidate's science advisor. **(15 Credits max from 500-700 level courses)**

Semester	Course #	Course Title	Credits	Gr Earned

Candidate's Signature _____ Date _____

Advisor _____ Title _____

Advisor's Signature _____
