

1. SEYS (G10-01)**GENERAL REQUIREMENTS
FOR THE REGISTRATION OF ALL PROGRAMS LEADING TO CLASSROOM TEACHING
CERTIFICATES**

52.21 (b)(2) - General Requirements. In addition to meeting the applicable provisions of this Part, to be registered as a program leading to certification in teacher education, such program shall meet the general requirements set forth in this subdivision, except to the extent that such general requirements are explicitly stated to be inapplicable in this paragraph or in the specific requirements for the certification title as set forth in paragraph (3) of this subdivision, and shall also meet the specific requirements set forth in paragraph (3) of this subdivision.

52.21(b)(2)(i) Standards for all programs. In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of the Part, all programs leading to certification in teacher education shall meet the following requirements:

(a) Programs shall have a written statement of the philosophy, purposes and objectives of the program.

Provide the statement of philosophy, purposes and objectives.

The mission of Queens College is "...that a great education should be accessible to talented young people of all backgrounds- ethnic and financial." Its purpose is "...to prepare students to become leading citizens of an increasingly global society... to foster an environment in which students learn the underlying principles of the humanities, the arts, and the mathematical, natural and social sciences... and to embrace its special obligation to serve the larger community" (Institutional Report, 2005, p.2).

The Education Unit reflects the diversity of the overall college and is one of New York's largest teacher preparation institutions. The unit's mission is to prepare educational professionals to fill educational roles to provide service to New York City's diverse urban communities under the umbrella of its conceptual framework of equity, excellence, and ethics.

The Division of Education and the Department of Secondary Education and Youth Services (hereafter, SEYS) operate within this broad framework to prepare teachers to serve New York City, Long Island, Westchester, and New York State.

The goal of the Foreign Language Education Program is to develop teachers who are New York State certified and who are effective, excellent, ethical professionals who value diversity and are reflective and capable of independent practice and lifelong professional development. Further, the program seeks to prepare teachers for public school districts to develop, implement, and evaluate language programs at schools and who can work with individual students and their families. We promote rigorous scholarship and research, contextualized learning and service in school and community settings, and opportunities for critical reflection on the role of language study in society and about our responsibilities as educators. The QC Foreign Language Education program's knowledge base and practices are consistent with the Languages Other Than English (LOTE) Teacher Preparation Standards of the American Council on the Teaching of Foreign Languages (ACTFL) and New York State regulations.

Specific objectives of the Foreign Language Education program include the following:

- Prepare candidates to design and deliver instruction geared toward achieving the National and New York State Learning Standards for world languages in 7-12 level programs;
- Develop a working knowledge of diversity, openness, and curiosity to explore how to foster that development in students in their own classrooms;
- Expose candidates to the latest advances in pedagogy, curriculum, and instructional technology;
- Provide hands-on experiences in the field in culturally and economically diverse settings- both urban and non-urban- and with children of diverse learning styles and abilities; and
- Build candidate awareness of the necessity to update their own skills and knowledge in the content area and in general pedagogy and introduce candidates to organizations that can be resources for their continued professional development.

Describe how the philosophy, purposes and objectives are reflected in the preparation of candidates for certification.

The mission of Queens College is "...that a great education should be accessible to talented young people of all backgrounds- ethnic and financial." Its purpose is "...to prepare students to become leading citizens of an increasingly global society... to foster an environment in which students learn the underlying principles of the humanities, the arts,

and the mathematical, natural and social sciences... and to embrace its special obligation to serve the larger community” (Institutional Report, 2005, p.2).

The SEYS education courses developmentally sequence information about diverse learners, technology and social justice throughout the program. The early educational foundations course (SEYS 536) focuses on providing candidates with an understanding of how different groups interact in society at large. Candidates examine stratifications according to economic class (particularly urban poverty), gender, race, language use, ethnicity, sexual orientation, physiological and mental differences, and exceptionality through class readings and conversations. Through readings, observing diversity in schools, journaling, reflection, and class discussions candidates develop insights into how experiences of diverse people in the educational system may affect learning. Courses additionally provide candidates with experiences that reflect how technology influences the school environment and learning.

The educational psychology course (SEYS 552) builds on the understanding of how diversity and technology affect learners socially by examining how cognitive issues introduce additional complications. Candidates examine relevant cognitive learning issues and apply technological tools to instruction in order to target the instructional needs of diverse learners including exceptionality and English language learning. Candidates observe classrooms, reflect on issues in observation reports, and prepare instructional materials incorporating technology to address diverse learners.

The Language, Literacy and Culture in Education course (SEYS 700) builds on what candidates learned about second language learning, cognition, and social factors in the school setting. The developmental process of intercultural learning is emphasized in the experience using readings, case studies, and anecdotes from classroom observations. Candidates not only advance their own intercultural knowledge, but additionally explore how to provide intercultural experiences for their own students to broaden tolerance, respect, and appreciation of different cultural norms and practices. Candidates explore strategies for presenting content and concept language to scaffold material for English language learners, how to adjust materials and content for diverse learners, and the importance of providing comprehensible input for English language learners.

The foreign language methods course (SEYS 564) introduces the candidates to their content standards both for teacher preparation as well as for instructing Languages Other Than English (hereafter, LOTE). The field component provides opportunities for candidates to observe content classrooms and reflect on how the standards can inform planning, instruction and assessment in languages. Candidates further build on their knowledge of how diversity, second language learning, and intercultural learning impact classroom learning. Communication, Diversity and cultural understanding are imbedded features of language learning and elements of the national and state content standards for LOTE instruction. The focus of this course is to provide basic knowledge for candidates to teach their students to communicate with diverse people using another language with diverse perspectives and a potentially unique cultural lens. Course content provides strategies for assisting students to progress in intercultural development, applications of technological tools to support communication and explore culture, and instruction in backward design and standards-based assessments so that candidates integrate assessment through all phases of instructional planning and delivery. Candidates develop units using Understanding by Design aligned with the National Standards (5Cs) using authentic materials and based on a theme topic from the New York State syllabus that incorporates the three communicative modes, culture, interdisciplinary concepts, communities from the target culture, and comparisons of culture and languages, all elements of the content standards. Candidates prepare lesson plans, ancillary materials, and incorporate technology applications in their unit of instruction. Candidates are introduced to the professional community through a conference with groups such as New York City Association of Foreign Language Teachers (NYCAFLT) Northeast Conference on the Teaching of Foreign Languages (NECTFL) or Long Island Language Teachers (LILT).

The Middle School Practicum (SEYS 574.2) is an extended experience in a middle school and provides candidates with the opportunity to observe the workings of a school setting over time. Candidates prepare reflective papers on topics that deal with diversity, professionalism, child development, assessment and instruction, and the school environment. They examine their school’s report card, work with a cooperating teacher, participate in school activities, and work with students over a continuum of content between one-on-one tutoring, small group tutoring, or activities with the entire class. Candidates meet with their field supervisor during the semester to report their experiences.

The Standards-based Curriculum and Assessment course (SEYS 584) further expands candidate practice with creating backward design units based on the New York State syllabus for LOTE and the content standards. Candidates prepare integrated performance assessments that use authentic materials to guide students through engaging all these modes of the Communication standard- interpersonal, interpretive and presentational. Candidates complete a variety of professional development tasks such as creating a short teacher practice article for potential submission to a professional journal or a language teacher conference proposal, a professional development plan, and a philosophy of education. Candidates continue to reflect on how to improve their planning, instruction and assessment with their increasingly sophisticated pedagogical content knowledge.

Student Teaching (SEYS 574.4) occurs concurrently with SEYS 584 and provides candidates with experience taking responsibility for a minimum of two classrooms of students through the duration of the semester. Candidates work with a checkpoint A (introductory level) of language students and a higher level typically Regents level classroom (Checkpoint B). Candidates are responsible to plan lessons, instruct, and assess students through the mentoring of their cooperating teacher in the school and under the direction of a college supervisor.

The portfolio requires the candidates to choose work from all their program courses and experiences to provide evidence of how they met standards for teacher preparation for the American Council on the Teaching of Foreign Languages (ACTFL) for pre-service foreign language teachers, New York State Standards for Teacher Preparation, Queens College Core Values (standards) and INTASC standards. Portfolios require high levels of reflection and focus on these issues to demonstrate their understanding and application in preparing teaching materials, assessments, and professional growth while using the LOTE standards to guide them through all phases of instruction.

I.A. Explanation of the knowledge base and philosophy for candidate preparation

The Secondary Education Department (SEYS) expects its candidates to be liberally educated, deeply and broadly literate, and successful scholars in the field the prospective teachers plan to teach.

Across SEYS there are shared program goals among the content areas evidenced in the pedagogical content core that all teachers graduating from our programs must attain. The Department of Secondary Education expects its candidates to be:

- Grounded in the historical, philosophical, social, and political foundations of secondary school teaching and urban education during the past century,
- Proficient at understanding and facilitating linguistic and cognitive development to account for linguistic, cognitive and cultural diversity in individualized learning,
- Cognizant of human development and learning theory, particularly as it affects adolescents' learning in school settings,
- Steeped in the intellectual traditions of their disciplines and rooted in the pedagogical content knowledge developed within their teaching specialties,
- Knowledgeable about legal, political and institutional contexts for schooling, and
- Competent in various media and technology for enhancing learning.

Coursework in the foundational and psychology courses, as well as all pedagogical core areas reflect our commitment to a quality education for all candidates irrespective of their special needs, cultural and linguistic backgrounds or recentness of their arrival to the United States. Thus, our candidates are provided with learning experiences that develop their professional knowledge, skills and disposition to work in any school system in the United States.

Throughout our program we provide teacher candidates with experiences conducive to their development as introspective, self-directed and autonomous professionals. These experiences are consistent with our expectation that our teachers should assume leadership roles in their schools and profession.

Since the Department of Secondary Education promotes experiential learning in addition to knowledge acquisition as a program philosophy, candidates are expected to participate in a variety of field experiences aimed at reinforcing the formal course work. The Department of Secondary Education understands that learning theory needs to be experienced and demonstrated as well as formally understood and, therefore, conducts all pedagogical core classes accordingly.

The Programs in Secondary Education seek to strike a balance between the professional knowledge applicable to teachers in all settings with the specific needs of teachers working in the largest school system, set in the most densely-populated urban area, in the United States. The special needs and demands of working in New York City are considered in the context of other situated schooling sites, thus guaranteeing our candidates are prepared to work in a variety of environments. The additional special demands of working with significant numbers of new Americans also figure in Queens College's philosophy of providing quality education for all candidates for the purposes of responsible citizenship in a participatory democracy.

Finally, the Secondary Education Department expects its graduates to be leaders in their schools and in their profession. Accordingly, the programs focus on the development of professional and contextual knowledge that is important to the understanding and experience of future pedagogical innovators and school leaders.

(b) Institutions shall demonstrate how faculty in the arts and sciences and faculty in education cooperate for the purpose of ensuring that prospective teachers receive academic preparation of high quality, equivalent to that of students in other fields.

Provide evidence of this cooperation.

Queens College convened a task force of faculty from its four divisions (Humanities, Math and Science, Social Sciences, & Education) to review the liberal arts and science requirements (LASAR) for students who want to become teachers. The task force was charged with (a) comparing the liberal arts and sciences requirements (LASAR) of Queens College with the Liberal arts and sciences requirements designated by the Regents for all teachers, the General Education core Requirements: artistic expression, communication, information retrieval, concepts in history and social sciences, humanities, a la language other than English, scientific and mathematical processes and written analysis expression. Furthermore, the task force was charged with identifying among the hundreds of liberal arts and sciences courses designated for the LASAR, those courses that would provide content and skills directly related to the New York Learning Standards. This task force also identified the majors on campus that align well with the Learning Standards curriculum for students preparing to become teachers in 7-12 schools.

The SEYS Department has a long standing and fruitful relationship with the departments who prepare secondary teachers in the sciences, mathematics, foreign languages, English, art, and social studies. The SEYS Department provides educational foundations and psychology courses for students in other programs on campus such as TESOL (Applied Linguistics), physical education, music, and family and consumer science programs. Queens College also has articulation agreements and jointly registered programs with Queens Borough and LaGuardia Community Colleges. Faculty members from these schools have been involved in the work of the Task Force and will coordinate their liberal arts and science offerings with those at Queens College.

In the foreign language education program the SEYS faculty work closely with designated members of the language department faculty to provide the best experiences for their mutual students. Currently the program and language faculty are preparing an assessment system to streamline preparation and to structure data collection for NCATE.

(c) Institutions shall demonstrate efforts to recruit qualified faculty and student bodies for teacher education from groups historically underrepresented in such programs.

What efforts are made to recruit such faculty in teacher education?

Queens College has a search process in place to ensure that all applicants for a position who fulfill the criteria and qualifications set forth in the search plan have an equal opportunity to be reviewed and considered for the position. Each search is posted CUNY-wide and advertised in the appropriate professional publications. Furthermore, faculty members are urged to circulate the posting to colleges and universities that prepare teacher educators from underrepresented groups. For over ten years, Queens College has provided additional tenure track lines, over and above specifically allocated lines, to departments who identify individuals from minority groups for faculty positions. These open lines have resulted in a significant increase in faculty from under represented groups.

What efforts are made to recruit such students for teacher education?

Queens College is situated in a very diverse community, and the enrolled students represent many different groups such as African, African American, Caribbean, Korean, Urdu, Taiwanese, Asian Indian, middle eastern, Russian, and countries in South and Central America. While students are not required to indicate their racial or ethnic identity on our applications, many do. The Bilingual programs in elementary education and special education and the TESOL programs participate in scholarships programs for bilingual education and TESOL with the New York City Board of Education and Suffolk BOCES. These programs send students to our college each year from Hispanic, Asian, and Eastern European communities.

Provide evidence of the success of efforts:

- data on current representation on the education faculty

As of fall 2006, the full-time faculty in the Division of Education was 76 of which 7 (9.2%) Black, non-Hispanic, 1 (1.3%) American Indian, 7 (9.2%) Asian/Pacific Islander, 6 (7.8%) Hispanic, and 55 (72.4%) white, non-Hispanic.

- data on current representation in the education student body

Figure 1
Diversity Breakdown of Education Unit Student Enrollment
School Year 2005-2006

	<i>Full-Time Students</i>		<i>Part-Time Students</i>	
	<i>Under graduate</i>	<i>Graduate</i>	<i>Under graduate</i>	<i>Graduate</i>
<i>Men</i>				
<i>Nonresident alien(international)</i>	24	0	6	12
<i>Black, non-Hispanic</i>	21	1	13	37
<i>American Indian or Alaskan Native</i>	0	0	0	2
<i>Asian or Pacific Islander</i>	63	4	14	37
<i>Hispanic</i>	51	5	28	61
<i>White, non-Hispanic</i>	183	38	62	476
<i>Race/ethnicity unknown</i>	0	0	0	0
<i>Men Total</i>	342	48	123	625
<i>Women</i>				
<i>Nonresident alien(international)</i>	41	1	10	17
<i>Black, non-Hispanic</i>	66	6	26	146
<i>American Indian or Alaskan Native</i>	1	0	1	1
<i>Asian or Pacific Islander</i>	124	20	28	118
<i>Hispanic</i>	146	23	70	240
<i>White, non-Hispanic</i>	424	134	141	1469
<i>Race/ethnicity unknown</i>	0	0	0	0
<i>Women Total</i>	802	184	276	1991

(d) Institutions shall demonstrate efforts to recruit and retain qualified faculty who understand the problems of high-need schools and have professional experience in such schools.

What efforts are made to recruit and retain such faculty?

In the Division of Education, searches for faculty include criteria of professional experience in urban schools and settings. We have found that most applicants are interested in working in the inner city and with urban schools. This statement also holds true for SEYS. It is in full compliance with Affirmative Action regulations. Knowledge of the needs of city children is part of the job description used in advertising. The positions are advertised in the usual educational journals, such as the Chronicle of Higher Education, and the last search for an SEYS faculty member in 2008 was advertised in the New York Times.

Provide specific evidence of the success of efforts.

The most recent faculty search in SEYS took place in Spring 2008. The position was for an Assistant Professor in Mathematics Education. Qualification Requirements listed on the CUNY Job Posting were the following:

Doctorate in Mathematics Education required by September 1, 2008. Applicant must have a secondary school Math accreditation and secondary math teaching experience. Applicant should have a well-defined research agenda in secondary math education. Preference will be given to candidates with an in-depth knowledge in three of more of the following areas: teaching grades 7-12 math in multicultural, urban schools; technology based instruction that enhances student performance; college teaching in teacher programs; and funding in math education in urban settings.

(e) Institutions shall publish information about each of their teacher education programs that shall be made available to prospective and enrolled students. The information shall include but need not be limited to, as available, relevant statistics about the labor market and job availability for each certificate title for which a teacher education program is offered, including the source of the statistics and the period of time and geographic area to which the statistics refer.

Note that Sections 53 and 54 of Commissioner's Regulations require publication of placement data for all programs, where such information is available, in the institution's catalog or bulletin.

Frequently our candidates are hired at the schools where they student teach, and we advise our candidates to attend job fairs with the NYC DOE. We use the internet, telephone, personal communications, and a departmental bulletin board to post job notices that school administrators and graduates or currently enrolled candidates inform us about. Students continue to contact us by phone or email when their job searches are not successful, and we frequently match them with schools in the fall who call for last-minute staffing needs. Our candidates are very successful in finding positions.

(f) Institutions shall demonstrate how they maintain formal relationships with local schools for the purpose of improving the preparation of teachers and improving teaching and learning at both the institutional and the elementary and/or secondary school levels.

Describe institutional relationships with local schools that serve to :

improve the preparation of teachers:

Queens College has a long-standing relationship with many schools throughout the borough of Queens and Nassau County. We place student teachers in the same schools and add schools where the environment is conducive to pre-service teacher education. We have formal collaborative arrangements with the Louis Armstrong Middle School, Townsend Harris High School, and the new Queens School for Inquiry.

The Middle School Practicum is an evolving formal collaboration between SEYS and a number of schools. The program overseer is a retired middle school assistant principal who is an adjunct with the department. It consists of an agreement with schools set up to accept our candidates for a 50 hour field experience to provide an immersion in a school culture. The supervisors at the site organize an orientation with the school personnel to give our candidates upon arrival in the fall semester. The school provides the orientation with the supervisor participation.

Candidates sign up in advance for their school site and they are placed in the schools across content areas with two or three candidates per cooperating teacher. Candidates observe, work with small groups, tutor, and teach mini lessons in this experience. It has been very successful and continues to evolve. Currently more than 30 schools participate in the practicum and we continue to add schools every year as our enrollments grow. Some of the schools who participate include the following: the Academy of American Studies, Renaissance Charter School, Louis Armstrong Middle School, Susan B. Anthony Intermediate School, Russell Sage Middle School, Newcomers High School, and Queens School of Inquiry.

Individual faculty and programs in SEYS develop relationships with schools for different purposes. The math program, for example, has a strong relationship with Louis Armstrong Middle School. The program buses students there for joint observations and meetings with the teachers at the school.

improve teaching and learning in the institution:

Many of our adjuncts are retired teachers and administrators from the school system and they bring their rich understandings of those experiences to our candidates. They are also instrumental in establishing connections with schools, such as in our middle school practicum. Adjuncts teach courses and supervise students in the practicum and in student teaching.

improve teaching and learning in the schools.

The foreign language education program faculty members work with schools and districts providing workshops when requested and conduct research in schools. Faculty members are also active in state, regional and local teacher professional groups and attend to give workshops to inform teachers about advancements in the field.

Our candidates take what they learn from SEYS programs and share their knowledge in their schools after graduation. Many teachers have been out of school for considerable time and are not up-to-date on advancements in language teaching and learning. Our graduates help them retool both during student teaching and after they begin full-time jobs in the schools. One of our faculty members has been working with the Early College Initiative to set up education courses for students who take college courses during high school. This is the first semester that education courses were offered.

From our visibility in the schools, many of the teachers in those schools choose Queens College to get their masters degrees and professional certification. We are in the process of developing additional programs and courses for public school faculty to use the vouchers they receive from serving as cooperating teachers.

In the foreign language graduate research course, we focused on action research on classroom assessment over the last three years. Topics in the course vary from the Regents and Proficiency exam (students are practicing teachers) to exploring assessment systems. During the last two years candidates in the research course evaluated their assessment systems and developed new systems or improved assessment areas they choose to strengthen.

(g) Institutions shall demonstrate how they promote faculty involvement with public or nonpublic schools for the purpose of improving the preparation of teachers with regard to understanding diversity and issues facing high-need schools;

What steps does the institution take to promote faculty involvement with schools for improving faculty understanding of diversity and issues facing high-need schools?

Queens College promotes the involvement of faculty in schools by recognizing such involvement in the tenure and promotion process. Tenure and promotion are awarded based on research and publication, teaching and service. Faculty members recognize the need to ground their instruction in school experience. Many members of the faculty conduct research and staff development activities in local schools. In some instances, faculty members receive released time for school activities.

(h) Institutions shall provide sufficient numbers of qualified, full-time faculty in order to: foster and maintain continuity and stability in teacher education programs and policies; ensure that the majority of credit-bearing courses in the program are offered by full-time faculty; and ensure the proper discharge of all other faculty responsibilities. Faculty teaching assignments shall not exceed 12 semester hours per semester for undergraduate courses, or 9 semester hours per semester for graduate courses, or 21 semester hours per academic year for faculty who teach a combination of graduate and undergraduate courses, while still providing sufficient course offerings to allow students to complete their programs in the minimum time required for earning the degree. Individual faculty members shall not supervise more than 18 student teachers per semester. Supervision of field experiences, practica, and student teaching shall be considered by the institution in determining faculty load, and institutions shall demonstrate how such supervision is considered in determining faculty load. The Commissioner may grant a waiver from one or more requirements of this clause upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the institution cannot meet the requirement because of the nature of the program, which otherwise meets the requirements of this Part.

What percentage of credit-bearing education courses in the program is offered by full-time education faculty?

Full-time faculty currently offer 100% of our offerings, except when we have high enough enrollments to offer multiple sections or when a faculty member is on sabbatical. We rely on our group of well-qualified adjuncts when we have multiple sections and we also use them for student teaching supervision.

What is the maximum teaching load for education faculty?

The maximum teaching load for fulltime faculty is 9 credits per semester (or 3 courses) and 18 credits per year. CUNY requires 21 credits per year. Three credits of the teaching load are assigned as advisement.

How many student teachers supervised equate to one credit of course load?

SEYS considers 6-8 students to be a course load in the supervision of student teachers.

Complete the Faculty Charts on the following pages, for each proposed program, providing information on full-time and part-time or adjunct faculty of the institution who are affiliated with the program. For full-time faculty, include tenure status (see note on Faculty Chart), the percentage of time assigned to this program, number of courses taught annually in the program, all earned degrees and specific field of each degree (more specific than "Education"), NYS certificates, and school teaching experience (e.g., Jane Doe, T; 75%, 8; Ph.D., Math Education, M.S. Math Education, B.S. Math; Math 7-12 cert. and 5 years teaching H.S. math). For part-time or adjunct faculty, include the number of courses taught annually in the program, all earned degrees and specific field of each degree, NYS certificates, and school teaching experience. (Please note the requirements in Section 52.2 (b) (4) and (5) of Commissioner's Regulations (found in attached Supplement) concerning earned doctorates held by faculty teaching in curricula leading to baccalaureate and graduate degrees.)

Full-Time SEYS Faculty Foreign Language Education

Title of Proposed Program: Advanced Certificate: Urdu Education

Name	Tenure Status*	%Time	No. of	All Earned	NYS Certificates
------	----------------	-------	--------	------------	------------------

	(T, TT, or NTT)	to Progra m	Program CoursesT aught Annually	Degrees, with <u>Specific</u> Titles/Areas of Specialization	& Related Teaching Experience
Jennifer Eddy	T	100	4	PhD in Spanish and Education M.Phil Spanish and Education M. Ed Spanish and Education MA Foreign Language Education BA Language and Culture	6 years teaching secondary Spanish 1 year teaching K-8 Spanish 7 years teaching methods 2 years teaching ESL NYS professional certification pending TC Columbia University 17 years college Spanish
Jacqueline Davis	T	80	4	PhD. Language Education Specialty in Foreign Language Education MED Business Education BBA Management Provisional 7-12 Spanish New York 3 years experience teaching secondary Spanish Renewable Spanish & Business Education certification in Georgia with K-6 & ESL endorsement (Expired)	

*T = tenured; TT = tenure track; NTT = not tenure track.

Part-Time or Adjunct Faculty Affiliated with the Proposed Program with (Language) Teaching Specialization

Name	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Yves Charles		Ed.D., Educational Leadership with a concentration in Instructional Leadership, Professional Diploma, Educational Administration, Master of Arts, Spanish Language and Literature	NYS permanent cert. in School District Administration, NYS permanent cert. in school administration & Supervision, NYS permanent cert. in French & Spanish 7-12, NYC permanent license as AP Foreign Lang. Supervision, NYC permanent license as Supervision of Bilingual Education., NYC permanent license as Teacher of Spanish Day HS, NYC permanent license as Teacher of Spanish Bilingual Common Branches.
Ronnie Maibaum		MA Secondary Education, BA Latin American Area Studies	NYC permanent cert. Spanish, NYS permanent cert. Spanish 7-12
Nancy Russo-Rumore		Professional Diploma, Educational Administration, MS in Secondary Education, BA Secondary Education Spanish	NYS permanent cert. in School District Administrator, NYS permanent cert. in School Administrator/Supervisor, NYS permanent cert in Spanish 7-12.

Title of Proposed Program: Advanced Certificate: Urdu Education

Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

Full-Time SEYS Faculty from supporting programs in the minor

Name	Tenure Status* (T, TT, or NTT)	% Time to Program	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Alpana Bhattacharya	T			PH.D. Educational Psychology, MS Special Education, MS School Administration, MA Economics	
Rosario Caporri mo	TT			Ph.D. Educational Psychology, Human Learning and Instruction, BA Psychology	
Hefer Bembetty	TT			PhD Educational Psychology, MA Educational Psychology,	
Eleanor Armour- Thomas	T			Ed.D Educational Psychology/Schools	Taught History in High School for 6 years, Course in intellectual enhancement for 11 th grade
Lillian Moncada- Davidson	T			Ph.D Sociology of Education	Taught Elementary and Secondary level Social Studies and Spanish for 6 years in El Salvador
Magnus Bassey	T			Ed.D Educational Foundations	NYC Board of ed Temp. per diem Certificate, 1989, Taught history in HS for 1 year and Social Studies in JHS for 2 years

*T = tenured; TT = tenure track; NTT = not tenure track. Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

Part-Time or Adjunct Faculty Affiliated with the Proposed Program with (Language) Teaching Specialization**Title of Proposed Program: Advanced Certificate: Urdu Education**

Name	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Yves Charles	2-3	Ed.D., Educational Leadership with a concentration in Instructional Leadership, Professional Diploma, Educational Administration, Master of Arts, Spanish Language and Literature	NYS permanent cert. in School District Administration, NYS permanent cert. in school administration & Supervision, NYS permanent cert. in French & Spanish 7-12, NYC permanent license as AP Foreign Lang. Supervision, NYC permanent license as Supervision of Bilingual Education., NYC permanent license as Teacher of Spanish Day HS, NYC permanent license as Teacher of Spanish Bilingual Common Branches.
Ronnie Maibaum	1-2	MA Secondary Education, BA Latin American Area Studies	NYC permanent cert. Spanish, NYS permanent cert. Spanish 7-12
Nancy Russo-Rumore	2	Professional Diploma, Educational Administration, MS in Secondary Education, BA Secondary Education Spanish	NYS permanent cert. in School District Administrator, NYS permanent cert. in School Administrator/Supervisor, NYS permanent cert in Spanish 7-12.

Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

Part-Time or adjunct Faculty of the Institution Affiliated with the Proposed Program (SEYS Department)**Title of Proposed Program: Advanced Certificate: Urdu Education**

Name	Tenure Status* (T, TT, or NTT)	% Time to Program	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Floyd Kessler 536	adjunct			PD Administration & Supervision, MS Sec. School Educ., MA Political Science	NYS School District Administrator, NYS School Administrator & Supervisor, NYC Principal HS, NYC Principal JHS, NYC Principal Elementary School, NYC Asst. Principal JHS/Elem School /APs
I Norman Strauss 536	adjunct			Ph.D. History, MA Latin American, American History, MA Administration & Supervision, BA History, Religion	
Amon Diggs 536	adjunct			MS.Ed Curriculum and Development	NYS Permanent Certificate in social Studies 7-12, NYC Certificate Regular Social Studies JHS & High School Taught Social Studies 30 years
Herbert Hoffman 552	adjunct			Ph.D. Psychology	NYS Certified Psychologist Taught Math, Science and English in JHS.
Max Kopelman 552	adjunct			Ed.D. Educational Administration, MS Educational Administration, MA Social Studies, BA History.	NYS cert. Secondary Teacher Social Studies, NYS cert. School District Administrator.
Carol McCarthy 700	adjunct			MA English / Writing, MS English, Secondary Education, BA English	
Loures Burrows 700	adjunct			Cert. of Advanced Study in Administration, MA Spanish Literature, BA	NYS District and School Administrator, NYS Teacher of Spanish – Secondary Level, NYC Principal, NYC Asst. Principal, NYC teacher of Spanish-HS, NYC teacher of Spanish-JHS.

Karen Klatzkin 700	adjunct			Doctoral student in English Education, MA English Education , BA European Cultural Studies	
Martha Morenstein 700	adjunct			MA Educational Theater, BA History	
Steve Mermelstein 700	adjunct			PH.D. English Literature, MA Philosophy, MA English, BA English & Communication Arts & Sciences	-----Cert. of School Administration & Supervision, Tutorial Cert. in Modern British Lit. & History NYS NYS permanent cert. Secondary English, NYS NYS School District Administration
Gerald Gissinger 700	adjunct			MA in School Administration and Supervision, MA is Social Studies Ed., BA History.	Ap Supervision social Studies Day High School, School Administration & Supervisor, School Principal, NYS Social Studies 7-12.

*T = tenured; TT = tenure track; NTT = not tenure track.

Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

(i) Institutions shall demonstrate that participation in relationships with local schools is a valued component of the responsibilities of the faculty with primary appointments to teacher education.

What steps does the institution take to show faculty that the institution considers faculty participation in relationships with local schools to be a component of faculty responsibilities that is valued by the institution?

Queens College has a high proportion of faculty involved in collaboration with local schools. It is an extensive activity of the division of Education. We have over 400 students every year in student teaching experiences. In addition, we have many faculty members involved in local schools delivering staff development. The tenure and promotion process at Queens College examines the activities of candidates in three areas: Research, teaching, and service. The activities of Queens College faculty in local schools are credited in the areas of teaching and service. Furthermore, some faculty members engage in research activities in the local schools. It is expected that education faculty will provide service to local schools as well as supervise student teaching.

In the foreign language education program we have strong collaborative relationships with Bayside High School, The Renaissance Charter School, Valley Stream District in Long Island, the Queens High School for Inquiry, and PS 499. We are building new relationships with other schools, such as the Beacon School in Manhattan, the East-West School of International Studies, and schools in Westchester County who have difficulty staffing their foreign language programs. We are beginning a satellite program for post-bac and MEd courses in Foreign Language Education to serve teachers in Yonkers Public Schools. We have worked steadily with Bayside as a student teaching site consistently since 1999 when Dr. Davis began working at Queens College.

(j) Institutions shall provide sufficient resources and equipment and adequate facilities and physical space, as prescribed in section 52.2(a) of this Part, to support effective teaching and scholarship by faculty and effective learning and scholarship by students in the program.

Describe the resources, equipment, facilities, and physical space that are:

1) dedicated to this program:

All faculty and department offices are wired to the College mainframe and have internet access.

2) readily available for use by this program.

Include library resources and facilities, as well as any special facilities that pertain to this program (e.g., music, speech/language laboratories, physical education, etc.).

Queens College has 37 buildings on a 79 acre campus located in Queens. Rosenthal Library has a collection of 2,500 periodicals and 711,000 books with access to many databases from campus locations as well as from home. Program faculty regularly schedule sessions in the library for students to become familiar with reserve materials, research sources, and online resources they can access from home. The library has collections of juvenile books, curriculum materials, textbooks, films, teaching aids, pamphlets and standardized tests. The library has viewing areas for videos that can be reserved in the media center.

The Office of Converging Technology administers all of the technological infrastructure on campus. The OCT staff installs and maintains the campus-wide system for internet, email and software upgrades. This department supports several electronic classrooms, labs for students, a media center in the library, and collections of electronic equipment such as laptop computers, overhead projectors, televisions and VCRs/DVD players that faculty members can request for use in their classrooms.

Powdermaker Hall where the Division of Education is located has wireless access throughout with computer labs that can be used for instruction. Additionally, faculty can request technology equipment to use in classes such as overhead projectors, TV and VCRs, and laptops and LCD projectors. The SEYS Department has a cart of laptop computers, LCD projectors, Elmo projectors, and tablets available to faculty members. SEYS has a computer lab for our students staffed with a part-time employee to provide assistance while they work.

In the last few years, most of the foreign language education specific pedagogical courses have been held in two "smart" classrooms the instructors reserve at the college in Kiely Hall. Our students learn to use power point, the smart board, Black Board, and we are introducing some of our classes to the Queens College Blog system this semester. Students primarily submit digital assignments and use the digital drop box feature of Black Board to submit work. We believe that our candidates need to learn basic technological skills and implement those in their teaching assignments.

(k) Institutions shall demonstrate how they use various types of assessments to evaluate students for admission to teacher education programs and based on such assessments prescribe study and experiences that will enable students to develop the knowledge, understanding, and skills necessary to successfully meet the requirements for certification upon program completion.

Attach a published statement of, or state here, the criteria for admission to the institution and to the program.

Applicants must have a bachelor's degree in Urdu language or its equivalent (36 credits) with a minimum GPA of 3.0 (or its foreign university equivalent). Applicants are required to submit two letters of recommendation, a personal essay of approximately 500 words, and must have a recent score of Intermediate-High or higher on the American Council on the teaching of Foreign Languages (ACTFL) Urdu Oral Proficiency Interview (OPI) and a score of Intermediate High on the ACTFL Writing Proficiency Test (WPT). The ACTFL OPI and the WPT levels of Intermediate High are the minimum proficiency levels that candidates for graduate study are required to have by Languages Other Than English (LOTE) programs for ACTFL/NCATE accreditation.

Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of either a score of 600 or higher on the written version of the Test of English as a Foreign Language (TOEFL), or pass the TOEFL Internet-based Test (iBT) with a minimum Total score of 100 and a minimum speaking score of 25. An interview may be requested as part of the application decision. A portfolio showing evidence of meeting ACTFL Program Standards for the Preparation of Foreign Language Teachers Initial Certification is an exit requirement.

List assessments used in determining admission.

- GPA screening
- Evaluation of preparation in Urdu language
- 2 Letters of recommendation

- Personal essay
- Interview with foreign language education faculty
- Score of Intermediate-High on the American Council on the teaching of Foreign Languages (ACTFL) Urdu Oral Proficiency Interview (OPI)
- Score of Intermediate High on the ACTFL Writing Proficiency Test (WPT)

Describe the process for evaluating the preparation of candidates for admission to the program, prescribing study and experiences to meet requirements, and evaluating student progress.

Admission Evaluation

Candidates apply through the Graduate Admissions Office who forwards completed application folders to the appropriate advisor and department. Foreign language candidate applications are carefully reviewed by advisors in foreign language education before they are admitted. The advisors determine if candidates have taken courses to prepare them with a content knowledge base for assisting students to meet the State Learning Standards for Urdu in grades 7 through 12. Candidates are expected to have 36 credits above the intermediate level in Urdu, sufficient liberal arts and science requirements based on Queens College LASAR requirements, and a minimum GPA of 3.0 (or its foreign university equivalent), minimum required proficiency levels in spoken and written Urdu, and the aptitude, motivation, discipline, and ability to be successful in graduate work and teaching.

A candidate may be admitted on a probationary status if he or she is close to meeting minimum requirements. For example, the coursework of those candidates who do not have a major is compared to a systematically prepared major (such as one currently under development at Queens College) and students are advised to take courses to fill any gaps in their prior preparation as an admission and retention requirement.

English literacy skills are an important requirement for educators in New York City and State.

Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of either a score of 600 or higher on the written version of the Test of English as a Foreign Language (TOEFL), or pass the TOEFL Internet-based Test (iBT) with a minimum Total score of 100 and a minimum speaking score of 25.

An additional criterion for our candidates that relates to English literacy as well as dispositions for becoming a teacher is a personal essay of approximately 500 words. This essay allows us to gauge a candidate's motivation to work in public schools and teach children, as well as to attend the certification program. This checks both their dispositions for teaching as well as their ability to articulate their desire to become teachers. Essays are primarily gauged by reading, writing, and English written communication skills.

An interview will be part of the application decision to give insight into candidates' ability to articulate and communicate in English as well as insights into dispositions for teaching. Candidates must also submit two letters of recommendation from professors attesting to their academic abilities and skills, academic discipline, motivation to teach, and dispositions related to teaching. This criteria gives us a third party's perspective on each candidate's aptitude as an educator and graduate student.

Likewise literacy skills in Urdu are crucial to an educator who will be teaching the language, literature, and culture to public school children. Candidates must provide evidence of a recent (within six months) rating of Intermediate-High or higher on the American Council on the teaching of Foreign Languages (ACTFL) Urdu Oral Proficiency Interview (OPI) and a score of Intermediate High on the ACTFL Writing Proficiency Test (WPT)**. These tests are measures that candidates have required levels of speaking and writing skills in the language to be able to optimally instruct students to build their interpersonal, interpretive (reading and listening), and presentational (prepared writing and class presentations) communication in Urdu based on the national and state standards for Languages Other Than English (LOTE). The OPI measure is a required assessment for all language programs under NCATE accreditation. As the foreign language education program will be undergoing review for national recognition in the next accreditation visit in 2010, we are revising all our programs to make the OPI a requirement. The WPT is a requirement to ensure that candidates have the writing skills they need to instruct their students appropriately.

For more information on the OPI or the WPT please go to www.actfl.org and click professional development, then click proficiency testing.

Evaluating Student Progress

There are three benchmarks following admission into the program: prior to clinical practice, following completion of clinical practice, and program completion.

1. Prior to Clinical Practice. Candidates are screened before student teaching to insure they maintain a B average in education courses and a B average in the methods course. Candidates are also required to complete crucial pieces of their portfolio to document how well they are meeting standards for initial teacher certification. The benchmark standards include the Queens College Core Principles of Equity, Excellence, and Ethics, ACTFL standards for initial foreign language teacher preparation, INTASC standards for beginning World language teachers, and New York State Teacher Preparation standards. A rubric has been designed to evaluate the portfolios and is attached to the end of this document.

2. Completion of Clinical Practice. Upon completion of student teaching, candidates are evaluated by cooperating teacher(s), their college supervisor, and upon an assessment of student work.

3. Program Completion and Certification. Candidates in Foreign Language Education programs document their professional development during initial certification through the creation of a portfolio that they begin during the methods course and complete by the end of student teaching. Their final portfolio is also evaluated as part of the curriculum and assessment course and they meet with faculty to discuss their portfolios. Candidates are required to address all standards mentioned in #1. We encourage them to update their portfolios after they enter the teaching field to document their professional growth.

Following the completion of the program a foreign language education advisor again screens each candidate before signing off on all certification requirements, including coursework, GPA (B), completion of all field requirements, portfolio completion, etc.

52.21(b)(2)(ii) Standards for programs leading to an initial certificate. In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of this Part, programs leading to an initial certificate shall be programs leading to a baccalaureate or higher degree, which shall include a requirement that the candidate complete a general education core in the liberal arts and sciences as prescribed in clause (a) of this subparagraph, a content core as prescribed in clause (b) of this subparagraph, and a pedagogical core as prescribed in clause (c) of this subparagraph.

(a) **General education core in the liberal arts and sciences.** The program shall include a requirement that the candidate complete study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

List the requirements for the general education core.

Undergraduate records of Post Baccalaureate students must indicate they have a general education core equivalent to that required by Queens College undergraduates. These requirements are described below:

Students at Queens College are required to complete a distribution of liberal arts and sciences courses in three areas of humanities (6 credits in literature and literary criticism, 3 credits in the arts, 3 credits in language, culture, aesthetics), physical and biological sciences (7 credits including one course with lab), scientific methodology and quantitative reasoning (3 credits), social sciences (6 credits) and pre-industrial/non-western civilization (3 credits). A task force was formed to examine all the courses across the Queens College curriculum that may be used to complete the liberal arts and sciences requirements to identify those courses that would best prepare students in education programs for teaching the New York State learning Standards. The task force concluded that the queens College LASAR requirements were consistent with the Regent's requirements for a distribution in the liberal arts and sciences.

All students at Queens College must complete three semesters of foreign language. Candidates with foreign language majors are considered to have already fulfilled this requirement in their coursework for the major. In addition, all Queens College students must complete requirements in English composition (one course in composition plus 3 content courses emphasizing writing), mathematics (3 credits of algebra and pre-calculus or passing Sequential II math Regent's exam), and one course in physical education.

(b) **Content core.** The program shall include a requirement that the candidate complete study in the subject(s) to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State Learning Standards for students, as prescribed in Part 100 of this Title, and shall prepare candidates for refining and expanding that knowledge base.

See requirements for the Content Core for specific programs in 52.21(b)(3), and insert response in the appropriate location for the specific program.

(c) **Pedagogical core.** The program shall include a requirement that the candidate complete study in a pedagogical core that provides the candidate with the pedagogical knowledge, understanding, and skills as set forth in subclause (1) of this clause and field experiences, and student teaching and/or practica as set forth in subclause (2) of this clause.

(1) **Pedagogical knowledge, understanding, and skills.** The program shall provide study that will permit candidates to obtain the following pedagogical knowledge, understanding, and skills:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

Course title(s) and number(s):

SEYS 536 Educational Foundations
 SEYS 552 Cognition, Technology and Instruction for Diverse Learners
 SEYS 700 Language, Literacy and Culture in Education
 SEYS 564 Methods in Teaching Foreign Language in Middle and High School
 SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

Course title(s) and number(s):

SEYS 564 Methods in Teaching Foreign Language in Middle and High School

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

Course title(s) and number(s):

SEYS 700 Language, Literacy, and Culture in Education
 SEYS 564 Methods in Teaching Foreign Language in Middle and High School
 SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students, including at least six semester hours of such study for teachers of early childhood education, childhood education, middle childhood education, and adolescence education; teachers of students with disabilities; students who are deaf or hard-of-hearing, students who are blind or visually impaired, and students with speech and language disabilities; teachers of English to speakers of other languages; and library media specialists. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;

Programs leading to all of the following certificates must prepare candidates for understanding language acquisition and literacy development by native English speakers and students who are English language learners - and provide candidates with skill in developing the listening, speaking, reading, and writing skills of all students:

- early childhood education*
- childhood education*
- middle childhood education*
- adolescence education*
- students with disabilities*
- students who are deaf or hard-of-hearing*
- students who are blind or visually impaired*
- students with speech and language disabilities*
- English to speakers of other languages*
- library media specialist*
- literacy

- special subjects (dance, family and consumer sciences, health education, music, physical education, technology education, theatre, and visual arts)
 - career fields (agriculture, business and marketing)
 - educational technology specialist
- intensive program for individuals holding a transitional C certificate

* While all programs listed above must include preparation in language acquisition and literacy development, the programs marked with an asterisk must include at least 6 semester hours of such study, as part of the general pedagogical core.

Course title(s) and number(s):

SEYS 552 Cognition, Technology and Instruction for Diverse Learners
SEYS 700 Language, Literacy, and Culture in Education
SEYS 564 Methods in Teaching Foreign Language in Middle and High School

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

Course title(s) and number(s):

SEYS 564 Methods in Teaching Foreign Language in Middle and High School
SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

Describe how the program incorporates the use of technology throughout the program and prepares teaching candidates to use technology, including assistive technology, in helping all students to learn.

There are differing practices among faculty and adjuncts about the use of technology in their coursework at Queens College. Some instructors use resources on campus such as smart boards, computers, and the CUNY Black Board as elements of their coursework.

In SEYS 552, Cognition, Technology and Instruction for Diverse Learners, technology is built into the course. Educational psychology theories are directly applied in the course through pedagogical assignments that require students to explore computer applications, software, and other technological tools. These curricular assignments enhanced by technology include lesson plans and evaluating software for use with students with learning disabilities, and other.

The program faculty members in foreign language education similarly incorporate a variety of technological tools into the methods course and the curriculum course. First, the faculty members model the use of technology for instruction by preparing power point presentations for the class; using Black Board as a class tool; assigning a web quest to familiarize students with professional organizations; and collecting, grading, and providing feedback on assignments digitally. The program faculty members connect with the classes and students through internet and provide a database of links as resources for further readings and ideas, examples of assignments.

The faculty members in foreign language education also build use of technology into course requirements. For example, candidates prepare electronic portfolios to document what they learned, and how they met teacher preparation standards for New York State, Queens College and content standards for NCATE. The documentation and portfolio process build in the necessity for candidates to reflect on what they are learning in the program. Candidates also make power point presentations as assignments and submit their course work using the drop box feature of Black Board. The courses build in assignments that require students to prepare pedagogical materials using technology, such as web quests, smart board software, and power point presentations for teaching.

Include course title(s) and number(s), as appropriate.

SEYS 552 Cognition, Technology and Instruction for Diverse Learners
SEYS 564 Methods in Teaching Foreign Language in Middle and High School
SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(vii) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

Course title(s) and number(s):

SEYS 700 Language, Literacy, and Culture in Education
 SEYS 552 Cognition, Technology and Instruction for Diverse Learners
 SEYS 564 Methods in Teaching Foreign Language in Middle and High School
 SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

Course title(s) and number(s):

SEYS 536 Educational Foundations
 SEYS 700 Language, Literacy, and Culture in Education
 SEYS 552 Cognition, Technology and Instruction for Diverse Learners
 SEYS 564 Methods in Teaching Foreign Language in Middle and High School
 SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

Course title(s) and number(s):

SEYS 564 Methods in Teaching Foreign Language in Middle and High School
 SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

Course title(s) and number(s):

The New York City Department of Education provides the child abuse and intervention seminar for this program.

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808.

Course title(s) and number(s):

The New York City Department of Education provides the child abuse and intervention seminar for this program.

How is the requirement in section 3004 of Education Law for at least two clock hours of training in school violence prevention and intervention met?

The New York City Department of Education provides the school violence intervention and prevention seminar for this program.

(2) Field experiences, student teaching and practica.

Include the response to the following requirements in the appropriate section(s) of 52.21(b)(3), which contains requirements for specific programs.

(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least twenty school days

each. This requirement shall be met by student teaching, unless the specific requirements for the certificate title in paragraph (3) of this subdivision require practica.

(ii) The field experiences, student teaching and practica shall:

(A) be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities;

and (D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

(iii) Upon written application by the institution, the commissioner may grant a time-limited approval for an alternate model for field experiences and college-supervised student teaching or practica, provided that the institution describes the model in detail and demonstrates the success of such model or has an adequate plan for demonstrating that the model will be successful.

(iv) Other options for candidates holding another classroom teaching certificate to meet the student teaching or practica requirement are set forth in the teacher certification requirements of this Title for the particular certificate title.

52.21(b)(2)(iv) Institutional accountability.

(a) Institutions shall be accountable for the quality of their programs leading to certification in teacher education and the candidates who complete such programs, and shall demonstrate that their teacher education programs are evaluated regularly and that such evaluations are considered for making program improvements.

Describe the criteria and process for program evaluation by the institution and state the frequency of such evaluations.

Queens College requires an Academic Program Review every five years. The program review process parallels that of the Middle States Review. A self-study is carried out by each academic department and is followed by an external review. In the self-study, members of the faculty analyze the curriculum in relation to the goals of the department, the college, and CUNY. The self-study also investigates the effectiveness of the curriculum in relation to the desired outcomes, reviews, various procedures to identify strengths and weaknesses, examines available resources and identifies needed changes in the program, departmental organization and resources. Following the department's self-study, a panel of external reviewers visits the campus for two days to meet with members of the department, administrators, and students.

Additionally, Queens College participates in the National Council for the accreditation of Teacher Education (NCATE) program review of teacher education programs. as of October 2006, Queens College Education Unit received provisional accreditation with a site visit scheduled for spring 2008.

Describe how program evaluations are considered for making program improvements.

Academic Program Reviews are evaluated by the Queens College Administration. Reviews in the past five years produced recommendations for changes at the program level, department level, and institutional level. Academic Program Reviews in the education departments resulted in a reconfiguration of the education departments into a division parallel to the other academic divisions of Arts and Humanities, Social Science, and Mathematics and Natural Sciences. Program reviews also resulted in increased hiring of faculty in two departments.

The SPA process has enhanced the program's focus on outcomes based assessment and aligned assessments within the Education Unit to ascertain pre-service candidates' proficiencies in knowledge, skills and dispositions related to the Education Unit Conceptual Framework.

(b) Candidate performance on New York State Teacher Certification Examinations.

(The State Education Department will send a request for this information in the fall before each January 15 due date.)
Queens College is in compliance with the provisions of the NYSTCE requirements on the LAST and ATS-W exams. For the CST there were less than 10 taking exams in the other languages therefore those results were not provided in the institutional report. For Spanish candidates, the program completers for the CSTS have a pass rate of 100% on the CST as follows from the NYSTCE Annual Institution Report for 2004-2006:

Annual Institution Report

Program Year: 2005-2006

Process date: **02-09-07 12:33:03**
 Institution: **365 - CUNY Queens College**
 Number of Program Completers: **497**

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Professional Knowledge/Pedagogy				
090/091 ATS-W	456	450	99%	99%
Aggregate	456	450	99%	99%
Academic Content Areas				
006 Biology	8	--	--	99%
007 Chemistry	4	--	--	98%
008 Earth Sci	3	--	--	97%
003 English	72	57	79%	94%
012 French CST	3	--	--	83%
016 Italian CST	1	--	--	84%
004 Math	38	38	100%	98%
002 Multi-Subject	180	176	98%	95%
075 Music CST	12	12	100%	95%
009 Physics	2	--	--	100%
005 Soc Studies	54	46	85%	92%
020 Spanish CST	16	16	100%	92%
079 Visual Arts CST	25	25	100%	93%
Aggregate	418	389	93%	95%
Other Content Areas				
072 Fam.and Con.Sci.CST	10	10	100%	100%
001 LAST	453	445	98%	99%
076 Phys.Ed. CST	23	23	100%	94%
Aggregate	486	478	98%	99%
Teaching Special Populations				
022 ESOL	8	--	--	98%
Aggregate	8	--	--	92%
Summary Totals and Pass Rate				
	476	440	92%	95%

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10

The information contained herein is confidential and must not be disclosed to unauthorized persons.
 Appropriate safeguards must be implemented to protect against improper disclosure of this information.

Important: Do NOT use this report to revise your program completer information.
 Use your program completer worksheet

(c) Accreditation.

Queens College participates in the National Council for the Accreditation of Teacher Education (NCATE) program review of teacher education programs. Using the NCATE 2000 program review process, all programs reviewed by Specialized Professional Associations have received recognition or have been revised and are pending review. As of October 2005, Queens College Education Unit received provisional accreditation with a site visit scheduled for spring of 2008.

The foreign language education program has not yet come up for review from NCATE, but will do so by Spring of 2010.

REQUIREMENTS FOR SPECIFIC PROGRAMS LEADING TO CLASSROOM TEACHING CERTIFICATES

52.21(b)(3) Specific Requirements. To be registered as a program leading to certification, the program shall meet the specific requirements of this paragraph for the particular certificate title. The general requirements prescribed in paragraph (2) of this subdivision shall also be applicable, unless such general requirements are explicitly stated to be inapplicable in paragraph (2) of this subdivision or by the specific requirements set forth in this paragraph.

ADOLESCENT EDUCATION: In the Program Chart below, list all pedagogical courses for the proposed program, including those required by the General Pedagogical Core in 52.21(b)(2)(ii)(c) and the additional pedagogical study required for this program in 52.21(b)(3)(iv) below. Identify the courses by course number, title, number of credits, required (R) or elective (E), and instructor(s). If the Faculty Charts do not make clear each instructor's qualifications to teach a particular course, provide that information below this Program Chart.

Number	Title	Credits	R / E	Instructor(s)
SEYS 536	Educational Foundations	3	R	Education Faculty
SEYS 700	Language, Literacy, and Culture in Education	3	R	Education Faculty
SEYS 552	Cognition, Technology and Instruction for Diverse Learners	3	R	Education Faculty
SEYS 564	Methods in Teaching Foreign Language in Middle and High School	3	R	Foreign Language Education Faculty Davis & Eddy, language specialty adjuncts
SEYS 584	Standards-Based Curriculum and Assessment in Teaching Foreign Language	3	R	Davis & Eddy, language specialty adjuncts
SEYS 574.2	Middle School Practicum	2	R	Davis & Eddy, Education Faculty & adjuncts
SEYS 574.4	Student Teaching in a High School	4	R	Davis, Eddy, language specialty adjuncts

Edited section:

The Advanced Certificate programs in LOTE at Queens College consist of 21 credit hours. These courses do NOT transfer into the required master's for professional certification as initial certification is a prerequisite for the MSED. The Advanced Certificate program in Urdu will function exactly the same way.

Queens College does not currently have a professional certification program in Urdu, but we are in the process of creating one, and expect to have it in place by 2011. In the meantime, completers of the Advanced Certificate in Urdu will have a pathway to get professional certification through the SEYS literacy program (and a second certification) until the professional program in Urdu is available.

Edited section:

The foreign language education field has similar pedagogical tools across languages and is a generalist field. It is a common model across the country to place pre-service teachers of Spanish, Italian, Latin, French, German, etc. in the same pedagogical courses such as methods. Currently the two faculty members in the foreign language education program specialize in Spanish, but also work with the current French, German, Latin and Italian teacher candidates.

Teacher candidates will work with specialists in Urdu in their content courses (major or equivalent to a major in Urdu) which they will complete before enrolling in the program. Transcripts of each candidate will be thoroughly evaluated to verify they have required content background in the language before beginning the program. They will also provide evidence of competency on the ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency Tests (WPT) (NCATE required assessments for foreign language programs).

At the end of the application, attach a description of each pedagogical course for this program, as the course description will appear in the catalog. Please note that the description of any course identified as meeting a general or specific Pedagogical Core requirement, in whole or in part, should reflect that requirement.

52.21(b)(3)(iv). Programs leading to initial certificates valid for teaching adolescence education (grades 7 through 12).

*(a) **Content Core.** In addition to meeting the general requirements for the content core prescribed in paragraph (2)(ii)(b) of this subdivision, the content core shall be a major or its equivalent in one of the liberal arts and sciences that provides a knowledge base for assisting students in grades 7 through 12 in meeting the State Learning Standards for students, as applicable to one of the following subjects and prescribed in Part 100 of this Title: English, a language other than English, biology, chemistry, earth science, physics, mathematics, or social studies, provided that the content core in social studies shall include study in economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world.*

State the requirements for the Content Core. (See definition of major in 52.21(b)(1).) Identify the catalog pages where descriptions of existing liberal arts and sciences majors are found that candidates may select for meeting the Content Core requirements of this program. If new liberal arts and sciences majors are proposed for this purpose, list the requirements, including course numbers, titles, credits, and instructors; provide course descriptions; complete Faculty Charts for each; and see the Supplement for other required information.

Describe how the program ensures that candidates are prepared with a content knowledge base for assisting students in grades 7 through 12 in meeting the State Learning Standards for that level in the subject of the certificate sought.

Candidates must hold a bachelor's degree with a major or equivalent in Urdu. The program of study must have a cumulative grade point average (GPA) of 3.0 (B) or better. All candidates must meet the general matriculation requirements of the College. The program is NOT available on a non-matriculated basis.

Additionally, candidates must meet the general education requirements of Queens College. Candidates are required to demonstrate completion of the distribution of liberal arts and sciences courses in these areas of humanities (6 credits in literature and literary criticism, 3 credits in the arts, 3 credits in language, culture, aesthetics), physical and biological sciences (7 credits including one course with lab), scientific methodology and quantitative reasoning (3 credits), social sciences (6 credits) and pre-industrial/non-western civilization (3 credits). A task force was formed to examine all the courses across the Queens College curriculum that may be used to complete the liberal arts and sciences requirements to identify those courses that would best prepare students in education programs for teaching the New York State Learning Standards. The task force concluded that the Queens College LASAR requirements were consistent with the Regent's requirements for a distribution in the liberal arts and sciences.

Finally, candidates for this program must show completion of English composition (one course in composition plus 3 content courses emphasizing writing), mathematics 3 credits of algebra and pre-calculus or passing Sequential III math Regent's exam), and one course in physical education.

(b) Pedagogical Core. In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall focus on adolescence education and include, but need not be limited to:

(1) **study** in the processes of growth and development in adolescence and how to provide learning experiences and conduct assessments reflecting understanding of those processes;

Course title(s) and number(s):

SEYS 564 Methods in Teaching Foreign Language in Middle and High School

SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(2) student teaching in both adolescence education settings, grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in adolescence, including experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12.

The general pedagogical core requirements for field experiences, student teaching and/or practica of 52.21(b)(2)(ii)(c)(2) are repeated for ease of reference.

52.21(b)(2)(ii)(c)(2)(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each.

52.21(b)(2)(ii)(c)(2)(ii) The field experiences, student teaching and practica shall:

- (A) be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;
- (B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;
- (C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities; and (D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

Describe how the requirements in (A), (B), (C), and (D), cited above, are met for the field experiences and student teaching :

- (A) **Be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated.:**

For each of the pre-student teaching field experiences, individual instructors have clearly delineated the purposes, learning outcomes, and assessment of these experiences in their course syllabi. Most use specific field experience forms to guide observations and other activities. For the student teaching experience, the foreign language education faculty members have a handbook detailing the philosophies of the program and the student teaching experience-including assessment forms and rubrics detailing successful outcomes in the areas of knowledge and skills.

- (B) **Be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences:**

Across the program, individual course instructors handle the field experiences slightly differently depending on the objectives and learning outcomes of the course. Examples of coursework based on the field experiences include such things as extended discussions of the observations or other activity, the development and refinement of lesson plans, or the development and refinement of units of study. The instructors of these courses are full-time faculty. For the student teaching experience, the students meet in a curriculum and assessment course weekly and discuss their progress with the instructor. Refinement of skills and knowledge is addressed as necessary. The students also submit reflections on their student teaching experience to their supervisors along with lesson plans and responses to observation conferences. All of the full-time foreign language education faculty members observe student teachers.

- (C) **provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and**

experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners, and students with disabilities;

As Queens College is located in the City of New York, students are given ample opportunity to observe and work in all manner of neighborhoods from the affluent to the high needs areas of the city and surrounding suburbs. Many of our students were raised in these neighborhoods. The ethnic and racial mixture in New York City is probably the most diverse in the world. Our students are exposed to this on a daily basis. In fact, over 140 different languages are spoken on campus alone.

(D) if applicable. NA

Identify courses that require field experiences:

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i>	Grade Level	Clock Hours
SEYS 536	Educational Foundations	Foundations faculty & adjuncts	7-12	25 hr fieldwork
SEYS 700	Language, Literacy, and Culture in Education	Faculty across SEYS and adjuncts	7-12	25- hr fieldwork
SEYS 552	Cognition, Technology and Instruction for Diverse Learners	Educational Psychology Faculty and adjuncts	7-12	25-hr fieldwork
SEYS 564	Methods in Teaching Foreign Language in Middle and High School	Davis & Eddy & language specialist adjuncts	7-12	25 hr fieldwork
SEYS 574.2	Middle School Practicum	Faculty and adjuncts across SEYS	6-9	50 hours fieldwork in a middle school
SEYS 574.4	Student Teaching in a High School	Davis & Eddy, and adjunct language specialists	9-12	Edited: 300 hours: 6 class periods per day 5 days per week in a secondary school for 15 weeks

Edited section below:

The candidates complete 25 hours of observations and tutoring in each of the following courses: SEYS 536, 552, 564, and 700. In SEYS 700 candidates have 25 hours of fieldwork. They observe and tutor students with a focus on diverse learners who have a range of abilities from learning disabilities to gifted. Their observations and coursework focus on differentiated instruction in the content area and working with English language learners.

In 564 candidates have 25 hours of fieldwork to observe language classrooms, diverse learners in the language classroom in particular, and prepare pedagogical materials that also address differentiation. In SEYS 552 candidates complete 25 credits of field work observations focusing on integrating technology, applying educational psychology theories into lesson construction, and addressing diversification into lesson plans.

Candidates complete 50 hours in the middle school practicum across a ten week time period. Candidates observe, tutor, team teach, and perhaps teach several lessons during this experience. Partner schools have the students tutor students with learning disabilities and work with small groups.

The student teaching experience consists of a total of 300 hours. Candidates are required to spend 4 hours per day (6 class periods) five days per week for 15 weeks during the semester. They teach two classes for the semester, observe other teachers, help with administrative tasks, and meet with their cooperating teachers. In the diverse classrooms in New York Metro area they interact with diverse students in terms of race and learning abilities throughout this experience.

Identify courses/seminars for the college-supervised student-teaching experiences:

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i>	Grade Level	No. of Full School Days
SEYS 584	Standards-Based Curriculum and Assessment in Teaching Foreign Language	Davis & Eddy & adjuncts with language specialty	7-12	in conjunction with student teaching

candidates are prepared with a content knowledge base for assisting students in all grades in meeting the State Learning Standards in the special subject appropriate to the certificate sought.

(b) Pedagogical Core. In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall include, but need not be limited to:

(1) **for teachers of health education**, study for instructing students in middle childhood and adolescence about child development and parental skills and responsibility, pursuant to Education Law section 804-b; and for instructing students in middle childhood and adolescence about methods of preventing and detecting certain cancers, pursuant to Education Law section 804(3-a); and

Course title(s) and number(s):

(2) student teaching of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in the special subject class, including experiences in both settings, pre-kindergarten through grade 6 and grades 7 through 12.

The general pedagogical core requirements for field experiences, student teaching and/or practica in 52.21(b)(2)(ii)(c)(2) are repeated for ease of reference:

52.21(b)(2)(ii)(c)(2)(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each.

52.21(b)(2)(ii)(c)(2)(ii) The field experiences, student teaching and practica shall:

(A) be consistent with the program’s philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities; and (D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

2. SEYS (G10-02)

CHANGE TO EXISTING COURSES

CHANGE FROM

~~SEYS 570a–574a. Practicum in _____ for Middle/Junior High School. 50 hr. at a middle/junior high school; 2 cr. Prereq.: SEYS 536, 700; prereq. or coreq.: SEYS 552; coreq.: SEYS 560–564. Open only to students who are matriculated in the secondary education program. This practicum is designed to provide students with school-based teaching experiences that prepare them to effectively teach small groups of students at the middle/junior high school level. Students are placed at a middle/junior high school setting under the guidance of a school-based teacher and a college-based supervisor.~~

Fall

~~570a. Practicum in English for Middle/Junior High School.~~

~~571a. Practicum in Mathematics for Middle/Junior High School.~~

~~572a. Practicum in Science for Middle/Junior High School.~~

~~573a. Practicum in Social Studies for Middle/Junior High School.~~

~~574a. Practicum in Foreign Language for Middle/Junior High School.~~

Change TO

SEYS 570a–574a. Initial Clinical Experience in _____ for Secondary School. 100 hr. at a secondary school; 2 cr. Prereq.: SEYS 536, 700; coreq.: SEYS 552; Prereq or coreq.: SEYS 560–564. Open only to students who are matriculated in the secondary education program. This initial clinical experience is designed to provide students with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.

Fall

570a. Initial Clinical Experience in English for Secondary School.

571a. Initial Clinical Experience in Mathematics for Secondary School.

572a. Initial Clinical Experience in Science for Secondary School.

573a. Initial Clinical Experience in Social Studies for Secondary School.

574a. Initial Clinical Experience in Foreign Language for Secondary School.

CHANGE FROM

~~SEYS 570b-5704b Student Teaching in _____ for secondary school. 280hrs. of daily participation or its equivalent for 15 weeks at a secondary school; 4cr. Prereq.:Permission of the department; A minimum grade of B in SEYS 560-564 and SEYS 570a-574a and a B average in SEYS courses. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor students are expected to teach a minimum of one class. Students must earn a minimum grade of B to be recommended for NYS initial certification. Students may be required to attend a weekly or bi-weekly seminar at the college and/or take SEYS 580-583 as a co-requisite. See program advisor.~~

CHANGE TO

SEYS 570b-5704b Student Teaching in _____ for secondary school

4cr., 240 hrs. of daily participation or its equivalent for 15 weeks at a secondary school. Prereq.: Permission of the department; a minimum grade of B in SEYS 560-564 and SEYS 570.2a-574.2a and a 3.0 GPA in SEYS courses. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor students are expected to teach a minimum of one class. Students must earn a minimum grade of B to be recommended for NYS initial certification. Students may be required to attend a weekly or bi-weekly seminar at the college and or take SEYS 580-583 as a co-requisite. See program advisor.

JUSTIFICATION FOR THE CHANGES:

Changes in NYS Dept of Education regulations for teacher certification that took effect in 2003 require that secondary education minors, students seeking 7-12 grade certification, have two separate placements. One must be at the junior high school/middle school level, and one must be at the high school level. We met this requirement by having students fulfill a 50 hour practicum in the fall and then student teach for 290 hours in the spring, mostly at the high school level but with 50 hours at the junior high school.

The additional 50 hours in the spring has proven burdensome. In the past years the social studies program piloted a two-semester student teaching program, with one semester at a junior high/middle school and one semester at a high school. The mathematics program piloted a more intensive version of the practicum. We are combining these models and making them standard across all programs by taking 50 hours away from student teaching, and placing them in the fall semester. We will have students complete the entire state requirement of 100 hours in either a junior high/middle school or a high school so that in the spring they will only need to teach in one setting, either a junior high/middle school or a high school, the reverse of where they were in the fall. We expect that this will dramatically simplify placements for students and the schools.

In order to signal students that we have a more intensive experience planned, we would like to drop the name practicum and switch to "initial clinical experience." We believe that this captures the distinction between the fall initial experience that is much more intensive than observations and that takes a developmental approach to greater involvement in the classroom, and full student teaching in the spring semester. This distinction between an initial clinical experience and student teaching is important to meeting both state and NCATE standards so we want it to be clear in the course titles.

1. SEYS (G10-03)

GENERAL REQUIREMENTS

FOR THE REGISTRATION OF ALL PROGRAMS LEADING TO CLASSROOM TEACHING CERTIFICATES

52.21 (b)(2) - General Requirements. In addition to meeting the applicable provisions of this Part, to be registered as a program leading to certification in teacher education, such program shall meet the general requirements set forth in this subdivision, except to the extent that such general requirements are explicitly stated to be inapplicable in this paragraph or in the specific requirements for the certification title as set forth in paragraph (3) of this subdivision, and shall also meet the specific requirements set forth in paragraph (3) of this subdivision.

52.21(b)(2)(i) Standards for all programs. In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of the Part, all programs leading to certification in teacher education shall meet the following requirements:

- (a) Programs shall have a written statement of the philosophy, purposes and objectives of the program.

Provide the statement of philosophy, purposes and objectives.

The mission of Queens College is "...that a great education should be accessible to talented young people of all backgrounds- ethnic and financial." Its purpose is "...to prepare students to become leading citizens of an increasingly global society... to foster an environment in which students learn the underlying principles of the humanities, the arts, and the mathematical, natural and social sciences... and to embrace its special obligation to serve the larger community" (Institutional Report, 2005, p.2).

The Education Unit reflects the diversity of the overall college and is one of New York's largest teacher preparation institutions. The unit's mission is to prepare educational professionals to fill educational roles to provide service to New York City's diverse urban communities under the umbrella of its conceptual framework of equity, excellence, and ethics.

The Division of Education and the Department of Secondary Education and Youth Services (hereafter, SEYS) operate within this broad framework to prepare teachers to serve New York City, Long Island, Westchester, and New York State.

The goal of the Foreign Language Education Program is to develop teachers who are New York State certified and who are effective, excellent, ethical professionals who value diversity and are reflective and capable of independent practice and lifelong professional development. Further, the program seeks to prepare teachers for public school districts to develop, implement, and evaluate language programs at schools and who can work with individual students and their families. We promote rigorous scholarship and research, contextualized learning and service in school and community settings, and opportunities for critical reflection on the role of language study in society and about our responsibilities as educators. The QC Foreign Language Education program's knowledge base and practices are consistent with the Languages Other Than English (LOTE) Teacher Preparation Standards of the American Council on the Teaching of Foreign Languages (ACTFL) and New York State regulations.

Specific objectives of the Foreign Language Education program include the following:

- Prepare candidates to design and deliver instruction geared toward achieving the National and New York State Learning Standards for world languages in 7-12 level programs;
- Develop a working knowledge of diversity, openness, and curiosity to explore how to foster that development in students in their own classrooms;
- Expose candidates to the latest advances in pedagogy, curriculum, and instructional technology;
- Provide hands-on experiences in the field in culturally and economically diverse settings- both urban and non-urban- and with children of diverse learning styles and abilities; and
- Build candidate awareness of the necessity to update their own skills and knowledge in the content area and in general pedagogy and introduce candidates to organizations that can be resources for their continued professional development.

Describe how the philosophy, purposes and objectives are reflected in the preparation of candidates for certification.

The mission of Queens College is "...that a great education should be accessible to talented young people of all backgrounds- ethnic and financial." Its purpose is "...to prepare students to become leading citizens of an increasingly global society... to foster an environment in which students learn the underlying principles of the humanities, the arts, and the mathematical, natural and social sciences... and to embrace its special obligation to serve the larger community" (Institutional Report, 2005, p.2).

The SEYS education courses developmentally sequence information about diverse learners, technology and social justice throughout the program. The early educational foundations course (SEYS 536) focuses on providing candidates with an understanding of how different groups interact in society at large. Candidates examine stratifications according to economic class (particularly urban poverty), gender, race, language use, ethnicity, sexual orientation, physiological and mental differences, and exceptionality through class readings and conversations. Through readings, observing diversity in schools, journaling, reflection, and class discussions candidates develop insights into how experiences of diverse people in the educational system may affect learning. Courses additionally provide candidates with experiences that reflect how technology influences the school environment and learning.

The educational psychology course (SEYS 552) builds on the understanding of how diversity and technology affect learners socially by examining how cognitive issues introduce additional complications. Candidates examine relevant cognitive learning issues and apply technological tools to instruction in order to target the instructional needs of diverse learners including exceptionality and English language learning. Candidates observe classrooms, reflect on issues in observation reports, and prepare instructional materials incorporating technology to address diverse learners.

The Language, Literacy and Culture in Education course (SEYS 700) builds on what candidates learned about second language learning, cognition, and social factors in the school setting. The developmental process of intercultural learning is emphasized in the experience using readings, case studies, and anecdotes from classroom observations. Candidates not only advance their own intercultural knowledge, but additionally explore how to provide intercultural experiences for their own students to broaden tolerance, respect, and appreciation of different cultural norms and practices. Candidates explore strategies for presenting content and concept language to scaffold material for English language learners, how to adjust materials and content for diverse learners, and the importance of providing comprehensible input for English language learners.

The foreign language methods course (SEYS 564) introduces the candidates to their content standards both for teacher preparation as well as for instructing Languages Other Than English (hereafter, LOTE). The field component provides opportunities for candidates to observe content classrooms and reflect on how the standards can inform planning, instruction and assessment in languages. Candidates further build on their knowledge of how diversity, second language learning, and intercultural learning impact classroom learning. Communication, Diversity and cultural understanding are imbedded features of language learning and elements of the national and state content standards for LOTE instruction. The focus of this course is to provide basic knowledge for candidates to teach their students to communicate with diverse people using another language with diverse perspectives and a potentially unique cultural lens. Course content provides strategies for assisting students to progress in intercultural development, applications of technological tools to support communication and explore culture, and instruction in backward design and standards-based assessments so that candidates integrate assessment through all phases of instructional planning and delivery. Candidates develop units using Understanding by Design aligned with the National Standards (5Cs) using authentic materials and based on a theme topic from the New York State syllabus that incorporates the three communicative modes, culture, interdisciplinary concepts, communities from the target culture, and comparisons of culture and languages, all elements of the content standards. Candidates prepare lesson plans, ancillary materials, and incorporate technology applications in their unit of instruction. Candidates are introduced to the professional community through a conference with groups such as New York City Association of Foreign Language Teachers (NYCAFLT) Northeast Conference on the Teaching of Foreign Languages (NECTFL) or Long Island Language Teachers (LILT).

The Middle School Practicum (SEYS 574.2) is an extended experience in a middle school and provides candidates with the opportunity to observe the workings of a school setting over time. Candidates prepare reflective papers on topics that deal with diversity, professionalism, child development, assessment and instruction, and the school environment. They examine their school's report card, work with a cooperating teacher, participate in school activities, and work with students over a continuum of content between one-on-one tutoring, small group tutoring, or activities with the entire class. Candidates meet with their field supervisor during the semester to report their experiences.

The Standards-based Curriculum and Assessment course (SEYS 584) further expands candidate practice with creating backward design units based on the New York State syllabus for LOTE and the content standards. Candidates prepare integrated performance assessments that use authentic materials to guide students through engaging all there modes of the Communication standard- interpersonal, interpretive and presentational. Candidates complete a variety of professional development tasks such as creating a short teacher practice article for potential submission to a professional journal or a language teacher conference proposal, a professional development plan, and a philosophy of education. Candidates continue to reflect on how to improve their planning, instruction and assessment with their increasingly sophisticated pedagogical content knowledge.

Student Teaching (SEYS 574.4) occurs concurrently with SEYS 584 and provides candidates with experience taking responsibility for a minimum of two classrooms of students through the duration of the semester. Candidates work with a checkpoint A (introductory level) of language students and a higher level typically Regents level classroom (Checkpoint B). Candidates are responsible to plan lessons, instruct, and assess students through the mentoring of their cooperating teacher in the school and under the direction of a college supervisor.

The portfolio requires the candidates to choose work from all their program courses and experiences to provide evidence of how they met standards for teacher preparation for the American Council on the Teaching of Foreign Languages (ACTFL) for pre-service foreign language teachers, New York State Standards for Teacher Preparation, Queens College Core Values (standards) and INTASC standards. Portfolios require high levels of reflection and focus on these issues to demonstrate their understanding and application in preparing teaching materials, assessments, and professional growth while using the LOTE standards to guide them through all phases of instruction.

I.A. Explanation of the knowledge base and philosophy for candidate preparation

The Secondary Education Department (SEYS) expects its candidates to be liberally educated, deeply and broadly literate, and successful scholars in the field the prospective teachers plan to teach.

Across SEYS there are shared program goals among the content areas evidenced in the pedagogical content core that all teachers graduating from our programs must attain. The Department of Secondary Education expects its candidates to be:

- Grounded in the historical, philosophical, social, and political foundations of secondary school teaching and urban education during the past century,
- Proficient at understanding and facilitating linguistic and cognitive development to account for linguistic, cognitive and cultural diversity in individuated learning,
- Cognizant of human development and learning theory, particularly as it affects adolescents' learning in school settings,
- Steeped in the intellectual traditions of their disciplines and rooted in the pedagogical content knowledge developed within their teaching specialties,
- Knowledgeable about legal, political and institutional contexts for schooling, and
- Competent in various media and technology for enhancing learning.

Coursework in the foundational and psychology courses, as well as all pedagogical core areas reflect our commitment to a quality education for all candidates irrespective of their special needs, cultural and linguistic backgrounds or recentness of their arrival to the United States. Thus, our candidates are provided with learning experiences that develop their professional knowledge, skills and disposition to work in any school system in the United States.

Throughout our program we provide teacher candidates with experiences conducive to their development as introspective, self-directed and autonomous professionals. These experiences are consistent with our expectation that our teachers should assume leadership roles in their schools and profession.

Since the Department of Secondary Education promotes experiential learning in addition to knowledge acquisition as a program philosophy, candidates are expected to participate in a variety of field experiences aimed at reinforcing the formal course work. The Department of Secondary Education understands that learning theory needs to be experienced and demonstrated as well as formally understood and, therefore, conducts all pedagogical core classes accordingly.

The Programs in Secondary Education seek to strike a balance between the professional knowledge applicable to teachers in all settings with the specific needs of teachers working in the largest school system, set in the most densely-populated urban area, in the United States. The special needs and demands of working in New York City are considered in the context of other situated schooling sites, thus guaranteeing our candidates are prepared to work in a variety of environments. The additional special demands of working with significant numbers of new Americans also figure in Queens College's philosophy of providing quality education for all candidates for the purposes of responsible citizenship in a participatory democracy.

Finally, the Secondary Education Department expects its graduates to be leaders in their schools and in their profession. Accordingly, the programs focus on the development of professional and contextual knowledge that is important to the understanding and experience of future pedagogical innovators and school leaders.

(b) Institutions shall demonstrate how faculty in the arts and sciences and faculty in education cooperate for the purpose of ensuring that prospective teachers receive academic preparation of high quality, equivalent to that of students in other fields.

Provide evidence of this cooperation.

Queens College convened a task force of faculty from its four divisions (Humanities, Math and Science, Social Sciences, & Education) to review the liberal arts and science requirements (LASAR) for students who want to become teachers. The task force was charged with (a) comparing the liberal arts and sciences requirements (LASAR) of Queens College with the Liberal arts and sciences requirements designated by the Regents for all teachers, the General Education core Requirements: artistic expression, communication, information retrieval, concepts in history and social sciences, humanities, a la language other than English, scientific and mathematical processes and written analysis expression. Furthermore, the task force was charged with identifying among the hundreds of liberal arts and sciences courses designated for the LASAR, those courses that would provide content and skills directly related to the New York Learning Standards. This task force also identified the majors on campus that align well with the Learning Standards curriculum for students preparing to become teachers in 7-12 schools.

The SEYS Department has a long standing and fruitful relationship with the departments who prepare secondary teachers in the sciences, mathematics, foreign languages, English, art, and social studies. The SEYS Department provides educational foundations and psychology courses for students in other programs on campus such as TESOL (Applied Linguistics), physical education, music, and family and consumer science programs. Queens College also has

articulation agreements and jointly registered programs with Queens Borough and LaGuardia Community Colleges.

Faculty members from these schools have been involved in the work of the Task Force and will coordinate their liberal arts and science offerings with those at Queens College.

In the foreign language education program the SEYS faculty work closely with designated members of the language department faculty to provide the best experiences for their mutual students. Currently the program and language faculty are preparing an assessment system to streamline preparation and to structure data collection for NCATE.

(c) Institutions shall demonstrate efforts to recruit qualified faculty and student bodies for teacher education from groups historically underrepresented in such programs.

What efforts are made to recruit such faculty in teacher education?

Queens College has a search process in place to ensure that all applicants for a position who fulfill the criteria and qualifications set forth in the search plan have an equal opportunity to be reviewed and considered for the position. Each search is posted CUNY-wide and advertised in the appropriate professional publications. Furthermore, faculty members are urged to circulate the posting to colleges and universities that prepare teacher educators from underrepresented groups. For over ten years, Queens College has provided additional tenure track lines, over and above specifically allocated lines, to departments who identify individuals from minority groups for faculty positions. These open lines have resulted in a significant increase in faculty from under represented groups.

What efforts are made to recruit such students for teacher education?

Queens College is situated in a very diverse community, and the enrolled students represent many different groups such as African, African American, Caribbean, Korean, Arabic, Taiwanese, Asian Indian, middle eastern, Russian, and countries in South and Central America. While students are not required to indicate their racial or ethnic identity on our applications, many do. The Bilingual programs in elementary education and special education and the TESOL programs participate in scholarships programs for bilingual education and TESOL with the New York City Board of Education and Suffolk BOCES. These programs send students to our college each year from Hispanic, Asian, and Eastern European communities.

Provide evidence of the success of efforts:

- ***data on current representation on the education faculty***

As of fall 2006, the full-time faculty in the Division of Education was 76 of which 7 (9.2%) Black, non-Hispanic, 1 (1.3%) American Indian, 7 (9.2%) Asian/Pacific Islander, 6 (7.8%) Hispanic, and 55 (72.4%) white, non-Hispanic.

- ***data on current representation in the education student body***

Figure 1
Diversity Breakdown of Education Unit Student Enrollment
School Year 2005-2006

	Full-Time Students		Part-Time Students	
	Under graduate	Graduate	Under graduate	Graduate
<i>Men</i>				
<i>Nonresident alien(international)</i>	24	0	6	12
<i>Black, non-Hispanic</i>	21	1	13	37
<i>American Indian or Alaskan Native</i>	0	0	0	2
<i>Asian or Pacific Islander</i>	63	4	14	37
<i>Hispanic</i>	51	5	28	61
<i>White, non-Hispanic</i>	183	38	62	476
<i>Race/ethnicity unknown</i>	0	0	0	0
<i>Men Total</i>	342	48	123	625
<i>Women</i>				
<i>Nonresident alien(international)</i>	41	1	10	17
<i>Black, non-Hispanic</i>	66	6	26	146
<i>American Indian or Alaskan Native</i>	1	0	1	1
<i>Asian or Pacific Islander</i>	124	20	28	118
<i>Hispanic</i>	146	23	70	240
<i>White, non-Hispanic</i>	424	134	141	1469
<i>Race/ethnicity unknown</i>	0	0	0	0
<i>Women Total</i>	802	184	276	1991

(d) Institutions shall demonstrate efforts to recruit and retain qualified faculty who understand the problems of high-need schools and have professional experience in such schools.

What efforts are made to recruit and retain such faculty?

In the Division of Education, searches for faculty include criteria of professional experience in urban schools and settings. We have found that most applicants are interested in working in the inner city and with urban schools. This statement also holds true for SEYS. It is in full compliance with Affirmative Action regulations. Knowledge of the needs of city children is part of the job description used in advertising. The positions are advertised in the usual educational journals, such as the Chronicle of Higher Education, and the last search for an SEYS faculty member in 2008 was advertised in the New York Times.

Provide specific evidence of the success of efforts.

The most recent faculty search in SEYS took place in Spring 2008. The position was for an Assistant Professor in Mathematics Education. Qualification Requirements listed on the CUNY Job Posting were the following:

Doctorate in Mathematics Education required by September 1, 2008. Applicant must have a secondary school Math accreditation and secondary math teaching experience. Applicant should have a well-defined research agenda in secondary math education. Preference will be given to candidates with an in-depth knowledge in three of more of the following areas: teaching grades 7-12 math in multicultural, urban schools; technology based instruction that enhances student performance; college teaching in teacher programs; and funding in math education in urban settings.

(e) Institutions shall publish information about each of their teacher education programs that shall be made available to prospective and enrolled students. The information shall include but need not be limited to, as available, relevant statistics

about the labor market and job availability for each certificate title for which a teacher education program is offered, including the source of the statistics and the period of time and geographic area to which the statistics refer.

Note that Sections 53 and 54 of Commissioner's Regulations require publication of placement data for all programs, where such information is available, in the institution's catalog or bulletin.

Frequently our candidates are hired at the schools where they student teach, and we advise our candidates to attend job fairs with the NYC DOE. We use the internet, telephone, personal communications, and a departmental bulletin board to post job notices that school administrators and graduates or currently enrolled candidates inform us about. Students continue to contact us by phone or email when their job searches are not successful, and we frequently match them with schools in the fall who call for last-minute staffing needs. Our candidates are very successful in finding positions.

(f) Institutions shall demonstrate how they maintain formal relationships with local schools for the purpose of improving the preparation of teachers and improving teaching and learning at both the institutional and the elementary and/or secondary school levels.

Describe institutional relationships with local schools that serve to :

- **improve the preparation of teachers;**

Queens College has a long-standing relationship with many schools throughout the borough of Queens and Nassau County. We place student teachers in the same schools and add schools where the environment is conducive to pre-service teacher education. We have formal collaborative arrangements with the Louis Armstrong Middle School, Townsend Harris High School, and the new Queens School for Inquiry.

The Middle School Practicum is an evolving formal collaboration between SEYS and a number of schools. The program overseer is a retired middle school assistant principal who is an adjunct with the department. It consists of an agreement with schools set up to accept our candidates for a 50 hour field experience to provide an immersion in a school culture. The supervisors at the site organize an orientation with the school personnel to give our candidates upon arrival in the fall semester. The school provides the orientation with the supervisor participation.

Candidates sign up in advance for their school site and they are placed in the schools across content areas with two or three candidates per cooperating teacher. Candidates observe, work with small groups, tutor, and teach mini lessons in this experience. It has been very successful and continues to evolve. Currently more than 30 schools participate in the practicum and we continue to add schools every year as our enrollments grow. Some of the schools who participate include the following: the Academy of American Studies, Renaissance Charter School, Louis Armstrong Middle School, Susan B. Anthony Intermediate School, Russell Sage Middle School, Newcomers High School, and Queens School of Inquiry.

Individual faculty and programs in SEYS develop relationships with schools for different purposes. The math program, for example, has a strong relationship with Louis Armstrong Middle School. The program buses students there for joint observations and meetings with the teachers at the school.

- **improve teaching and learning in the institution;**

Many of our adjuncts are retired teachers and administrators from the school system and they bring their rich understandings of those experiences to our candidates. They are also instrumental in establishing connections with schools, such as in our middle school practicum. Adjuncts teach courses and supervise students in the practicum and in student teaching.

- **improve teaching and learning in the schools.**

The foreign language education program faculty members work with schools and districts providing workshops when requested and conduct research in schools. Faculty members are also active in state, regional and local teacher professional groups and attend to give workshops to inform teachers about advancements in the field.

Our candidates take what they learn from SEYS programs and share their knowledge in their schools after graduation. Many teachers have been out of school for considerable time and are not up-to-date on advancements in language teaching and learning. Our graduates help them retool both during student teaching and after they begin full-time jobs in the schools. One of our faculty members has been working with the Early College Initiative to set up education courses for students who take college courses during high school. This is the first semester that education courses were offered.

From our visibility in the schools, many of the teachers in those schools choose Queens College to get their masters degrees and professional certification. We are in the process of developing additional programs and courses for public school faculty to use the vouchers they receive from serving as cooperating teachers.

In the foreign language graduate research course, we focused on action research on classroom assessment over the last three years. Topics in the course vary from the Regents and Proficiency exam (students are practicing teachers) to exploring assessment systems. During the last two years candidates in the research course evaluated their assessment systems and developed new systems or improved assessment areas they choose to strengthen.

(g) Institutions shall demonstrate how they promote faculty involvement with public or nonpublic schools for the purpose of improving the preparation of teachers with regard to understanding diversity and issues facing high-need schools;

What steps does the institution take to promote faculty involvement with schools for improving faculty understanding of diversity and issues facing high-need schools?

Queens College promotes the involvement of faculty in schools by recognizing such involvement in the tenure and promotion process. Tenure and promotion are awarded based on research and publication, teaching and service. Faculty members recognize the need to ground their instruction in school experience. Many members of the faculty conduct research and staff development activities in local schools. In some instances, faculty members receive released time for school activities.

(h) Institutions shall provide sufficient numbers of qualified, full-time faculty in order to: foster and maintain continuity and stability in teacher education programs and policies; ensure that the majority of credit-bearing courses in the program are offered by full-time faculty; and ensure the proper discharge of all other faculty responsibilities. Faculty teaching assignments shall not exceed 12 semester hours per semester for undergraduate courses, or 9 semester hours per semester for graduate courses, or 21 semester hours per academic year for faculty who teach a combination of graduate and undergraduate courses, while still providing sufficient course offerings to allow students to complete their programs in the minimum time required for earning the degree. Individual faculty members shall not supervise more than 18 student teachers per semester. Supervision of field experiences, practica, and student teaching shall be considered by the institution in determining faculty load, and institutions shall demonstrate how such supervision is considered in determining faculty load. The Commissioner may grant a waiver from one or more requirements of this clause upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the institution cannot meet the requirement because of the nature of the program, which otherwise meets the requirements of this Part.

What percentage of credit-bearing education courses in the program is offered by full-time education faculty?

Full-time faculty currently offer 100% of our offerings, except when we have high enough enrollments to offer multiple sections or when a faculty member is on sabbatical. We rely on our group of well-qualified adjuncts when we have multiple sections and we also use them for student teaching supervision.

What is the maximum teaching load for education faculty?

The maximum teaching load for fulltime faculty is 9 credits per semester (or 3 courses) and 18 credits per year. CUNY requires 21 credits per year. Three credits of the teaching load are assigned as advisement.

How many student teachers supervised equate to one credit of course load?

SEYS considers 6-8 students to be a course load in the supervision of student teachers.

Complete the Faculty Charts on the following pages, for each proposed program, providing information on full-time and part-time or adjunct faculty of the institution who are affiliated with the program. For full-time faculty, include tenure status (see note on Faculty Chart), the percentage of time assigned to this program, number of courses taught annually in the program, all earned degrees and specific field of each degree (more specific than "Education"), NYS certificates, and school teaching experience (e.g., Jane Doe, T; 75%. 8; Ph.D., Math Education, M.S. Math Education, B.S. Math; Math 7-12 cert. and 5 years teaching H.S. math). For part-time or adjunct faculty, include the number of courses taught annually in the program, all earned degrees and specific field of each degree, NYS certificates, and school teaching experience. (Please note the requirements in Section 52.2 (b) (4) and (5) of Commissioner's Regulations (found in attached

Supplement) concerning earned doctorates held by faculty teaching in curricula leading to baccalaureate and graduate degrees.)

Full-Time SEYS Faculty Foreign Language Education

Title of Proposed Program: Advanced Certificate: Arabic Education

Name	Tenure Status* (T, TT, or NTT)	%Time to Program	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Jennifer Eddy	T	100	4	PhD in Spanish and Education M.Phil Spanish and Education M. Ed Spanish and Education MA Foreign Language Education BA Language and Culture	6 years teaching secondary Spanish 1 year teaching K-8 Spanish 7 years teaching methods 2 years teaching ESL NYS professional certification pending TC Columbia University 17 years college Spanish
Jacqueline Davis	T	80	4	PhD. Language Education Specialty in Foreign Language Education MED Business Education BBA Management Provisional 7-12 Spanish New York 3 years experience teaching secondary Spanish Renewable Spanish & Business Education certification in Georgia with K-6 & ESL endorsement (Expired)	

*T = tenured; TT = tenure track; NTT = not tenure track.

Part-Time or Adjunct Faculty Affiliated with the Proposed Program with (Language) Teaching Specialization**Title of Proposed Program: Advanced Certificate: Arabic Education**

Name	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Yves Charles		Ed.D., Educational Leadership with a concentration in Instructional Leadership, Professional Diploma, Educational Administration, Master of Arts, Spanish Language and Literature	NYS permanent cert. in School District Administration, NYS permanent cert. in school administration & Supervision, NYS permanent cert. in French & Spanish 7-12, NYC permanent license as AP Foreign Lang. Supervision, NYC permanent license as Supervision of Bilingual Education., NYC permanent license as Teacher of Spanish Day HS, NYC permanent license as Teacher of Spanish Bilingual Common Branches.
Ronnie Maibaum		MA Secondary Education, BA Latin American Area Studies	NYC permanent cert. Spanish, NYS permanent cert. Spanish 7-12
Nancy Russo-Rumore		Professional Diploma, Educational Administration, MS in Secondary Education, BA Secondary Education Spanish	NYS permanent cert. in School District Administrator, NYS permanent cert. in School Administrator/Supervisor, NYS permanent cert in Spanish 7-12.

Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

Full-Time SEYS Faculty from supporting programs in the minor

Name	Tenure Status* (T, TT, or NTT)	% Time to Program	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Alpana Bhattacharya	T			PH.D. `Educational Psychology, MS Special Education, MS School Administration, MA Economics	
Rosario Caporrimo	TT			Ph.D. Educational Psychology, Human Learning and Instruction, BA Psychology	
Hefer Bembenutty	TT			PhD Educational Psychology, MA Educational Psychology,	
Eleanor Armour-Thomas	T			Ed.D Educational Psychology/Schools	Taught History in High School for 6 years, Course in intellectual enhancement for 11 th grade
Lillian Moncada-Davidson	T			Ph.D Sociology of Education	Taught Elementary and Secondary level Social Studies and Spanish for 6 years in El Salvador
Magnus Bassey	T			Ed.D Educational Foundations	NYC Board of ed Temp. per diem Certificate, 1989, Taught history in HS for 1 year and Social Studies in JHS for 2 years

*T = tenured; TT = tenure track; NTT = not tenure track. Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

Part-Time or Adjunct Faculty Affiliated with the Proposed Program with (Language) Teaching Specialization**Title of Proposed Program: Advanced Certificate: Arabic Education**

Name	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Yves Charles	2-3	Ed.D., Educational Leadership with a concentration in Instructional Leadership, Professional Diploma, Educational Administration, Master of Arts, Spanish Language and Literature	NYS permanent cert. in School District Administration, NYS permanent cert. in school administration & Supervision, NYS permanent cert. in French & Spanish 7-12, NYC permanent license as AP Foreign Lang. Supervision, NYC permanent license as Supervision of Bilingual Education., NYC permanent license as Teacher of Spanish Day HS, NYC permanent license as Teacher of Spanish Bilingual Common Branches.
Ronnie Maibaum	1-2	MA Secondary Education, BA Latin American Area Studies	NYC permanent cert. Spanish, NYS permanent cert. Spanish 7-12
Nancy Russo-Rumore	2	Professional Diploma, Educational Administration, MS in Secondary Education, BA Secondary Education Spanish	NYS permanent cert. in School District Administrator, NYS permanent cert. in School Administrator/Supervisor, NYS permanent cert in Spanish 7-12.

Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

Part-Time or adjunct Faculty of the Institution Affiliated with the Proposed Program (SEYS Department)**Title of Proposed Program: Advanced Certificate: Arabic Education**

Name	Tenure Status* (T, TT, or NTT)	% Time to Program	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Floyd Kessler 536	adjunct			PD Administration & Supervision, MS Sec. School Educ., MA Political Science	NYS School District Administrator, NYS School Administrator & Supervisor, NYC Principal HS, NYC Principal JHS, NYC Principal Elementary School, NYC Asst. Principal JHS/Elem School /APs
1 Norman Strauss 536	adjunct			Ph.D. History, MA Latin American, American History, MA Administration & Supervision, BA History, Religion	
Amon Diggs 536	adjunct			MS.Ed Curriculum and Development	NYS Permanent Certificate in social Studies 7-12, NYC Certificate Regular Social Studies JHS & High School Taught Social Studies 30 years
Herbert Hoffman 552	adjunct			Ph.D. Psychology	NYS Certified Psychologist Taught Math, Science and English in JHS.
Max Kopelman 552	adjunct			Ed.D. Educational Administration, MS Educational Administration, MA Social Studies, BA History.	NYS cert. Secondary Teacher Social Studies, NYS cert. School District Administrator.
Carol McCarthy 700	adjunct			MA English / Writing, MS English, Secondary Education, BA English	

Lourdes Burrows 700	adjunct			Cert. of Advanced Study in Administration, MA Spanish Literature, BA	NYS District and School Administrator, NYS Teacher of Spanish – Secondary Level, NYC Principal, NYC Asst. Principal, NYC teacher of Spanish-HS, NYC teacher of Spanish-JHS.
Karen Klatzkin 700	adjunct			Doctoral student in English Education, MA English Education, BA European Cultural Studies	
Martha Morenstein 700	adjunct			MA Educational Theater, BA History	
Steve Mermelstein 700	adjunct			PH.D. English Literature, MA Philosophy, MA English, BA English & Communication Arts & Sciences	-----Cert. of School Administration & Supervision, Tutorial Cert. in Modern British Lit. & History NYS NYS permanent cert. Secondary English, NYS NYS School District Administration
Gerald Gissinger 700	adjunct			MA in School Administration and Supervision, MA in Social Studies Ed., BA History.	Ap Supervision social Studies Day High School, School Administration & Supervisor, School Principal, NYS Social Studies 7-12.

*T = tenured; TT = tenure track; NTT = not tenure track.

Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

(i) Institutions shall demonstrate that participation in relationships with local schools is a valued component of the responsibilities of the faculty with primary appointments to teacher education.

What steps does the institution take to show faculty that the institution considers faculty participation in relationships with local schools to be a component of faculty responsibilities that is valued by the institution?

Queens College has a high proportion of faculty involved in collaboration with local schools. It is an extensive activity of the division of Education. We have over 400 students every year in student teaching experiences. In addition, we have many faculty members involved in local schools delivering staff development. The tenure and promotion process at Queens College examines the activities of candidates in three areas: Research, teaching, and service. The activities of Queens College faculty in local schools are credited in the areas of teaching and service. Furthermore, some faculty members engage in research activities in the local schools. It is expected that education faculty will provide service to local schools as well as supervise student teaching.

In the foreign language education program we have strong collaborative relationships with Bayside High School, The Renaissance Charter School, Valley Stream District in Long Island, the Queens High School for Inquiry, and PS 499. We are building new relationships with other schools, such as the Beacon School in Manhattan, the East-West School of International Studies, and schools in Westchester County who have difficulty staffing their foreign language programs. We are beginning a satellite program for post-bac and MEd courses in Foreign Language Education to serve teachers in Yonkers Public Schools. We have worked steadily with Bayside as a student teaching site consistently since 1999 when Dr. Davis began working at Queens College.

(j) Institutions shall provide sufficient resources and equipment and adequate facilities and physical space, as prescribed in section 52.2(a) of this Part, to support effective teaching and scholarship by faculty and effective learning and scholarship by students in the program.

Describe the resources, equipment, facilities, and physical space that are:

1) dedicated to this program:

All faculty and department offices are wired to the College mainframe and have internet access.

2) readily available for use by this program.

Include library resources and facilities, as well as any special facilities that pertain to this program (e.g., music, speech/language laboratories, physical education, etc.).

Queens College has 37 buildings on a 79 acre campus located in Queens. Rosenthal Library has a collection of 2,500 periodicals and 711,000 books with access to many databases from campus locations as well as from home. Program faculty regularly schedule sessions in the library for students to become familiar with reserve materials, research sources, and online resources they can access from home. The library has collections of juvenile books, curriculum materials, textbooks, films, teaching aids, pamphlets and standardized tests. The library has viewing areas for videos that can be reserved in the media center.

The Office of Converging Technology administers all of the technological infrastructure on campus. The OCT staff installs and maintains the campus-wide system for internet, email and software upgrades. This department supports several electronic classrooms, labs for students, a media center in the library, and collections of electronic equipment such as laptop computers, overhead projectors, televisions and VCRs/DVD players that faculty members can request for use in their classrooms.

Powdermaker Hall where the Division of Education is located has wireless access throughout with computer labs that can be used for instruction. Additionally, faculty can request technology equipment to use in classes such as overhead projectors, TV and VCRs, and laptops and LCD projectors. The SEYS Department has a cart of laptop computers, LCD projectors, Elmo projectors, and tablets available to faculty members. SEYS has a computer lab for our students staffed with a part-time employee to provide assistance while they work.

In the last few years, most of the foreign language education specific pedagogical courses have been held in two "smart" classrooms the instructors reserve at the college in Kiely Hall. Our students learn to use power point, the smart board, Black Board, and we are introducing some of our classes to the Queens College Blog system this semester. Students

primarily submit digital assignments and use the digital drop box feature of Black Board to submit work. We believe that our candidates need to learn basic technological skills and implement those in their teaching assignments.

(k) Institutions shall demonstrate how they use various types of assessments to evaluate students for admission to teacher education programs and based on such assessments prescribe study and experiences that will enable students to develop the knowledge, understanding, and skills necessary to successfully meet the requirements for certification upon program completion.

Attach a published statement of, or state here, the criteria for admission to the institution and to the program.

Applicants must have a bachelor's degree in Arabic language or its equivalent (36 credits) with a minimum GPA of 3.0 (or its foreign university equivalent). Applicants are required to submit two letters of recommendation, a personal essay of approximately 500 words, and must have a recent score of Intermediate-High or higher on the American Council on the teaching of Foreign Languages (ACTFL) Arabic Oral Proficiency Interview (OPI) and a score of Intermediate High on the ACTFL Writing Proficiency Test (WPT). The ACTFL OPI and the WPT levels of Intermediate High are the minimum proficiency levels that candidates for graduate study are required to have by Languages Other Than English (LOTE) programs for ACTFL/NCATE accreditation.

Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of either a score of 600 or higher on the written version of the Test of English as a Foreign Language (TOEFL), or pass the TOEFL Internet-based Test (iBT) with a minimum Total score of 100 and a minimum speaking score of 25. An interview may be requested as part of the application decision. A portfolio showing evidence of meeting ACTFL Program Standards for the Preparation of Foreign Language Teachers Initial Certification is an exit requirement.

List assessments used in determining admission.

- GPA screening
- Evaluation of preparation in Arabic language
- 2 Letters of recommendation
- Personal essay
- Interview with foreign language education faculty
- Score of Intermediate-High on the American Council on the teaching of Foreign Languages (ACTFL) Arabic Oral Proficiency Interview (OPI)
- Score of Intermediate High on the ACTFL Writing Proficiency Test (WPT)

Describe the process for evaluating the preparation of candidates for admission to the program, prescribing study and experiences to meet requirements, and evaluating student progress.

Admission Evaluation

Candidates apply through the Graduate Admissions Office who forwards completed application folders to the appropriate advisor and department. Foreign language candidate applications are carefully reviewed by advisors in foreign language education before they are admitted. The advisors determine if candidates have taken courses to prepare them with a content knowledge base for assisting students to meet the State Learning Standards for Arabic in grades 7 through 12. Candidates are expected to have 36 credits above the intermediate level in Arabic, sufficient liberal arts and science requirements based on Queens College LASAR requirements, and a minimum GPA of 3.0 (or its foreign university equivalent), minimum required proficiency levels in spoken and written Arabic, and the aptitude, motivation, discipline, and ability to be successful in graduate work and teaching.

A candidate may be admitted on a probationary status if he or she is close to meeting minimum requirements. For example, the coursework of those candidates who do not have a major is compared to a systematically prepared major (such as one currently under development at Queens College) and students are advised to take courses to fill any gaps in their prior preparation as an admission and retention requirement.

English literacy skills are an important requirement for educators in New York City and State.

Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of either a score of 600 or higher on the written version of the Test of English as a Foreign Language (TOEFL), or pass the TOEFL Internet-based Test (iBT) with a minimum Total score of 100 and a minimum speaking score of 25.

An additional criterion for our candidates that relates to English literacy as well as dispositions for becoming a teacher is a personal essay of approximately 500 words. This essay allows us to gauge a candidate's motivation to work in public schools and teach children, as well as to attend the certification program. This checks both their dispositions for teaching as well as their ability to articulate their desire to become teachers. Essays are primarily gauged by reading, writing, and English written communication skills.

An interview will be part of the application decision to give insight into candidates' ability to articulate and communicate in English as well as insights into dispositions for teaching. Candidates must also submit two letters of recommendation from professors attesting to their academic abilities and skills, academic discipline, motivation to teach, and dispositions related to teaching. This criteria gives us a third party's perspective on each candidate's aptitude as an educator and graduate student.

Likewise literacy skills in Arabic are crucial to an educator who will be teaching the language, literature, and culture to public school children. Candidates must provide evidence of a recent (within six months) rating of Intermediate-High or higher on the American Council on the teaching of Foreign Languages (ACTFL) Arabic Oral Proficiency Interview (OPI) and a score of Intermediate High on the ACTFL Writing Proficiency Test (WPT)**. These tests are measures that candidates have required levels of speaking and writing skills in the language to be able to optimally instruct students to build their interpersonal, interpretive (reading and listening), and presentational (prepared writing and class presentations) communication in Arabic based on the national and state standards for Languages Other Than English (LOTE). The OPI measure is a required assessment for all language programs under NCATE accreditation. As the foreign language education program will be undergoing review for national recognition in the next accreditation visit in 2010, we are revising all our programs to make the OPI a requirement. The WPT is a requirement to ensure that candidates have the writing skills they need to instruct their students appropriately.

For more information on the OPI or the WPT please go to www.actfl.org and click professional development, then click proficiency testing.

Evaluating Student Progress

There are three benchmarks following admission into the program: prior to clinical practice, following completion of clinical practice, and program completion.

- 1. Prior to Clinical Practice.** Candidates are screened before student teaching to insure they maintain a B average in education courses and a B average in the methods course. Candidates are also required to complete crucial pieces of their portfolio to document how well they are meeting standards for initial teacher certification. The benchmark standards include the Queens College Core Principles of Equity, Excellence, and Ethics, ACTFL standards for initial foreign language teacher preparation, INTASC standards for beginning World language teachers, and New York State Teacher Preparation standards. A rubric has been designed to evaluate the portfolios and is attached to the end of this document.
- 2. Completion of Clinical Practice.** Upon completion of student teaching, candidates are evaluated by cooperating teacher(s), their college supervisor, and upon an assessment of student work.
- 3. Program Completion and Certification.** Candidates in Foreign Language Education programs document their professional development during initial certification through the creation of a portfolio that they begin during the methods course and complete by the end of student teaching. Their final portfolio is also evaluated as part of the curriculum and assessment course and they meet with faculty to discuss their portfolios. Candidates are required to address all standards mentioned in #1. We encourage them to update their portfolios after they enter the teaching field to document their professional growth.

Following the completion of the program a foreign language education advisor again screens each candidate before signing off on all certification requirements, including coursework, GPA (B), completion of all field requirements, portfolio completion, etc.

52.21(b)(2)(ii) Standards for programs leading to an initial certificate. In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of this Part, programs leading to an initial certificate shall be programs leading to a baccalaureate or higher degree, which shall include a requirement that the candidate complete a general education core in the liberal arts and sciences as prescribed in clause (a) of this subparagraph, a content core as prescribed in clause (b) of this subparagraph, and a pedagogical core as prescribed in clause (c) of this subparagraph.

(a) **General education core in the liberal arts and sciences.** The program shall include a requirement that the candidate complete study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

List the requirements for the general education core.

Undergraduate records of Post Baccalaureate students must indicate they have a general education core equivalent to that required by Queens College undergraduates. These requirements are described below:

Students at Queens College are required to complete a distribution of liberal arts and sciences courses in three areas of humanities (6 credits in literature and literary criticism, 3 credits in the arts, 3 credits in language, culture, aesthetics), physical and biological sciences (7 credits including one course with lab), scientific methodology and quantitative reasoning (3 credits), social sciences (6 credits) and pre-industrial/non-western civilization (3 credits). A task force was formed to examine all the courses across the Queens College curriculum that may be used to complete the liberal arts and sciences requirements to identify those courses that would best prepare students in education programs for teaching the New York State learning Standards. The task force concluded that the Queens College LASAR requirements were consistent with the Regent's requirements for a distribution in the liberal arts and sciences.

All students at Queens College must complete three semesters of foreign language. Candidates with foreign language majors are considered to have already fulfilled this requirement in their coursework for the major. In addition, all Queens College students must complete requirements in English composition (one course in composition plus 3 content courses emphasizing writing), mathematics (3 credits of algebra and pre-calculus or passing Sequential II math Regent's exam), and one course in physical education.

(b) **Content core.** The program shall include a requirement that the candidate complete study in the subject(s) to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State Learning Standards for students, as prescribed in Part 100 of this Title, and shall prepare candidates for refining and expanding that knowledge base.

See requirements for the Content Core for specific programs in 52.21(b)(3), and insert response in the appropriate location for the specific program.

(c) **Pedagogical core.** The program shall include a requirement that the candidate complete study in a pedagogical core that provides the candidate with the pedagogical knowledge, understanding, and skills as set forth in subclause (1) of this clause and field experiences, and student teaching and/or practica as set forth in subclause (2) of this clause.

(1) **Pedagogical knowledge, understanding, and skills.** The program shall provide study that will permit candidates to obtain the following pedagogical knowledge, understanding, and skills:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

Course title(s) and number(s):

SEYS 536 Educational Foundations
SEYS 552 Cognition, Technology and Instruction for Diverse Learners
SEYS 700 Language, Literacy and Culture in Education
SEYS 564 Methods in Teaching Foreign Language in Middle and High School
SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

Course title(s) and number(s):

SEYS 564 Methods in Teaching Foreign Language in Middle and High School

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

Course title(s) and number(s):

SEYS 700 Language, Literacy, and Culture in Education

SEYS 564 Methods in Teaching Foreign Language in Middle and High School

SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students, including at least six semester hours of such study for teachers of early childhood education, childhood education, middle childhood education, and adolescence education; teachers of students with disabilities; students who are deaf or hard-of-hearing, students who are blind or visually impaired, and students with speech and language disabilities; teachers of English to speakers of other languages; and library media specialists. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;

Programs leading to all of the following certificates must prepare candidates for understanding language acquisition and literacy development by native English speakers and students who are English language learners - and provide candidates with skill in developing the listening, speaking, reading, and writing skills of all students:

- early childhood education*
- childhood education*
- middle childhood education*
- adolescence education*
- students with disabilities*
- students who are deaf or hard-of-hearing*
- students who are blind or visually impaired*
- students with speech and language disabilities*
- English to speakers of other languages*
- library media specialist*
- literacy
- special subjects (dance, family and consumer sciences, health education, music, physical education, technology education, theatre, and visual arts)
- career fields (agriculture, business and marketing)
- educational technology specialist
- intensive program for individuals holding a transitional C certificate

* While all programs listed above must include preparation in language acquisition and literacy development, the programs marked with an asterisk must include at least 6 semester hours of such study, as part of the general pedagogical core.

Course title(s) and number(s):

SEYS 552 Cognition, Technology and Instruction for Diverse Learners

SEYS 700 Language, Literacy, and Culture in Education

SEYS 564 Methods in Teaching Foreign Language in Middle and High School

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

Course title(s) and number(s):

SEYS 564 Methods in Teaching Foreign Language in Middle and High School

SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

Describe how the program incorporates the use of technology throughout the program and prepares teaching candidates to use technology, including assistive technology, in helping all students to learn.

There are differing practices among faculty and adjuncts about the use of technology in their coursework at Queens College. Some instructors use resources on campus such as smart boards, computers, and the CUNY Black Board as elements of their coursework.

In SEYS 552, Cognition, Technology and Instruction for Diverse Learners, technology is built into the course. Educational psychology theories are directly applied in the course through pedagogical assignments that require students to explore computer applications, software, and other technological tools. These curricular assignments enhanced by technology include lesson plans and evaluating software for use with students with learning disabilities, and other.

The program faculty members in foreign language education similarly incorporate a variety of technological tools into the methods course and the curriculum course. First, the faculty members model the use of technology for instruction by preparing power point presentations for the class; using Black Board as a class tool; assigning a web quest to familiarize students with professional organizations; and collecting, grading, and providing feedback on assignments digitally. The program faculty members connect with the classes and students through internet and provide a database of links as resources for further readings and ideas, examples of assignments.

The faculty members in foreign language education also build use of technology into course requirements. For example, candidates prepare electronic portfolios to document what they learned, and how they met teacher preparation standards for New York State, Queens College and content standards for NCATE. The documentation and portfolio process build in the necessity for candidates to reflect on what they are learning in the program. Candidates also make power point presentations as assignments and submit their course work using the drop box feature of Black Board. The courses build in assignments that require students to prepare pedagogical materials using technology, such as web quests, smart board software, and power point presentations for teaching.

Include course title(s) and number(s), as appropriate.

SEYS 552 Cognition, Technology and Instruction for Diverse Learners
SEYS 564 Methods in Teaching Foreign Language in Middle and High School
SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(vii) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

Course title(s) and number(s):

SEYS 700 Language, Literacy, and Culture in Education
SEYS 552 Cognition, Technology and Instruction for Diverse Learners
SEYS 564 Methods in Teaching Foreign Language in Middle and High School
SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

Course title(s) and number(s):

SEYS 536 Educational Foundations
SEYS 700 Language, Literacy, and Culture in Education
SEYS 552 Cognition, Technology and Instruction for Diverse Learners
SEYS 564 Methods in Teaching Foreign Language in Middle and High School
SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

Course title(s) and number(s):

SEYS 564 Methods in Teaching Foreign Language in Middle and High School
SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

Course title(s) and number(s):

The New York City Department of Education provides the child abuse and intervention seminar for this program.

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808.

Course title(s) and number(s):

The New York City Department of Education provides the child abuse and intervention seminar for this program.

How is the requirement in section 3004 of Education Law for at least two clock hours of training in school violence prevention and intervention met?

The New York City Department of Education provides the school violence intervention and prevention seminar for this program.

(2) Field experiences, student teaching and practica.

Include the response to the following requirements in the appropriate section(s) of 52.21(b)(3), which contains requirements for specific programs.

(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least twenty school days each. This requirement shall be met by student teaching, unless the specific requirements for the certificate title in paragraph (3) of this subdivision require practica.

(ii) The field experiences, student teaching and practica shall:

(A) be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities;

and (D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

(iii) Upon written application by the institution, the commissioner may grant a time-limited approval for an alternate model for field experiences and college-supervised student teaching or practica, provided that the institution describes the model in detail and demonstrates the success of such model or has an adequate plan for demonstrating that the model will be successful.

(iv) Other options for candidates holding another classroom teaching certificate to meet the student teaching or practica requirement are set forth in the teacher certification requirements of this Title for the particular certificate title.

52.21(b)(2)(iv) Institutional accountability.

(a) Institutions shall be accountable for the quality of their programs leading to certification in teacher education and the candidates who complete such programs, and shall demonstrate that their teacher education programs are evaluated regularly and that such evaluations are considered for making program improvements.

Describe the criteria and process for program evaluation by the institution and state the frequency of such evaluations.

Queens College requires an Academic Program Review every five years. The program review process parallels that of the Middle States Review. A self-study is carried out by each academic department and is followed by an external review. In the self-study, members of the faculty analyze the curriculum in relation to the goals of the department, the college, and CUNY. The self-study also investigates the effectiveness of the curriculum in relation to the desired outcomes, reviews, various procedures to identify strengths and weaknesses, examines available resources and identifies needed changes in the program, departmental organization and resources. Following the department's self-study, a panel of external reviewers visits the campus for two days to meet with members of the department, administrators, and students.

Additionally, Queens College participates in the National Council for the accreditation of Teacher Education (NCATE) program review of teacher education programs. as of October 2006, Queens College Education Unit received provisional accreditation with a site visit scheduled for spring 2008.

Describe how program evaluations are considered for making program improvements.

Academic Program Reviews are evaluated by the Queens College Administration. Reviews in the past five years produced recommendations for changes at the program level, department level, and institutional level. Academic Program Reviews in the education departments resulted in a reconfiguration of the education departments into a division parallel to the other academic divisions of Arts and Humanities, Social Science, and Mathematics and Natural Sciences. Program reviews also resulted in increased hiring of faculty in two departments.

The SPA process has enhanced the program's focus on outcomes based assessment and aligned assessments within the Education Unit to ascertain pre-service candidates' proficiencies in knowledge, skills and dispositions related to the Education Unit Conceptual Framework.

(b) Candidate performance on New York State Teacher Certification Examinations.

(The State Education Department will send a request for this information in the fall before each January 15 due date.)

Queens College is in compliance with the provisions of the NYSTCE requirements on the LAST and ATS-W exams. For the CST there were less than 10 taking exams in the other languages therefore those results were not provided in the institutional report. For Spanish candidates, the program completers for the CSTS have a pass rate of 100% on the CST as follows from the NYSTCE Annual Institution Report for 2004-2006:

Annual Institution Report

Program Year: 2005-2006

Process date: **02-09-07 12:33:03**
 Institution: **365 - CUNY Queens College**
 Number of Program Completers: **497**

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Professional Knowledge/Pedagogy				
090/091 ATS-W	456	450	99%	99%
Aggregate	456	450	99%	99%
Academic Content Areas				
006 Biology	8	--	--	99%
007 Chemistry	4	--	--	98%
008 Earth Sci	3	--	--	97%
003 English	72	57	79%	94%
012 French CST	3	--	--	83%
016 Italian CST	1	--	--	84%
004 Math	38	38	100%	98%
002 Multi-Subject	180	176	98%	95%
075 Music CST	12	12	100%	95%
009 Physics	2	--	--	100%
005 Soc Studies	54	46	85%	92%
020 Spanish CST	16	16	100%	92%
079 Visual Arts CST	25	25	100%	93%
Aggregate	418	389	93%	95%
Other Content Areas				
072 Fam.and Con.Sci.CST	10	10	100%	100%
001 LAST	453	445	98%	99%
076 Phys.Ed. CST	23	23	100%	94%
Aggregate	486	478	98%	99%
Teaching Special Populations				
022 ESOL	8	--	--	98%
Aggregate	8	--	--	92%
Summary Totals and Pass Rate				
	476	440	92%	95%

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10

The information contained herein is confidential and must not be disclosed to unauthorized persons.
 Appropriate safeguards must be implemented to protect against improper disclosure of this information.

Important: Do NOT use this report to revise your program completer information.
 Use your program completer worksheet

(c) Accreditation.

Queens College participates in the National Council for the Accreditation of Teacher Education (NCATE) program review of teacher education programs. Using the NCATE 2000 program review process, all programs reviewed by Specialized Professional Associations have received recognition or have been revised and are pending review. As of October 2005, Queens College Education Unit received provisional accreditation with a site visit scheduled for spring of 2008.

The foreign language education program has not yet come up for review from NCATE, but will do so by Spring of 2010.

REQUIREMENTS FOR SPECIFIC PROGRAMS

LEADING TO CLASSROOM TEACHING CERTIFICATES

52.21(b)(3) Specific Requirements. To be registered as a program leading to certification, the program shall meet the specific requirements of this paragraph for the particular certificate title. The general requirements prescribed in paragraph (2) of this subdivision shall also be applicable, unless such general requirements are explicitly stated to be inapplicable in paragraph (2) of this subdivision or by the specific requirements set forth in this paragraph.

ADOLESCENT EDUCATION: In the Program Chart below, list all pedagogical courses for the proposed program, including those required by the General Pedagogical Core in 52.21(b)(2)(ii)(c) and the additional pedagogical study required for this program in 52.21(b)(3)(iv) below. Identify the courses by course number, title, number of credits, required (R) or elective (E), and instructor(s). If the Faculty Charts do not make clear each instructor's qualifications to teach a particular course, provide that information below this Program Chart.

Number	Title	Credits	R/E	Instructor(s)
SEYS 536	Educational Foundations	3	R	Education Faculty
SEYS 700	Language, Literacy, and Culture in Education	3	R	Education Faculty
SEYS 552	Cognition, Technology and Instruction for Diverse Learners	3	R	Education Faculty
SEYS 564	Methods in Teaching Foreign Language in Middle and High School	3	R	Foreign Language Education Faculty Davis & Eddy, language specialty adjuncts
SEYS 584	Standards-Based Curriculum and Assessment in Teaching Foreign Language	3	R	Davis & Eddy, language specialty adjuncts
SEYS 574.2	Middle School Practicum	2	R	Davis & Eddy, Education Faculty & adjuncts
SEYS 574.4	Student Teaching in a High School	4	R	Davis, Eddy, language specialty adjuncts

Edited section:

The Advanced Certificate programs in LOTE at Queens College consist of 21 credit hours. These courses do NOT transfer into the required master's for professional certification as initial certification is a prerequisite for the MSED. The Advanced Certificate program in Arabic will function exactly the same way.

Queens College does not currently have a professional certification program in Arabic, but we are in the process of creating one, and expect to have it in place by 2011. In the meantime, completers of the Advanced Certificate in Arabic will have a pathway to get professional certification through the SEYS literacy program (and a second certification) until the professional program in Arabic is available.

Edited section:

The foreign language education field has similar pedagogical tools across languages and is a generalist field. It is a common model across the country to place pre-service teachers of Spanish, Italian, Latin, French, German, etc. in the same pedagogical courses such as methods. Currently the two faculty members in the foreign language education program specialize in Spanish, but also work with the current French, German, Latin and Italian teacher candidates.

Teacher candidates will work with specialists in Arabic in their content courses (major or equivalent to a major in Arabic) which they will complete before enrolling in the program. Transcripts of each candidate will be thoroughly evaluated to verify they have required content background in the language before beginning the program. They will also provide evidence

of competency on the ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency Tests (WPT) (NCATE required assessments for foreign language programs).

At the end of the application, attach a description of each pedagogical course for this program, as the course description will appear in the catalog. Please note that the description of any course identified as meeting a general or specific Pedagogical Core requirement, in whole or in part, should reflect that requirement.

52.21(b)(3)(iv). Programs leading to initial certificates valid for teaching adolescence education (grades 7 through 12).

*(a) **Content Core.** In addition to meeting the general requirements for the content core prescribed in paragraph (2)(ii)(b) of this subdivision, the content core shall be a major or its equivalent in one of the liberal arts and sciences that provides a knowledge base for assisting students in grades 7 through 12 in meeting the State Learning Standards for students, as applicable to one of the following subjects and prescribed in Part 100 of this Title: English, a language other than English, biology, chemistry, earth science, physics, mathematics, or social studies, provided that the content core in social studies shall include study in economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world.*

State the requirements for the Content Core. (See definition of major in 52.21(b)(1).) Identify the catalog pages where descriptions of existing liberal arts and sciences majors are found that candidates may select for meeting the Content Core requirements of this program. If new liberal arts and sciences majors are proposed for this purpose, list the requirements, including course numbers, titles, credits, and instructors; provide course descriptions; complete Faculty Charts for each; and see the Supplement for other required information.

Describe how the program ensures that candidates are prepared with a content knowledge base for assisting students in grades 7 through 12 in meeting the State Learning Standards for that level in the subject of the certificate sought.

Candidates must hold a bachelor's degree with a major or equivalent in Arabic. The program of study must have a cumulative grade point average (GPA) of 3.0 (B) or better. All candidates must meet the general matriculation requirements of the College. The program is NOT available on a non-matriculated basis.

Additionally, candidates must meet the general education requirements of Queens College. Candidates are required to demonstrate completion of the distribution of liberal arts and sciences courses in these areas of humanities (6 credits in literature and literary criticism, 3 credits in the arts, 3 credits in language, culture, aesthetics), physical and biological sciences (7 credits including one course with lab), scientific methodology and quantitative reasoning (3 credits), social sciences (6 credits) and pre-industrial/non-western civilization (3 credits). A task force was formed to examine all the courses across the Queens College curriculum that may be used to complete the liberal arts and sciences requirements to identify those courses that would best prepare students in education programs for teaching the New York State Learning Standards. The task force concluded that the Queens College LASAR requirements were consistent with the Regent's requirements for a distribution in the liberal arts and sciences.

Finally, candidates for this program must show completion of English composition (one course in composition plus 3 content courses emphasizing writing), mathematics 3 credits of algebra and pre-calculus or passing Sequential III math Regent's exam), and one course in physical education.

(b) Pedagogical Core. In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall focus on adolescence education and include, but need not be limited to:

(1) **study** in the processes of growth and development in adolescence and how to provide learning experiences and conduct assessments reflecting understanding of those processes;

Course title(s) and number(s):

SEYS 552 *Cognition, Technology and Instruction for Diverse Learners*
SEYS 564 *Methods in Teaching Foreign Language in Middle and High School*
SEYS 584 *Standards-Based Curriculum and Assessment in Teaching Foreign Language*

(2) student teaching in both adolescence education settings, grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in adolescence, including experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12.

The general pedagogical core requirements for field experiences, student teaching and/or practica of 52.21(b)(2)(ii)(c)(2) are repeated for ease of reference.

52.21(b)(2)(ii)(c)(2)(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each.

52.21(b)(2)(ii)(c)(2)(ii) The field experiences, student teaching and practica shall:

(A) be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities; and (D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

Describe how the requirements in (A), (B), (C), and (D), cited above, are met for the field experiences and student teaching:

(A) Be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated.:

For each of the pre-student teaching field experiences, individual instructors have clearly delineated the purposes, learning outcomes, and assessment of these experiences in their course syllabi. Most use specific field experience forms to guide observations and other activities. For the student teaching experience, the foreign language education faculty members have a handbook detailing the philosophies of the program and the student teaching experience-including assessment forms and rubrics detailing successful outcomes in the areas of knowledge and skills.

(B) Be accompanied by coursework or seminars and supervised by one of more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences:

Across the program, individual course instructors handle the field experiences slightly differently depending on the objectives and learning outcomes of the course. Examples of coursework based on the field experiences include such things as extended discussions of the observations or other activity, the development and refinement of lesson plans, or the development and refinement of units of study. The instructors of these courses are full-time faculty. For the student teaching experience, the students meet in a curriculum and assessment course weekly and discuss their progress with the instructor. Refinement of skills and knowledge is addressed as necessary. The students also submit reflections on their student teaching experience to their supervisors along with lesson plans and responses to observation conferences. All of the full-time foreign language education faculty members observe student teachers.

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners, and students with disabilities;

As Queens College is located in the City of New York, students are given ample opportunity to observe and work in all manner of neighborhoods from the affluent to the high needs areas of the city and surrounding suburbs. Many of our students were raised in these neighborhoods. The ethnic and racial mixture in New York City is probably the most diverse in the world. Our students are exposed to this on a daily basis. In fact, over 140 different languages are spoken on campus alone.

(D) if applicable. N

Identify courses that require field experiences:

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i>	Grade Level	Clock Hours
SEYS 536	Educational Foundations	Foundations faculty & adjuncts	7-12	25 hr fieldwork
SEYS 700	Language, Literacy, and Culture in Education	Faculty across SEYS and adjuncts	7-12	25- hr fieldwork
SEYS 552	Cognition, Technology and Instruction for Diverse Learners	Educational Psychology Faculty and adjuncts	7-12	25-hr fieldwork
SEYS 564	Methods in Teaching Foreign Language in Middle and High School	Davis & Eddy & language specialist adjuncts	7-12	25 hr fieldwork
SEYS 574.2	Middle School Practicum	Faculty and adjuncts across SEYS	6-9	50 hours fieldwork in a middle school
SEYS 574.4	Student Teaching in a High School	Davis & Eddy, and adjunct language specialists	9-12	Edited: 300 hours: 6 class periods per day 5 days per week in a secondary school for 15 weeks

Edited section below:

The candidates complete 25 hours of observations and tutoring in each of the following courses: SEYS 536, 552, 564, and 700. In SEYS 700 candidates have 25 hours of fieldwork. They observe and tutor students with a focus on diverse learners who have a range of abilities from learning disabilities to gifted. Their observations and coursework focus on differentiated instruction in the content area and working with English language learners.

In 564 candidates have 25 hours of fieldwork to observe language classrooms, diverse learners in the language classroom in particular, and prepare pedagogical materials that also address differentiation. In SEYS 552 candidates complete 25 credits of field work observations focusing on integrating technology, applying educational psychology theories into lesson construction, and addressing diversification into lesson plans.

Candidates complete 50 hours in the middle school practicum across a ten week time period. Candidates observe, tutor, team teach, and perhaps teach several lessons during this experience. Partner schools have the students tutor students with learning disabilities and work with small groups.

The student teaching experience consists of a total of 300 hours. Candidates are required to spend 4 hours per day (6 class periods) five days per week for 15 weeks during the semester. They teach two classes for the semester, observe other teachers, help with administrative tasks, and meet with their cooperating teachers. In the diverse classrooms in New York Metro area they interact with diverse students in terms of race and learning abilities throughout this experience.

Identify courses/seminars for the college-supervised student-teaching experiences:

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i>	Grade Level	No. of Full School Days
SEYS 584	Standards-Based Curriculum and Assessment in Teaching Foreign Language	Davis & Eddy & adjuncts with language specialty	7-12	in conjunction with student teaching

candidates are prepared with a content knowledge base for assisting students in all grades in meeting the State Learning Standards in the special subject appropriate to the certificate sought.

(b) Pedagogical Core. In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall include, but need not be limited to:

(1) **for teachers of health education**, study for instructing students in middle childhood and adolescence about child development and parental skills and responsibility, pursuant to Education Law section 804-b; and for instructing students in middle childhood and adolescence about methods of preventing and detecting certain cancers, pursuant to Education Law section 804(3-a); and

Course title(s) and number(s):

(2) student teaching of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in the special subject class, including experiences in both settings, pre-kindergarten through grade 6 and grades 7 through 12.

The general pedagogical core requirements for field experiences, student teaching and/or practica in 52.21(b)(2)(ii)(c)(2) are repeated for ease of reference:

52.21(b)(2)(ii)(c)(2)(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each.

52.21(b)(2)(ii)(c)(2)(ii) The field experiences, student teaching and practica shall:

- (A) be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;
- (B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;
- (C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities; and (D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

Describe how the requirements in (A), (B), (C), and (D), cited above, are met for the field experiences and student teaching:

- (A)
- (B)
- (C)
- (D) if applicable

Arabic is taught at John Adams High School in Queens. There are regents exams in Arabic. Sushma Malhotra, assistant principal and supervisor of the Languages Other Than English (LOTE/Foreign languages)

4. SEYS (G10-04)

G10-04

GENERAL REQUIREMENTS

FOR THE REGISTRATION OF ALL PROGRAMS LEADING TO CLASSROOM TEACHING CERTIFICATES

52.21 (b)(2) - General Requirements. In addition to meeting the applicable provisions of this Part, to be registered as a program leading to certification in teacher education, such program shall meet the general requirements set forth in this subdivision, except to the extent that such general requirements are explicitly stated to be inapplicable in this paragraph or in the specific requirements for the certification title as set forth in paragraph (3) of this subdivision, and shall also meet the specific requirements set forth in paragraph (3) of this subdivision.

52.21(b)(2)(i) Standards for all programs. In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of the Part, all programs leading to certification in teacher education shall meet the following requirements:

(a) Programs shall have a written statement of the philosophy, purposes and objectives of the program.

Provide the statement of philosophy, purposes and objectives.

The mission of Queens College is "...that a great education should be accessible to talented young people of all backgrounds- ethnic and financial." Its purpose is "...to prepare students to become leading citizens of an increasingly global society... to foster an environment in which students learn the underlying principles of the humanities, the arts, and the mathematical, natural and social sciences... and to embrace its special obligation to serve the larger community" (Institutional Report, 2005, p.2).

The Education Unit reflects the diversity of the overall college and is one of New York's largest teacher preparation institutions. The unit's mission is to prepare educational professionals to fill educational roles to provide service to New York City's diverse urban communities under the umbrella of its conceptual framework of equity, excellence, and ethics.

The Division of Education and the Department of Secondary Education and Youth Services (hereafter, SEYS) operate within this broad framework to prepare teachers to serve New York City, Long Island, Westchester, and New York State.

The goal of the Foreign Language Education Program is to develop teachers who are New York State certified and who are effective, excellent, ethical professionals who value diversity and are reflective and capable of independent practice and lifelong professional development. Further, the program seeks to prepare teachers for public school districts to develop, implement, and evaluate language programs at schools and who can work with individual students and their families. We promote rigorous scholarship and research, contextualized learning and service in school and community settings, and opportunities for critical reflection on the role of language study in society and about our responsibilities as educators. The QC Foreign Language Education program's knowledge base and practices are consistent with the Languages Other Than English (LOTE) Teacher Preparation Standards of the American Council on the Teaching of Foreign Languages (ACTFL) and New York State regulations.

Specific objectives of the Foreign Language Education program include the following:

- Prepare candidates to design and deliver instruction geared toward achieving the National and New York State Learning Standards for world languages in 7-12 level programs;
- Develop a working knowledge of diversity, openness, and curiosity to explore how to foster that development in students in their own classrooms;
- Expose candidates to the latest advances in pedagogy, curriculum, and instructional technology;
- Provide hands-on experiences in the field in culturally and economically diverse settings- both urban and non-urban- and with children of diverse learning styles and abilities; and
- Build candidate awareness of the necessity to update their own skills and knowledge in the content area and in general pedagogy and introduce candidates to organizations that can be resources for their continued professional development.

Describe how the philosophy, purposes and objectives are reflected in the preparation of candidates for certification.

The mission of Queens College is "...that a great education should be accessible to talented young people of all backgrounds- ethnic and financial." Its purpose is "...to prepare students to become leading citizens of an increasingly global society... to foster an environment in which students learn the underlying principles of the humanities, the arts, and the mathematical, natural and social sciences... and to embrace its special obligation to serve the larger community" (Institutional Report, 2005, p.2).

The SEYS education courses developmentally sequence information about diverse learners, technology and social justice throughout the program. The early educational foundations course (SEYS 536) focuses on providing candidates with an understanding of how different groups interact in society at large. Candidates examine stratifications according to economic class (particularly urban poverty), gender, race, language use, ethnicity, sexual orientation, physiological and mental differences, and exceptionality through class readings and conversations. Through readings, observing diversity in schools, journaling, reflection, and class discussions candidates develop insights into how experiences of diverse people in the educational system may affect learning. Courses additionally provide candidates with experiences that reflect how technology influences the school environment and learning.

The educational psychology course (SEYS 552) builds on the understanding of how diversity and technology affect learners socially by examining how cognitive issues introduce additional complications. Candidates examine relevant cognitive learning issues and apply technological tools to instruction in order to target the instructional needs of diverse learners including exceptionality and English language learning. Candidates observe classrooms, reflect on issues in observation reports, and prepare instructional materials incorporating technology to address diverse learners.

The Language, Literacy and Culture in Education course (SEYS 700) builds on what candidates learned about second language learning, cognition, and social factors in the school setting. The developmental process of intercultural learning is emphasized in the experience using readings, case studies, and anecdotes from classroom observations. Candidates not only advance their own intercultural knowledge, but additionally explore how to provide intercultural experiences for their own students to broaden tolerance, respect, and appreciation of different cultural norms and practices. Candidates explore strategies for presenting content and concept language to scaffold material for English language learners, how to adjust materials and content for diverse learners, and the importance of providing comprehensible input for English language learners.

The foreign language methods course (SEYS 564) introduces the candidates to their content standards both for teacher preparation as well as for instructing Languages Other Than English (hereafter, LOTE). The field component provides opportunities for candidates to observe content classrooms and reflect on how the standards can inform planning, instruction and assessment in languages. Candidates further build on their knowledge of how diversity, second language learning, and intercultural learning impact classroom learning. Communication, Diversity and cultural understanding are imbedded features of language learning and elements of the national and state content standards for LOTE instruction. The focus of this course is to provide basic knowledge for candidates to teach their students to communicate with diverse people using another language with diverse perspectives and a potentially unique cultural lens. Course content provides strategies for assisting students to progress in intercultural development, applications of technological tools to support communication and explore culture, and instruction in backward design and standards-based assessments so that candidates integrate assessment through all phases of instructional planning and delivery. Candidates develop units using Understanding by Design aligned with the National Standards (5Cs) using authentic materials and based on a theme topic from the New York State syllabus that incorporates the three communicative modes, culture, interdisciplinary concepts, communities from the target culture, and comparisons of culture and languages, all elements of the content standards. Candidates prepare lesson plans, ancillary materials, and incorporate technology applications in their unit of instruction. Candidates are introduced to the professional community through a conference with groups such as New York City Association of Foreign Language Teachers (NYCAFLT) Northeast Conference on the Teaching of Foreign Languages (NECTFL) or Long Island Language Teachers (LILT).

The Middle School Practicum (SEYS 574.2) is an extended experience in a middle school and provides candidates with the opportunity to observe the workings of a school setting over time. Candidates prepare reflective papers on topics that deal with diversity, professionalism, child development, assessment and instruction, and the school environment. They examine their school's report card, work with a cooperating teacher, participate in school activities, and work with students over a continuum of content between one-on-one tutoring, small group tutoring, or activities with the entire class. Candidates meet with their field supervisor during the semester to report their experiences.

The Standards-based Curriculum and Assessment course (SEYS 584) further expands candidate practice with creating backward design units based on the New York State syllabus for LOTE and the content standards. Candidates prepare

integrated performance assessments that use authentic materials to guide students through engaging all these modes of the Communication standard- interpersonal, interpretive and presentational. Candidates complete a variety of professional development tasks such as creating a short teacher practice article for potential submission to a professional journal or a language teacher conference proposal, a professional development plan, and a philosophy of education. Candidates continue to reflect on how to improve their planning, instruction and assessment with their increasingly sophisticated pedagogical content knowledge.

Student Teaching (SEYS 574.4) occurs concurrently with SEYS 584 and provides candidates with experience taking responsibility for a minimum of two classrooms of students through the duration of the semester. Candidates work with a checkpoint A (introductory level) of language students and a higher level typically Regents level classroom (Checkpoint B). Candidates are responsible to plan lessons, instruct, and assess students through the mentoring of their cooperating teacher in the school and under the direction of a college supervisor.

The portfolio requires the candidates to choose work from all their program courses and experiences to provide evidence of how they met standards for teacher preparation for the American Council on the Teaching of Foreign Languages (ACTFL) for pre-service foreign language teachers, New York State Standards for Teacher Preparation, Queens College Core Values (standards) and INTASC standards. Portfolios require high levels of reflection and focus on these issues to demonstrate their understanding and application in preparing teaching materials, assessments, and professional growth while using the LOTE standards to guide them through all phases of instruction.

I.A. Explanation of the knowledge base and philosophy for candidate preparation

The Secondary Education Department (SEYS) expects its candidates to be liberally educated, deeply and broadly literate, and successful scholars in the field the prospective teachers plan to teach.

Across SEYS there are shared program goals among the content areas evidenced in the pedagogical content core that all teachers graduating from our programs must attain. The Department of Secondary Education expects its candidates to be:

- Grounded in the historical, philosophical, social, and political foundations of secondary school teaching and urban education during the past century,
- Proficient at understanding and facilitating linguistic and cognitive development to account for linguistic, cognitive and cultural diversity in individualized learning,
- Cognizant of human development and learning theory, particularly as it affects adolescents' learning in school settings,
- Steeped in the intellectual traditions of their disciplines and rooted in the pedagogical content knowledge developed within their teaching specialties,
- Knowledgeable about legal, political and institutional contexts for schooling, and
- Competent in various media and technology for enhancing learning.

Coursework in the foundational and psychology courses, as well as all pedagogical core areas reflect our commitment to a quality education for all candidates irrespective of their special needs, cultural and linguistic backgrounds or recentness of their arrival to the United States. Thus, our candidates are provided with learning experiences that develop their professional knowledge, skills and disposition to work in any school system in the United States.

Throughout our program we provide teacher candidates with experiences conducive to their development as introspective, self-directed and autonomous professionals. These experiences are consistent with our expectation that our teachers should assume leadership roles in their schools and profession.

Since the Department of Secondary Education promotes experiential learning in addition to knowledge acquisition as a program philosophy, candidates are expected to participate in a variety of field experiences aimed at reinforcing the formal course work. The Department of Secondary Education understands that learning theory needs to be experienced and demonstrated as well as formally understood and, therefore, conducts all pedagogical core classes accordingly.

The Programs in Secondary Education seek to strike a balance between the professional knowledge applicable to teachers in all settings with the specific needs of teachers working in the largest school system, set in the most densely-populated urban area, in the United States. The special needs and demands of working in New York City are considered in the context of other situated schooling sites, thus guaranteeing our candidates are prepared to work in a variety of environments. The additional special demands of working with significant numbers of new Americans also figure in Queens College's philosophy of providing quality education for all candidates for the purposes of responsible citizenship in a participatory democracy.

Finally, the Secondary Education Department expects its graduates to be leaders in their schools and in their profession. Accordingly, the programs focus on the development of professional and contextual knowledge that is important to the understanding and experience of future pedagogical innovators and school leaders.

(b) Institutions shall demonstrate how faculty in the arts and sciences and faculty in education cooperate for the purpose of ensuring that prospective teachers receive academic preparation of high quality, equivalent to that of students in other fields.

Provide evidence of this cooperation.

Queens College convened a task force of faculty from its four divisions (Humanities, Math and Science, Social Sciences, & Education) to review the liberal arts and science requirements (LASAR) for students who want to become teachers. The task force was charged with (a) comparing the liberal arts and sciences requirements (LASAR) of Queens College with the Liberal arts and sciences requirements designated by the Regents for all teachers, the General Education core Requirements: artistic expression, communication, information retrieval, concepts in history and social sciences, humanities, a la language other than English, scientific and mathematical processes and written analysis expression. Furthermore, the task force was charged with identifying among the hundreds of liberal arts and sciences courses designated for the LASAR, those courses that would provide content and skills directly related to the New York Learning Standards. This task force also identified the majors on campus that align well with the Learning Standards curriculum for students preparing to become teachers in 7-12 schools.

The SEYS Department has a long standing and fruitful relationship with the departments who prepare secondary teachers in the sciences, mathematics, foreign languages, English, art, and social studies. The SEYS Department provides educational foundations and psychology courses for students in other programs on campus such as TESOL (Applied Linguistics), physical education, music, and family and consumer science programs. Queens College also has articulation agreements and jointly registered programs with Queens Borough and LaGuardia Community Colleges. Faculty members from these schools have been involved in the work of the Task Force and will coordinate their liberal arts and science offerings with those at Queens College.

In the foreign language education program the SEYS faculty work closely with designated members of the language department faculty to provide the best experiences for their mutual students. Currently the program and language faculty are preparing an assessment system to streamline preparation and to structure data collection for NCATE.

(c) Institutions shall demonstrate efforts to recruit qualified faculty and student bodies for teacher education from groups historically underrepresented in such programs.

What efforts are made to recruit such faculty in teacher education?

Queens College has a search process in place to ensure that all applicants for a position who fulfill the criteria and qualifications set forth in the search plan have an equal opportunity to be reviewed and considered for the position. Each search is posted CUNY-wide and advertised in the appropriate professional publications. Furthermore, faculty members are urged to circulate the posting to colleges and universities that prepare teacher educators from underrepresented groups. For over ten years, Queens College has provided additional tenure track lines, over and above specifically allocated lines, to departments who identify individuals from minority groups for faculty positions. These open lines have resulted in a significant increase in faculty from under represented groups.

What efforts are made to recruit such students for teacher education?

Queens College is situated in a very diverse community, and the enrolled students represent many different groups such as African, African American, Caribbean, Korean, Hindi, Taiwanese, Asian Indian, middle eastern, Russian, and countries in South and Central America. While students are not required to indicate their racial or ethnic identity on our applications, many do. The Bilingual programs in elementary education and special education and the TESOL programs participate in scholarships programs for bilingual education and TESOL with the New York City Board of Education and Suffolk BOCES. These programs send students to our college each year from Hispanic, Asian, and Eastern European communities.

Provide evidence of the success of efforts:

- **data on current representation on the education faculty**

As of fall 2006, the full-time faculty in the Division of Education was 76 of which 7 (9.2%) Black, non-Hispanic, 1 (1.3%) American Indian, 7 (9.2%) Asian/Pacific Islander, 6 (7.8%) Hispanic, and 55 (72.4%) white, non-Hispanic.

- data on current representation in the education student body

Figure 1
Diversity Breakdown of Education Unit Student Enrollment
School Year 2005-2006

	Full-Time Students		Part-Time Students	
	Undergraduate	Graduate	Undergraduate	Graduate
<i>Men</i>				
<i>Nonresident alien(international)</i>	24	0	6	12
<i>Black, non-Hispanic</i>	21	1	13	37
<i>American Indian or Alaskan Native</i>	0	0	0	2
<i>Asian or Pacific Islander</i>	63	4	14	37
<i>Hispanic</i>	51	5	28	61
<i>White, non-Hispanic</i>	183	38	62	476
<i>Race/ethnicity unknown</i>	0	0	0	0
<i>Men Total</i>	342	48	123	625
<i>Women</i>				
<i>Nonresident alien(international)</i>	41	1	10	17
<i>Black, non-Hispanic</i>	66	6	26	146
<i>American Indian or Alaskan Native</i>	1	0	1	1
<i>Asian or Pacific Islander</i>	124	20	28	118
<i>Hispanic</i>	146	23	70	240
<i>White, non-Hispanic</i>	424	134	141	1469
<i>Race/ethnicity unknown</i>	0	0	0	0
<i>Women Total</i>	802	184	276	1991

(d) Institutions shall demonstrate efforts to recruit and retain qualified faculty who understand the problems of high-need schools and have professional experience in such schools.

What efforts are made to recruit and retain such faculty?

In the Division of Education, searches for faculty include criteria of professional experience in urban schools and settings. We have found that most applicants are interested in working in the inner city and with urban schools. This statement also holds true for SEYS. It is in full compliance with Affirmative Action regulations. Knowledge of the needs of city children is part of the job description used in advertising. The positions are advertised in the usual educational journals, such as the Chronicle of Higher Education, and the last search for an SEYS faculty member in 2008 was advertised in the New York Times.

Provide specific evidence of the success of efforts.

The most recent faculty search in SEYS took place in Spring 2008. The position was for an Assistant Professor in Mathematics Education. Qualification Requirements listed on the CUNY Job Posting were the following:

Doctorate in Mathematics Education required by September 1, 2008. Applicant must have a secondary school Math accreditation and secondary math teaching experience. Applicant should have a well-defined research agenda in secondary math education. Preference will be given to candidates with an in-depth knowledge in three of more of the following areas: teaching grades 7-12 math in multicultural, urban schools; technology based instruction that

enhances student performance; college teaching in teacher programs; and funding in math education in urban settings.

(e) Institutions shall publish information about each of their teacher education programs that shall be made available to prospective and enrolled students. The information shall include but need not be limited to, as available, relevant statistics about the labor market and job availability for each certificate title for which a teacher education program is offered, including the source of the statistics and the period of time and geographic area to which the statistics refer.

Note that Sections 53 and 54 of Commissioner's Regulations require publication of placement data for all programs, where such information is available, in the institution's catalog or bulletin.

Frequently our candidates are hired at the schools where they student teach, and we advise our candidates to attend job fairs with the NYC DOE. We use the internet, telephone, personal communications, and a departmental bulletin board to post job notices that school administrators and graduates or currently enrolled candidates inform us about. Students continue to contact us by phone or email when their job searches are not successful, and we frequently match them with schools in the fall who call for last-minute staffing needs. Our candidates are very successful in finding positions.

(f) Institutions shall demonstrate how they maintain formal relationships with local schools for the purpose of improving the preparation of teachers and improving teaching and learning at both the institutional and the elementary and/or secondary school levels.

Describe institutional relationships with local schools that serve to :

- **improve the preparation of teachers:**

Queens College has a long-standing relationship with many schools throughout the borough of Queens and Nassau County. We place student teachers in the same schools and add schools where the environment is conducive to pre-service teacher education. We have formal collaborative arrangements with the Louis Armstrong Middle School, Townsend Harris High School, and the new Queens School for Inquiry.

The Middle School Practicum is an evolving formal collaboration between SEYS and a number of schools. The program overseer is a retired middle school assistant principal who is an adjunct with the department. It consists of an agreement with schools set up to accept our candidates for a 50 hour field experience to provide an immersion in a school culture. The supervisors at the site organize an orientation with the school personnel to give our candidates upon arrival in the fall semester. The school provides the orientation with the supervisor participation.

Candidates sign up in advance for their school site and they are placed in the schools across content areas with two or three candidates per cooperating teacher. Candidates observe, work with small groups, tutor, and teach mini lessons in this experience. It has been very successful and continues to evolve. Currently more than 30 schools participate in the practicum and we continue to add schools every year as our enrollments grow. Some of the schools who participate include the following: the Academy of American Studies, Renaissance Charter School, Louis Armstrong Middle School, Susan B. Anthony Intermediate School, Russell Sage Middle School, Newcomers High School, and Queens School of Inquiry.

Individual faculty and programs in SEYS develop relationships with schools for different purposes. The math program, for example, has a strong relationship with Louis Armstrong Middle School. The program buses students there for joint observations and meetings with the teachers at the school.

- **improve teaching and learning in the institution:**

Many of our adjuncts are retired teachers and administrators from the school system and they bring their rich understandings of those experiences to our candidates. They are also instrumental in establishing connections with schools, such as in our middle school practicum. Adjuncts teach courses and supervise students in the practicum and in student teaching.

- **improve teaching and learning in the schools.**

The foreign language education program faculty members work with schools and districts providing workshops when requested and conduct research in schools. Faculty members are also active in state, regional and local teacher professional groups and attend to give workshops to inform teachers about advancements in the field.

Our candidates take what they learn from SEYS programs and share their knowledge in their schools after graduation. Many teachers have been out of school for considerable time and are not up-to-date on advancements in language teaching and learning. Our graduates help them retool both during student teaching and after they begin full-time jobs in the schools. One of our faculty members has been working with the Early College Initiative to set up education courses for students who take college courses during high school. This is the first semester that education courses were offered.

From our visibility in the schools, many of the teachers in those schools choose Queens College to get their masters degrees and professional certification. We are in the process of developing additional programs and courses for public school faculty to use the vouchers they receive from serving as cooperating teachers.

In the foreign language graduate research course, we focused on action research on classroom assessment over the last three years. Topics in the course vary from the Regents and Proficiency exam (students are practicing teachers) to exploring assessment systems. During the last two years candidates in the research course evaluated their assessment systems and developed new systems or improved assessment areas they choose to strengthen.

(g) Institutions shall demonstrate how they promote faculty involvement with public or nonpublic schools for the purpose of improving the preparation of teachers with regard to understanding diversity and issues facing high-need schools;

What steps does the institution take to promote faculty involvement with schools for improving faculty understanding of diversity and issues facing high-need schools?

Queens College promotes the involvement of faculty in schools by recognizing such involvement in the tenure and promotion process. Tenure and promotion are awarded based on research and publication, teaching and service. Faculty members recognize the need to ground their instruction in school experience. Many members of the faculty conduct research and staff development activities in local schools. In some instances, faculty members receive released time for school activities.

(h) Institutions shall provide sufficient numbers of qualified, full-time faculty in order to: foster and maintain continuity and stability in teacher education programs and policies; ensure that the majority of credit-bearing courses in the program are offered by full-time faculty; and ensure the proper discharge of all other faculty responsibilities. Faculty teaching assignments shall not exceed 12 semester hours per semester for undergraduate courses, or 9 semester hours per semester for graduate courses, or 21 semester hours per academic year for faculty who teach a combination of graduate and undergraduate courses, while still providing sufficient course offerings to allow students to complete their programs in the minimum time required for earning the degree. Individual faculty members shall not supervise more than 18 student teachers per semester. Supervision of field experiences, practica, and student teaching shall be considered by the institution in determining faculty load, and institutions shall demonstrate how such supervision is considered in determining faculty load. The Commissioner may grant a waiver from one or more requirements of this clause upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the institution cannot meet the requirement because of the nature of the program, which otherwise meets the requirements of this Part.

What percentage of credit-bearing education courses in the program is offered by full-time education faculty?

Full-time faculty currently offer 100% of our offerings, except when we have high enough enrollments to offer multiple sections or when a faculty member is on sabbatical. We rely on our group of well-qualified adjuncts when we have multiple sections and we also use them for student teaching supervision.

What is the maximum teaching load for education faculty?

The maximum teaching load for fulltime faculty is 9 credits per semester (or 3 courses) and 18 credits per year. CUNY requires 21 credits per year. Three credits of the teaching load are assigned as advisement.

How many student teachers supervised equate to one credit of course load?

SEYS considers 6-8 students to be a course load in the supervision of student teachers.

Complete the Faculty Charts on the following pages, for each proposed program, providing information on full-time and part-time or adjunct faculty of the institution who are affiliated with the program. For full-time faculty, include tenure status (see note on Faculty Chart), the percentage of time assigned to this program, number of courses taught annually in the program, all earned degrees and specific field of each degree (more specific than "Education"), NYS certificates, and

school teaching experience (e.g., Jane Doe, T; 75%, 8; Ph.D., Math Education, M.S. Math Education, B.S. Math; Math 7-12 cert. and 5 years teaching H.S. math). For part-time or adjunct faculty, include the number of courses taught annually in the program, all earned degrees and specific field of each degree, NYS certificates, and school teaching experience. **(Please note the requirements in Section 52.2 (b) (4) and (5) of Commissioner’s Regulations (found in attached Supplement) concerning earned doctorates held by faculty teaching in curricula leading to baccalaureate and graduate degrees.)**

Full-Time SEYS Faculty Foreign Language Education

Title of Proposed Program: Advanced Certificate: Hindi Education

Name	Tenure Status* (T, TT, or NTT)	%Time to Program	No. of Program Courses Taught Annually	All Earned Degrees, with Specific Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Jennifer Eddy	T	100	4	PhD in Spanish and Education M.Phil Spanish and Education M. Ed Spanish and Education MA Foreign Language Education BA Language and Culture	6 years teaching secondary Spanish 1 year teaching K-8 Spanish 7 years teaching methods 2 years teaching ESL NYS professional certification pending TC Columbia University 17 years college Spanish
Jacqueline Davis	T	80	4	PhD. Language Education Specialty in Foreign Language Education MED Business Education BBA Management Provisional 7-12 Spanish New York 3 years experience teaching secondary Spanish Renewable Spanish & Business Education certification in Georgia with K-6 & ESL endorsement (Expired)	

*T = tenured; TT = tenure track; NTT = not tenure track.

Part-Time or Adjunct Faculty Affiliated with the Proposed Program with (Language) Teaching Specialization**Title of Proposed Program: Advanced Certificate: Hindi Education**

Name	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Yves Charles		Ed.D., Educational Leadership with a concentration in Instructional Leadership, Professional Diploma, Educational Administration, Master of Arts, Spanish Language and Literature	NYS permanent cert. in School District Administration, NYS permanent cert. in school administration & Supervision, NYS permanent cert. in French & Spanish 7-12, NYC permanent license as AP Foreign Lang. Supervision, NYC permanent license as Supervision of Bilingual Education., NYC permanent license as Teacher of Spanish Day HS, NYC permanent license as Teacher of Spanish Bilingual Common Branches.
Ronnie Maibaum		MA Secondary Education, BA Latin American Area Studies	NYC permanent cert. Spanish, NYS permanent cert. Spanish 7-12
Nancy Russo-Rumore		Professional Diploma, Educational Administration, MS in Secondary Education, BA Secondary Education Spanish	NYS permanent cert. in School District Administrator, NYS permanent cert. in School Administrator/Supervisor, NYS permanent cert in Spanish 7-12.

Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

Full-Time SEYS Faculty from supporting programs in the minor

Name	Tenure Status* (T, TT, or NTT)	% Time to Program	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Alpana Bhattacharya	T			PH.D. ` Educational Psychology, MS Special Education, MS School Administration, MA Economics	
Rosario Caporrimo	TT			Ph.D. Educational Psychology, Human Learning and Instruction, BA Psychology	
Hefer Bembenutty	TT			PhD Educational Psychology, MA Educational Psychology,	
Eleanor Armour-Thomas	T			Ed.D Educational Psychology/Schools	Taught History in High School for 6 years, Course in intellectual enhancement for 11 th grade
Lillian Moncada-Davidson	T			Ph.D Sociology of Education	Taught Elementary and Secondary level Social Studies and Spanish for 6 years in El Salvador
Magnus Bassey	T			Ed.D Educational Foundations	NYC Board of ed Temp. per diem Certificate, 1989, Taught history in HS for 1 year and Social Studies in JHS for 2 years

*T = tenured; TT = tenure track; NTT = not tenure track. Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

Part-Time or Adjunct Faculty Affiliated with the Proposed Program with (Language) Teaching Specialization**Title of Proposed Program: Advanced Certificate: Hindi Education**

Name	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Yves Charles	2-3	Ed.D., Educational Leadership with a concentration in Instructional Leadership, Professional Diploma, Educational Administration, Master of Arts, Spanish Language and Literature	NYS permanent cert. in School District Administration, NYS permanent cert. in school administration & Supervision, NYS permanent cert. in French & Spanish 7-12, NYC permanent license as AP Foreign Lang. Supervision, NYC permanent license as Supervision of Bilingual Education., NYC permanent license as Teacher of Spanish Day HS, NYC permanent license as Teacher of Spanish Bilingual Common Branches.
Ronnie Maibaum	1-2	MA Secondary Education, BA Latin American Area Studies	NYC permanent cert. Spanish, NYS permanent cert. Spanish 7-12
Nancy Russo-Rumore	2	Professional Diploma, Educational Administration, MS in Secondary Education, BA Secondary Education Spanish	NYS permanent cert. in School District Administrator, NYS permanent cert. in School Administrator/Supervisor, NYS permanent cert in Spanish 7-12.

Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

Part-Time or adjunct Faculty of the Institution Affiliated with the Proposed Program (SEYS Department)**Title of Proposed Program: Advanced Certificate: Hindi Education**

Name	Tenure Status* (T, TT, or NTT)	% Time to Program	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Floyd Kessler 536	adjunct			PD Administration & Supervision, MS Sec. School Educ., MA Political Science	NYS School District Administrator, NYS School Administrator & Supervisor, NYC Principal HS, NYC Principal JHS, NYC Principal Elementary School, NYC Asst. Principal JHS/Elem School /APs
1 Norman Strauss 536	adjunct			Ph.D. History, MA Latin American, American History, MA Administration & Supervision, BA History, Religion	
Amon Diggs 536	adjunct			MS.Ed Curriculum and Development	NYS Permanent Certificate in social Studies 7-12, NYC Certificate Regular Social Studies JHS & High School Taught Social Studies 30 years
Herbert Hoffman 552	adjunct			Ph.D. Psychology	NYS Certified Psychologist Taught Math, Science and English in JHS.
Max Kopelman 552	adjunct			Ed.D. Educational Administration, MS Educational Administration, MA Social Studies, BA History.	NYS cert. Secondary Teacher Social Studies, NYS cert. School District Administrator.
Carol McCarthy 700	adjunct			MA English / Writing, MS English, Secondary Education, BA English	

Lourdes Burrows 700	adjunct			Cert. of Advanced Study in Administration, MA Spanish Literature, BA	NYS Distict and School Administrator, NYS Teacher of Spanish – Secondary Level, NYC Principal, NYC Asst. Principal, NYC teacher of Spanish-HS, NYC teacher of Spanish-JHS.
Karen Klatzkin 700	adjunct			Doctoral student in English Education, MA English Education , BA European Cultural Studies	
Martha Morenstein 700	adjunct			MA Educational Theater, BA History	
Steve Mermelstein 700	adjunct			PH.D. English Literature, MA Philosophy, MA English, BA English & Communication Arts & Sciences	-----Cert. of School Administration & Supervision, Tutorial Cert. in Modern British Lit. & History NYS NYS permanent cert. Secondary English, NYS NYS School District Administration
Gerald Gissing 700	adjunct			MA in School Administration and Supervision, MA is Social Studies Ed., BA History.	Ap Suprevison social Studies Day High School, School Administration & Supervisor, School Principal, NYS Social Studies 7-12.

*T = tenured; TT = tenure track; NTT = not tenure track.

Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

(i) Institutions shall demonstrate that participation in relationships with local schools is a valued component of the responsibilities of the faculty with primary appointments to teacher education.

What steps does the institution take to show faculty that the institution considers faculty participation in relationships with local schools to be a component of faculty responsibilities that is valued by the institution?

Queens College has a high proportion of faculty involved in collaboration with local schools. It is an extensive activity of the division of Education. We have over 400 students every year in student teaching experiences. In addition, we have many faculty members involved in local schools delivering staff development. The tenure and promotion process at Queens College examines the activities of candidates in three areas: Research, teaching, and service. The activities of Queens College faculty in local schools are credited in the areas of teaching and service. Furthermore, some faculty members engage in research activities in the local schools. It is expected that education faculty will provide service to local schools as well as supervise student teaching.

In the foreign language education program we have strong collaborative relationships with Bayside High School, The Renaissance Charter School, Valley Stream District in Long Island, the Queens High School for Inquiry, and PS 499. We are building new relationships with other schools, such as the Beacon School in Manhattan, the East-West School of International Studies, and schools in Westchester County who have difficulty staffing their foreign language programs. We are beginning a satellite program for post-bac and MEd courses in Foreign Language Education to serve teachers in Yonkers Public Schools. We have worked steadily with Bayside as a student teaching site consistently since 1999 when Dr. Davis began working at Queens College.

(j) Institutions shall provide sufficient resources and equipment and adequate facilities and physical space, as prescribed in section 52.2(a) of this Part, to support effective teaching and scholarship by faculty and effective learning and scholarship by students in the program.

Describe the resources, equipment, facilities, and physical space that are:

1) dedicated to this program:

All faculty and department offices are wired to the College mainframe and have internet access.

2) readily available for use by this program.

Include library resources and facilities, as well as any special facilities that pertain to this program (e.g., music, speech/language laboratories, physical education, etc.).

Queens College has 37 buildings on a 79 acre campus located in Queens. Rosenthal Library has a collection of 2,500 periodicals and 711,000 books with access to many databases from campus locations as well as from home. Program faculty regularly schedule sessions in the library for students to become familiar with reserve materials, research sources, and online resources they can access from home. The library has collections of juvenile books, curriculum materials, textbooks, films, teaching aids, pamphlets and standardized tests. The library has viewing areas for videos that can be reserved in the media center.

The Office of Converging Technology administers all of the technological infrastructure on campus. The OCT staff installs and maintains the campus-wide system for internet, email and software upgrades. This department supports several electronic classrooms, labs for students, a media center in the library, and collections of electronic equipment such as laptop computers, overhead projectors, televisions and VCRs/DVD players that faculty members can request for use in their classrooms.

Powdermaker Hall where the Division of Education is located has wireless access throughout with computer labs that can be used for instruction. Additionally, faculty can request technology equipment to use in classes such as overhead projectors, TV and VCRs, and laptops and LCD projectors. The SEYS Department has a cart of laptop computers, LCD projectors, Elmo projectors, and tablets available to faculty members. SEYS has a computer lab for our students staffed with a part-time employee to provide assistance while they work.

In the last few years, most of the foreign language education specific pedagogical courses have been held in two "smart" classrooms the instructors reserve at the college in Kiely Hall. Our students learn to use power point, the smart board, Black Board, and we are introducing some of our classes to the Queens College Blog system this semester. Students

primarily submit digital assignments and use the digital drop box feature of Black Board to submit work. We believe that our candidates need to learn basic technological skills and implement those in their teaching assignments.

(k) Institutions shall demonstrate how they use various types of assessments to evaluate students for admission to teacher education programs and based on such assessments prescribe study and experiences that will enable students to develop the knowledge, understanding, and skills necessary to successfully meet the requirements for certification upon program completion.

Attach a published statement of, or state here, the criteria for admission to the institution and to the program.

Applicants must have a bachelor's degree in Hindi language or its equivalent (36 credits) with a minimum GPA of 3.0 (or its foreign university equivalent). Applicants are required to submit two letters of recommendation, a personal essay of approximately 500 words, and must have a recent score of Intermediate-High or higher on the American Council on the teaching of Foreign Languages (ACTFL) Hindi Oral Proficiency Interview (OPI) and a score of Intermediate High on the ACTFL Writing Proficiency Test (WPT). The ACTFL OPI and the WPT levels of Intermediate High are the minimum proficiency levels that candidates for graduate study are required to have by Languages Other Than English (LOTE) programs for ACTFL/NCATE accreditation.

Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of either a score of 600 or higher on the written version of the Test of English as a Foreign Language (TOEFL), or pass the TOEFL Internet-based Test (iBT) with a minimum Total score of 100 and a minimum speaking score of 25. An interview may be requested as part of the application decision. A portfolio showing evidence of meeting ACTFL Program Standards for the Preparation of Foreign Language Teachers Initial Certification is an exit requirement.

List assessments used in determining admission.

- GPA screening
- Evaluation of preparation in Hindi language
- 2 Letters of recommendation
- Personal essay
- Interview with foreign language education faculty
- Score of Intermediate-High on the American Council on the teaching of Foreign Languages (ACTFL) Hindi Oral Proficiency Interview (OPI)
- Score of Intermediate High on the ACTFL Writing Proficiency Test (WPT)

Describe the process for evaluating the preparation of candidates for admission to the program, prescribing study and experiences to meet requirements, and evaluating student progress.

Admission Evaluation

Candidates apply through the Graduate Admissions Office who forwards completed application folders to the appropriate advisor and department. Foreign language candidate applications are carefully reviewed by advisors in foreign language education before they are admitted. The advisors determine if candidates have taken courses to prepare them with a content knowledge base for assisting students to meet the State Learning Standards for Hindi in grades 7 through 12. Candidates are expected to have 36 credits above the intermediate level in Hindi, sufficient liberal arts and science requirements based on Queens College LASAR requirements, and a minimum GPA of 3.0 (or its foreign university equivalent), minimum required proficiency levels in spoken and written Hindi, and the aptitude, motivation, discipline, and ability to be successful in graduate work and teaching.

A candidate may be admitted on a probationary status if he or she is close to meeting minimum requirements. For example, the coursework of those candidates who do not have a major is compared to a systematically prepared major (such as one currently under development at Queens College) and students are advised to take courses to fill any gaps in their prior preparation as an admission and retention requirement.

English literacy skills are an important requirement for educators in New York City and State.

Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of either a score of 600 or higher on the written version of the Test of English as a Foreign Language (TOEFL), or pass the TOEFL Internet-based Test (iBT) with a minimum Total score of 100 and a minimum speaking score of 25.

An additional criterion for our candidates that relates to English literacy as well as dispositions for becoming a teacher is a personal essay of approximately 500 words. This essay allows us to gauge a candidate's motivation to work in public schools and teach children, as well as to attend the certification program. This checks both their dispositions for teaching as well as their ability to articulate their desire to become teachers. Essays are primarily gauged by reading, writing, and English written communication skills.

An interview will be part of the application decision to give insight into candidates' ability to articulate and communicate in English as well as insights into dispositions for teaching. Candidates must also submit two letters of recommendation from professors attesting to their academic abilities and skills, academic discipline, motivation to teach, and dispositions related to teaching. This criteria gives us a third party's perspective on each candidate's aptitude as an educator and graduate student.

Likewise literacy skills in Hindi are crucial to an educator who will be teaching the language, literature, and culture to public school children. Candidates must provide evidence of a recent (within six months) rating of Intermediate-High or higher on the American Council on the teaching of Foreign Languages (ACTFL) Hindi Oral Proficiency Interview (OPI) and a score of Intermediate High on the ACTFL Writing Proficiency Test (WPT)**. These tests are measures that candidates have required levels of speaking and writing skills in the language to be able to optimally instruct students to build their interpersonal, interpretive (reading and listening), and presentational (prepared writing and class presentations) communication in Hindi based on the national and state standards for Languages Other Than English (LOTE). The OPI measure is a required assessment for all language programs under NCATE accreditation. As the foreign language education program will be undergoing review for national recognition in the next accreditation visit in 2010, we are revising all our programs to make the OPI a requirement. The WPT is a requirement to ensure that candidates have the writing skills they need to instruct their students appropriately.

For more information on the OPI or the WPT please go to www.actfl.org and click professional development, then click proficiency testing.

Evaluating Student Progress

There are three benchmarks following admission into the program: prior to clinical practice, following completion of clinical practice, and program completion.

- 1. Prior to Clinical Practice.** Candidates are screened before student teaching to insure they maintain a B average in education courses and a B average in the methods course. Candidates are also required to complete crucial pieces of their portfolio to document how well they are meeting standards for initial teacher certification. The benchmark standards include the Queens College Core Principles of Equity, Excellence, and Ethics, ACTFL standards for initial foreign language teacher preparation, INTASC standards for beginning World language teachers, and New York State Teacher Preparation standards. A rubric has been designed to evaluate the portfolios and is attached to the end of this document.
- 2. Completion of Clinical Practice.** Upon completion of student teaching, candidates are evaluated by cooperating teacher(s), their college supervisor, and upon an assessment of student work.
- 3. Program Completion and Certification.** Candidates in Foreign Language Education programs document their professional development during initial certification through the creation of a portfolio that they begin during the methods course and complete by the end of student teaching. Their final portfolio is also evaluated as part of the curriculum and assessment course and they meet with faculty to discuss their portfolios. Candidates are required to address all standards mentioned in #1. We encourage them to update their portfolios after they enter the teaching field to document their professional growth.

Following the completion of the program a foreign language education advisor again screens each candidate before signing off on all certification requirements, including coursework, GPA (B), completion of all field requirements, portfolio completion, etc.

52.21(b)(2)(ii) Standards for programs leading to an initial certificate. In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of this Part, programs leading to an initial certificate shall be programs leading to a baccalaureate or higher degree, which shall include a requirement that the candidate complete a general education core in the liberal arts and sciences as prescribed in clause (a) of this subparagraph, a content core as prescribed in clause (b) of this subparagraph, and a pedagogical core as prescribed in clause (c) of this subparagraph.

(a) **General education core in the liberal arts and sciences.** The program shall include a requirement that the candidate complete study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

List the requirements for the general education core.

Undergraduate records of Post Baccalaureate students must indicate they have a general education core equivalent to that required by Queens College undergraduates. These requirements are described below:

Students at Queens College are required to complete a distribution of liberal arts and sciences courses in three areas of humanities (6 credits in literature and literary criticism, 3 credits in the arts, 3 credits in language, culture, aesthetics), physical and biological sciences (7 credits including one course with lab), scientific methodology and quantitative reasoning (3 credits), social sciences (6 credits) and pre-industrial/non-western civilization (3 credits). A task force was formed to examine all the courses across the Queens College curriculum that may be used to complete the liberal arts and sciences requirements to identify those courses that would best prepare students in education programs for teaching the New York State learning Standards. The task force concluded that the Queens College LASAR requirements were consistent with the Regent's requirements for a distribution in the liberal arts and sciences.

All students at Queens College must complete three semesters of foreign language. Candidates with foreign language majors are considered to have already fulfilled this requirement in their coursework for the major. In addition, all Queens College students must complete requirements in English composition (one course in composition plus 3 content courses emphasizing writing), mathematics (3 credits of algebra and pre-calculus or passing Sequential II math Regent's exam), and one course in physical education.

(b) **Content core.** The program shall include a requirement that the candidate complete study in the subject(s) to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State Learning Standards for students, as prescribed in Part 100 of this Title, and shall prepare candidates for refining and expanding that knowledge base.

See requirements for the Content Core for specific programs in 52.21(b)(3), and insert response in the appropriate location for the specific program.

(c) **Pedagogical core.** The program shall include a requirement that the candidate complete study in a pedagogical core that provides the candidate with the pedagogical knowledge, understanding, and skills as set forth in subclause (1) of this clause and field experiences, and student teaching and/or practica as set forth in subclause (2) of this clause.

(1) **Pedagogical knowledge, understanding, and skills.** The program shall provide study that will permit candidates to obtain the following pedagogical knowledge, understanding, and skills:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

Course title(s) and number(s):

SEYS 536 Educational Foundations
SEYS 552 Cognition, Technology and Instruction for Diverse Learners
SEYS 700 Language, Literacy and Culture in Education
SEYS 564 Methods in Teaching Foreign Language in Middle and High School
SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

Course title(s) and number(s):

SEYS 564 Methods in Teaching Foreign Language in Middle and High School

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

Course title(s) and number(s):

SEYS 700 Language, Literacy, and Culture in Education

SEYS 564 Methods in Teaching Foreign Language in Middle and High School

SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students, including at least six semester hours of such study for teachers of early childhood education, childhood education, middle childhood education, and adolescence education; teachers of students with disabilities; students who are deaf or hard-of-hearing, students who are blind or visually impaired, and students with speech and language disabilities; teachers of English to speakers of other languages; and library media specialists. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;

Programs leading to all of the following certificates must prepare candidates for understanding language acquisition and literacy development by native English speakers and students who are English language learners - and provide candidates with skill in developing the listening, speaking, reading, and writing skills of all students:

- early childhood education*
- childhood education*
- middle childhood education*
- adolescence education*
- students with disabilities*
- students who are deaf or hard-of-hearing*
- students who are blind or visually impaired*
- students with speech and language disabilities*
- English to speakers of other languages*
- library media specialist*
- literacy
- special subjects (dance, family and consumer sciences, health education, music, physical education, technology education, theatre, and visual arts)
- career fields (agriculture, business and marketing)
- educational technology specialist
- intensive program for individuals holding a transitional C certificate

* While all programs listed above must include preparation in language acquisition and literacy development, the programs marked with an asterisk must include at least 6 semester hours of such study, as part of the general pedagogical core.

Course title(s) and number(s):

SEYS 552 Cognition, Technology and Instruction for Diverse Learners

SEYS 700 Language, Literacy, and Culture in Education

SEYS 564 Methods in Teaching Foreign Language in Middle and High School

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

Course title(s) and number(s):

SEYS 564 Methods in Teaching Foreign Language in Middle and High School

SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

Describe how the program incorporates the use of technology throughout the program and prepares teaching candidates to use technology, including assistive technology, in helping all students to learn.

There are differing practices among faculty and adjuncts about the use of technology in their coursework at Queens College. Some instructors use resources on campus such as smart boards, computers, and the CUNY Black Board as elements of their coursework.

In SEYS 552, Cognition, Technology and Instruction for Diverse Learners, technology is built into the course. Educational psychology theories are directly applied in the course through pedagogical assignments that require students to explore computer applications, software, and other technological tools. These curricular assignments enhanced by technology include lesson plans and evaluating software for use with students with learning disabilities, and other.

The program faculty members in foreign language education similarly incorporate a variety of technological tools into the methods course and the curriculum course. First, the faculty members model the use of technology for instruction by preparing power point presentations for the class; using Black Board as a class tool; assigning a web quest to familiarize students with professional organizations; and collecting, grading, and providing feedback on assignments digitally. The program faculty members connect with the classes and students through internet and provide a database of links as resources for further readings and ideas, examples of assignments.

The faculty members in foreign language education also build use of technology into course requirements. For example, candidates prepare electronic portfolios to document what they learned, and how they met teacher preparation standards for New York State, Queens College and content standards for NCATE. The documentation and portfolio process build in the necessity for candidates to reflect on what they are learning in the program. Candidates also make power point presentations as assignments and submit their course work using the drop box feature of Black Board. The courses build in assignments that require students to prepare pedagogical materials using technology, such as web quests, smart board software, and power point presentations for teaching.

Include course title(s) and number(s), as appropriate.

SEYS 552 Cognition, Technology and Instruction for Diverse Learners
SEYS 564 Methods in Teaching Foreign Language in Middle and High School
SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(vii) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

Course title(s) and number(s):

SEYS 700 Language, Literacy, and Culture in Education
SEYS 552 Cognition, Technology and Instruction for Diverse Learners
SEYS 564 Methods in Teaching Foreign Language in Middle and High School
SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

Course title(s) and number(s):

SEYS 536 Educational Foundations
SEYS 700 Language, Literacy, and Culture in Education
SEYS 552 Cognition, Technology and Instruction for Diverse Learners
SEYS 564 Methods in Teaching Foreign Language in Middle and High School
SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

Course title(s) and number(s):

SEYS 564 Methods in Teaching Foreign Language in Middle and High School
SEYS 584 Standards-Based Curriculum and Assessment in Teaching Foreign Language

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

Course title(s) and number(s):

The New York City Department of Education provides the child abuse and intervention seminar for this program.

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808.

Course title(s) and number(s):

The New York City Department of Education provides the child abuse and intervention seminar for this program.

How is the requirement in section 3004 of Education Law for at least two clock hours of training in school violence prevention and intervention met?

The New York City Department of Education provides the school violence intervention and prevention seminar for this program.

(2) Field experiences, student teaching and practica.

Include the response to the following requirements in the appropriate section(s) of 52.21(b)(3), which contains requirements for specific programs.

(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least twenty school days each. This requirement shall be met by student teaching, unless the specific requirements for the certificate title in paragraph (3) of this subdivision require practica.

(ii) The field experiences, student teaching and practica shall:

(A) be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities;

and (D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

(iii) Upon written application by the institution, the commissioner may grant a time-limited approval for an alternate model for field experiences and college-supervised student teaching or practica, provided that the institution describes the model in detail and demonstrates the success of such model or has an adequate plan for demonstrating that the model will be successful.

(iv) Other options for candidates holding another classroom teaching certificate to meet the student teaching or practica requirement are set forth in the teacher certification requirements of this Title for the particular certificate title.

52.21(b)(2)(iv) Institutional accountability.

(a) Institutions shall be accountable for the quality of their programs leading to certification in teacher education and the candidates who complete such programs, and shall demonstrate that their teacher education programs are evaluated regularly and that such evaluations are considered for making program improvements.

Describe the criteria and process for program evaluation by the institution and state the frequency of such evaluations.

Queens College requires an Academic Program Review every five years. The program review process parallels that of the Middle States Review. A self-study is carried out by each academic department and is followed by an external review. In the self-study, members of the faculty analyze the curriculum in relation to the goals of the department, the college, and CUNY. The self-study also investigates the effectiveness of the curriculum in relation to the desired outcomes, reviews, various procedures to identify strengths and weaknesses, examines available resources and identifies needed changes in the program, departmental organization and resources. Following the department's self-study, a panel of external reviewers visits the campus for two days to meet with members of the department, administrators, and students.

Additionally, Queens College participates in the National Council for the accreditation of Teacher Education (NCATE) program review of teacher education programs. as of October 2006, Queens College Education Unit received provisional accreditation with a site visit scheduled for spring 2008.

Describe how program evaluations are considered for making program improvements.

Academic Program Reviews are evaluated by the Queens College Administration. Reviews in the past five years produced recommendations for changes at the program level, department level, and institutional level. Academic Program Reviews in the education departments resulted in a reconfiguration of the education departments into a division parallel to the other academic divisions of Arts and Humanities, Social Science, and Mathematics and Natural Sciences. Program reviews also resulted in increased hiring of faculty in two departments.

The SPA process has enhanced the program's focus on outcomes based assessment and aligned assessments within the Education Unit to ascertain pre-service candidates' proficiencies in knowledge, skills and dispositions related to the Education Unit Conceptual Framework.

(b) Candidate performance on New York State Teacher Certification Examinations.

(The State Education Department will send a request for this information in the fall before each January 15 due date.)

Queens College is in compliance with the provisions of the NYSTCE requirements on the LAST and ATS-W exams. For the CST there were less than 10 taking exams in the other languages therefore those results were not provided in the institutional report. For Spanish candidates, the program completers for the CSTS have a pass rate of 100% on the CST as follows from the NYSTCE Annual Institution Report for 2004-2006:

Annual Institution Report

Program Year: 2005-2006

Process date: **02-09-07 12:33:03**
 Institution: **365 - CUNY Queens College**
 Number of Program Completers: **497**

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Professional Knowledge/Pedagogy				
090/091 ATS-W	456	450	99%	99%
Aggregate	456	450	99%	99%
Academic Content Areas				
006 Biology	8	--	--	99%
007 Chemistry	4	--	--	98%
008 Earth Sci	3	--	--	97%
003 English	72	57	79%	94%
012 French CST	3	--	--	83%
016 Italian CST	1	--	--	84%
004 Math	38	38	100%	98%
002 Multi-Subject	180	176	98%	95%
075 Music CST	12	12	100%	95%
009 Physics	2	--	--	100%
005 Soc Studies	54	46	85%	92%
020 Spanish CST	16	16	100%	92%
079 Visual Arts CST	25	25	100%	93%
Aggregate	418	389	93%	95%
Other Content Areas				
072 Fam.and Con.Sci.CST	10	10	100%	100%
001 LAST	453	445	98%	99%
076 Phys.Ed. CST	23	23	100%	94%
Aggregate	486	478	98%	99%
Teaching Special Populations				
022 ESOL	8	--	--	98%
Aggregate	8	--	--	92%
Summary Totals and Pass Rate				
	476	440	92%	95%

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10

The information contained herein is confidential and must not be disclosed to unauthorized persons.
 Appropriate safeguards must be implemented to protect against improper disclosure of this information.

Important: Do NOT use this report to revise your program completer information.
 Use your program completer worksheet

(c) Accreditation.

Queens College participates in the National Council for the Accreditation of Teacher Education (NCATE) program review of teacher education programs. Using the NCATE 2000 program review process, all programs reviewed by Specialized Professional Associations have received recognition or have been revised and are pending review. As of October 2005, Queens College Education Unit received provisional accreditation with a site visit scheduled for spring of 2008.

The foreign language education program has not yet come up for review from NCATE, but will do so by Spring of 2010.

REQUIREMENTS FOR SPECIFIC PROGRAMS

LEADING TO CLASSROOM TEACHING CERTIFICATES

52.21(b)(3) Specific Requirements. To be registered as a program leading to certification, the program shall meet the specific requirements of this paragraph for the particular certificate title. The general requirements prescribed in paragraph (2) of this subdivision shall also be applicable, unless such general requirements are explicitly stated to be inapplicable in paragraph (2) of this subdivision or by the specific requirements set forth in this paragraph.

ADOLESCENT EDUCATION: In the Program Chart below, list all pedagogical courses for the proposed program, including those required by the General Pedagogical Core in 52.21(b)(2)(ii)(c) and the additional pedagogical study required for this program in 52.21(b)(3)(iv) below. Identify the courses by course number, title, number of credits, required (R) or elective (E), and instructor(s). If the Faculty Charts do not make clear each instructor's qualifications to teach a particular course, provide that information below this Program Chart.

Number	Title	Credits	R/E	Instructor(s)
SEYS 536	Educational Foundations	3	R	Education Faculty
SEYS 700	Language, Literacy, and Culture in Education	3	R	Education Faculty
SEYS 552	Cognition, Technology and Instruction for Diverse Learners	3	R	Education Faculty
SEYS 564	Methods in Teaching Foreign Language in Middle and High School	3	R	Foreign Language Education Faculty Davis & Eddy, language specialty adjuncts
SEYS 584	Standards-Based Curriculum and Assessment in Teaching Foreign Language	3	R	Davis & Eddy, language specialty adjuncts
SEYS 574.2	Middle School Practicum	2	R	Davis & Eddy, Education Faculty & adjuncts
SEYS 574.4	Student Teaching in a High School	4	R	Davis, Eddy, language specialty adjuncts

Edited section:

The Advanced Certificate programs in LOTE at Queens College consist of 21 credit hours. These courses do NOT transfer into the required master's for professional certification as initial certification is a prerequisite for the MSED. The Advanced Certificate program in Hindi will function exactly the same way.

Queens College does not currently have a professional certification program in Hindi, but we are in the process of creating one, and expect to have it in place by 2011. In the meantime, completers of the Advanced Certificate in Hindi will have a pathway to get professional certification through the SEYS literacy program (and a second certification) until the professional program in Hindi is available.

Edited section:

The foreign language education field has similar pedagogical tools across languages and is a generalist field. It is a common model across the country to place pre-service teachers of Spanish, Italian, Latin, French, German, etc. in the same pedagogical courses such as methods. Currently the two faculty members in the foreign language education program specialize in Spanish, but also work with the current French, German, Latin and Italian teacher candidates.

Teacher candidates will work with specialists in Hindi in their content courses (major or equivalent to a major in Hindi) which they will complete before enrolling in the program. Transcripts of each candidate will be thoroughly evaluated to verify they have required content background in the language before beginning the program. They will also provide evidence

of competency on the ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency Tests (WPT) (NCATE required assessments for foreign language programs).

At the end of the application, attach a description of each pedagogical course for this program, as the course description will appear in the catalog. Please note that the description of any course identified as meeting a general or specific Pedagogical Core requirement, in whole or in part, should reflect that requirement.

52.21(b)(3)(iv). Programs leading to initial certificates valid for teaching adolescence education (grades 7 through 12).

*(a) **Content Core.** In addition to meeting the general requirements for the content core prescribed in paragraph (2)(ii)(b) of this subdivision, the content core shall be a major or its equivalent in one of the liberal arts and sciences that provides a knowledge base for assisting students in grades 7 through 12 in meeting the State Learning Standards for students, as applicable to one of the following subjects and prescribed in Part 100 of this Title: English, a language other than English, biology, chemistry, earth science, physics, mathematics, or social studies, provided that the content core in social studies shall include study in economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world.*

State the requirements for the Content Core. (See definition of major in 52.21(b)(1).) Identify the catalog pages where descriptions of existing liberal arts and sciences majors are found that candidates may select for meeting the Content Core requirements of this program. If new liberal arts and sciences majors are proposed for this purpose, list the requirements, including course numbers, titles, credits, and instructors; provide course descriptions; complete Faculty Charts for each; and see the Supplement for other required information.

Describe how the program ensures that candidates are prepared with a content knowledge base for assisting students in grades 7 through 12 in meeting the State Learning Standards for that level in the subject of the certificate sought.

Candidates must hold a bachelor's degree with a major or equivalent in Hindi. The program of study must have a cumulative grade point average (GPA) of 3.0 (B) or better. All candidates must meet the general matriculation requirements of the College. The program is NOT available on a non-matriculated basis.

Additionally, candidates must meet the general education requirements of Queens College. Candidates are required to demonstrate completion of the distribution of liberal arts and sciences courses in there areas of humanities (6 credits in literature and literary criticism, 3 credits in the arts, 3 credits in language, culture, aesthetics), physical and biological sciences (7 credits including one course with lab), scientific methodology and quantitative reasoning (3 credits), social sciences (6 credits) and pre-industrial/non-western civilization (3 credits). A task force was formed to examine all the courses across the Queens College curriculum that may be used to complete the liberal arts and sciences requirements to identify those courses that would best prepare students in education programs for teaching the New York State Learning Standards. The task force concluded that the Queens College LASAR requirements were consistent with the Regent's requirements for a distribution in the liberal arts and sciences.

Finally, candidates for this program must show completion of English composition (one course in composition plus 3 content courses emphasizing writing), mathematics 3 credits of algebra and pre-calculus or passing Sequential III math Regent's exam), and one course in physical education.

(b) Pedagogical Core. In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall focus on adolescence education and include, but need not be limited to:

(1) **study** in the processes of growth and development in adolescence and how to provide learning experiences and conduct assessments reflecting understanding of those processes;

Course title(s) and number(s):

SEYS 552 *Cognition, Technology and Instruction for Diverse Learners*
SEYS 564 *Methods in Teaching Foreign Language in Middle and High School*
SEYS 584 *Standards-Based Curriculum and Assessment in Teaching Foreign Language*

(2) student teaching in both adolescence education settings, grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in adolescence, including experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12.

The general pedagogical core requirements for field experiences, student teaching and/or practica of 52.21(b)(2)(ii)(c)(2) are repeated for ease of reference.

52.21(b)(2)(ii)(c)(2)(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each.

52.21(b)(2)(ii)(c)(2)(ii) The field experiences, student teaching and practica shall:

- (A) be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;
- (B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;
- (C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities; and (D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

Describe how the requirements in (A), (B), (C), and (D), cited above, are met for the field experiences and student teaching:

- (A) Be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated.:

For each of the pre-student teaching field experiences, individual instructors have clearly delineated the purposes, learning outcomes, and assessment of these experiences in their course syllabi. Most use specific field experience forms to guide observations and other activities. For the student teaching experience, the foreign language education faculty members have a handbook detailing the philosophies of the program and the student teaching experience-including assessment forms and rubrics detailing successful outcomes in the areas of knowledge and skills.

- (B) Be accompanied by coursework or seminars and supervised by one of more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences:

Across the program, individual course instructors handle the field experiences slightly differently depending on the objectives and learning outcomes of the course. Examples of coursework based on the field experiences include such things as extended discussions of the observations or other activity, the development and refinement of lesson plans, or the development and refinement of units of study. The instructors of these courses are full-time faculty. For the student teaching experience, the students meet in a curriculum and assessment course weekly and discuss their progress with the instructor. Refinement of skills and knowledge is addressed as necessary. The students also submit reflections on their student teaching experience to their supervisors along with lesson plans and responses to observation conferences. All of the full-time foreign language education faculty members observe student teachers.

- (C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners, and students with disabilities;

As Queens College is located in the City of New York, students are given ample opportunity to observe and work in all manner of neighborhoods from the affluent to the high needs areas of the city and surrounding suburbs. Many of our students were raised in these neighborhoods. The ethnic and racial mixture in New York City is probably the most diverse in the world. Our students are exposed to this on a daily basis. In fact, over 140 different languages are spoken on campus alone.

(D) if applicable. NA

Identify courses that require field experiences:

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i>	Grade Level	Clock Hours
SEYS 536	Educational Foundations	Foundations faculty & adjuncts	7-12	25 hr fieldwork
SEYS 700	Language, Literacy, and Culture in Education	Faculty across SEYS and adjuncts	7-12	25- hr fieldwork
SEYS 552	Cognition, Technology and Instruction for Diverse Learners	Educational Psychology Faculty and adjuncts	7-12	25-hr fieldwork
SEYS 564	Methods in Teaching Foreign Language in Middle and High School	Davis & Eddy & language specialist adjuncts	7-12	25 hr fieldwork
SEYS 574.2	Middle School Practicum	Faculty and adjuncts across SEYS	6-9	50 hours fieldwork in a middle school
SEYS 574.4	Student Teaching in a High School	Davis & Eddy, and adjunct language specialists	9-12	Edited: 300 hours: 6 class periods per day 5 days per week in a secondary school for 15 weeks

Edited section below:

The candidates complete 25 hours of observations and tutoring in each of the following courses: SEYS 536, 552, 564, and 700. In SEYS 700 candidates have 25 hours of fieldwork. They observe and tutor students with a focus on diverse learners who have a range of abilities from learning disabilities to gifted. Their observations and coursework focus on differentiated instruction in the content area and working with English language learners.

In 564 candidates have 25 hours of fieldwork to observe language classrooms, diverse learners in the language classroom in particular, and prepare pedagogical materials that also address differentiation. In SEYS 552 candidates complete 25 credits of field work observations focusing on integrating technology, applying educational psychology theories into lesson construction, and addressing diversification into lesson plans.

Candidates complete 50 hours in the middle school practicum across a ten week time period. Candidates observe, tutor, team teach, and perhaps teach several lessons during this experience. Partner schools have the students tutor students with learning disabilities and work with small groups.

The student teaching experience consists of a total of 300 hours. Candidates are required to spend 4 hours per day (6 class periods) five days per week for 15 weeks during the semester. They teach two classes for the semester, observe other teachers, help with administrative tasks, and meet with their cooperating teachers. In the diverse classrooms in New York Metro area they interact with diverse students in terms of race and learning abilities throughout this experience.

Identify courses/seminars for the college-supervised student-teaching experiences:

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i>	Grade Level	No. of Full School Days
SEYS 584	Standards-Based Curriculum and Assessment in Teaching Foreign Language	Davis & Eddy & adjuncts with language specialty	7-12	in conjunction with student teaching

candidates are prepared with a content knowledge base for assisting students in all grades in meeting the State Learning Standards in the special subject appropriate to the certificate sought.

(b) Pedagogical Core. In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall include, but need not be limited to:

(1) **for teachers of health education**, study for instructing students in middle childhood and adolescence about child development and parental skills and responsibility, pursuant to Education Law section 804-b; and for instructing students in middle childhood and adolescence about methods of preventing and detecting certain cancers, pursuant to Education Law section 804(3-a); and

Course title(s) and number(s):

(2) student teaching of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in the special subject class, including experiences in both settings, pre-kindergarten through grade 6 and grades 7 through 12.

The general pedagogical core requirements for field experiences, student teaching and/or practica in 52.21(b)(2)(ii)(c)(2) are repeated for ease of reference:

52.21(b)(2)(ii)(c)(2)(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each.

52.21(b)(2)(ii)(c)(2)(ii) The field experiences, student teaching and practica shall:

- (A) be consistent with the program’s philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;
- (B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;
- (C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities; and (D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

Identify courses/seminars for the college-supervised student-teaching experiences:

Hindi is taught at John Adams High School in Queens. There are regents exams in Hindi. Sushma Malhotra, assistant principal and supervisor of the Languages Other Than English (LOTE/Foreign languages)