Introduction:
The Foreign Language Education Program at Queens College has programs to meet the needs of a variety of candidates. Whether you are an undergraduate on target to complete your degree soon, a career changer searching for a more meaningful vocation, or a certified teacher who needs professional certification you will find a program to meet your needs.

Welcome to the Foreign Language Education program at Queens College of the City University of New York. This handbook contains information on our overall program philosophy, goals and other relevant information on teacher education at Queens College. We hope that you will find it helpful in making informed decisions about your studies in Foreign Language Education at Queens College.

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

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

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

The faculty is interested in working with you and helping you achieve your academic goals. You are therefore encouraged to let us know about your questions, concerns and needs and we will be glad to assist you.

Jacqueline Davis 150U Powdermaker Hall 718 997-5176
Jennifer Eddy 150T Powdermaker Hall 718 997-5177

Queens College, CUNY
Department of Secondary Education and Youth Services (SEYS)
PH 150
Flushing, New York 11367
Tel: 718-997-5150
Fax: 718-997-5152
www.qc.edu/seys
This Handbook describes the Secondary Foreign Language Education program at Queens College. Your preparation as a foreign language teacher is our collaborative responsibility. Through intensive academic coursework and supervised field experiences, combined with continuous reflection and advisement, our goal in the Foreign Language Education Program is to help you become a NYS certified effective, excellent, ethical professional who is reflective and capable of independent practice and lifelong professional development.

The QC Secondary Master's Degree programs in French, Italian, and Spanish Education are designed to offer an integrated, theoretically grounded view of language study that addresses the needs of students and teachers in diverse communities. The foreign language education faculty focuses on preparing graduate candidates for their careers in roles as French, Italian, and Spanish teachers in school districts who can develop, implement, and evaluate French, Italian, and Spanish 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 undergraduate Foreign Language Education program's knowledge base and practices are consistent with the LOTE Teacher Preparation Standards of the American Council on the Teaching of Foreign Languages (ACTFL) and New York State regulations. Completion of the course work will lead to New York State certification as teachers of French, German, Italian, Latin, or Spanish. It is expected that all candidates completing the program of study will be recommended for and attain New York State certification as teachers of these languages. Our program was developed to prepare you for the demanding role of a language teacher.

Educational Psychology

Rationale for the Educational Psychology Courses
Upon completion of a teacher education program in the Education Unit at Queens College, candidates are expected to know, apply, and value major theories of learning, both general and specific to their areas of specialization. Further, it is crucial that teacher candidates understand and appreciate the cognitive, social, emotional, and physical developmental levels of learners. Candidates must be prepared to respond to the challenges posed by these various levels and their corresponding issues, which are often manifested in classroom learning and behavior. Thus, psychological theories are a foundation to the effectiveness of teacher praxis.

Educational psychology theories and their applications play a critical role in the development of teacher candidates. These theories and applications take the form of pedagogical techniques, learning strategies, language, literacy, cultural
Handbook for Programs in Foreign Language Education

and individual differences, assessment of classroom learning, understanding of standardized assessment, and their implications for students and teachers. These theories and their applications encompass implications of technology for the enhancement of curriculum and classroom instruction. Further, Educational Psychology courses prepare teacher candidates not only for their discipline specific competencies but also for interaction with families and urban communities in the spirit of equity, diversity, inclusion, democracy, and social justice.

The SEYS Department in the Education Unit at Queens College uses psychological theories to guide teacher candidates on

1) understanding, valuing, and analyzing core principles of their discipline,
2) relating educational psychology applications to their own learning, behavior, dispositions, beliefs, and practice; and
3) understanding how they can enhance the learning experience, development, and behavior of learners in school settings.

Thus, the Educational Psychology component of SEYS prepares teacher candidates to be reflective practitioners who possess the knowledge, skills, and disposition necessary for enacting their own learning and for enhancing the learning experiences and development of children and adolescents in a diverse, democratic, and inclusive community. Teacher candidates apply their understanding of a broad range of theories and principles to work with youths who display great diversity in learning abilities and exceptionalities, language, and socioeconomic status.

Initial Certifications: Educational Psychology Courses and Field Experience

Undergraduate Initial Certification Courses:
Teacher candidates seeking undergraduate initial certification take the following required educational psychology courses: Human Development and Learning (SEYS 221), Cognition, Technology, and Instruction for Diverse Learners (SEYS 350). Teacher candidates are required to take SEYS 221 before taking SEYS 350.

Graduate Initial Certification Courses:
Teacher candidates seeking graduate initial certification are required to take Educational Psychology (SEYS 552).

In the required undergraduate Educational Psychology courses (i.e., SEYS 221, 350) and in the required Educational Psychology course for graduate initial certification (i.e., SEYS 552), teacher candidates participate in active field observation experiences, where they may directly observe how skilled and certified teachers conduct classes, apply theories of learning and development to
praxis, and negotiate classroom management. Teacher candidates also interact
to a limited extent with learners in the classroom by participating in small group
activities under the direct supervision of a certified teacher.

Teacher candidates find field placement sites by reviewing a list of cooperating
schools available in the SEYS department. If they experience difficulties finding
a placement, they may consult with their instructors and the field placement office
for further direction. The instructor of the class writes a letter to the principal of
the school specifying the fieldwork requirements for the class and requests
permission for the student to fulfill the fieldwork requirements at that school. The
principal or an official designated person at the school signs a letter consenting
to admit the student for fieldwork; the student is required to keep an attendance
sheet signed by the classroom teacher or the assistant principal, and submit it to
the instructor of the course.

Graduate Professional Certification: Educational Psychology Courses
For professional certification, teacher candidates are required to take one of the
following courses: Humanistic Psychology: Educational Applications (SEYS
709), The Psychology of Adolescent (SEYS 710), Learning Theory in Education
(SEYS 717), Classroom Management (SEYS 718), Understanding Group
Behavior and Cultural Differences in School (SEYS 719), The Teaching Process
(SEYS 738), and Measurement and Evaluation in Education (SEYS 768).

Teacher candidates are not required to engage in fieldwork for the Educational
Psychology course in the professional education program. However,
assignments require them to apply educational psychology theories and
principles to their experiences in the schools in which they teach. Such
applications should be evidenced in the preparation of their lesson plans and
actual classroom practices.

Advising

Teacher candidates taking educational psychology courses follow guidelines
provided in Advising Sheets and information supplied in the College Bulletin. In
addition, they consult with the advisor in the teacher education program in their
subject area (e.g. science education). Teacher candidates also seek guidance
from faculty members in Educational Psychology.

Faculty

Professor: Dr. Eleanor Armour-Thomas
Assistant Professors: Dr. Héfer Bembentty, Dr. Alpana Bhattacharya, Dr.
Rosaria Caporrimo
DEGREES AND CERTIFICATE PROGRAMS

The following undergraduate and graduate programs are offered by the Secondary Education Department at Queens College:

Program Descriptions

Undergraduate Initial Certificate Program (Grades 7-12)
The undergraduate foreign language education program at Queens College is designed for candidates who are French, German, Italian, Latin, and Spanish majors and are interested in becoming secondary foreign language teachers in New York State. Candidates must be admitted to the College, maintain a GPA of 2.75 or better and meet all graduation requirements in their major concentration to be accepted as secondary education minors. To be accepted as a secondary language education minor, candidates must have a GPA of 2.75 in the major and an overall GPA higher than 2.5.

Admission and Retention Requirements
Candidates for the minor in education must file a minor declaration card to be admitted into the program and consult a Foreign Language Education Program advisor for relevant information about the program, such as New York State certification requirements. Candidates must maintain a 2.75 GPA in their major, a 3.0 GPA in education, and a GPA above 2.5 throughout the program.

The Graduate Initial Certificate Program (Grades 7-12)
The graduate initial certification program at Queens College is designed for candidates who have an undergraduate degree in French, Italian, and Spanish with no prior educational preparation or who have a background in other educational fields. This program is popular for candidates who have been working in other fields and are interested in becoming teachers.

Admission and Retention Requirements
Candidates apply through the Graduate Admissions Office and their applications are carefully reviewed by an advisor in education before they are admitted. The advisor determines if candidates have taken courses to prepare them with a content knowledge base for assisting students to meet the State Learning Standards for French, Italian, or Spanish in grades 7 through 12. The advisor also determines whether the candidates have the necessary preparation for graduate work at Queens College.

Candidates must have fulfilled the equivalents of the liberal arts and science requirements (LASAR) at Queens College and must have also completed the equivalent of a major or a minimum of 36 credits in Foreign Language (French, Spanish, & Italian), and provide evidence of a recent (within six months) rating of advanced low on the Oral Proficiency Interview (OPI) (see appendix for more information) before admission.
A candidate may be admitted on a probationary status if he or she is close to meeting minimum requirements. Minimally candidates need the equivalent of a major in the language of certification. Students who earn the Initial Certificate must apply separately for matriculation in the Master of Science in Education Program in French, Italian, or Spanish.

To remain in the program candidates are required to maintain a 3.0 GPA. Candidates are not eligible to student teach if they have one or more incomplete grades, have not completed all prerequisites, or have not receive a B or higher in all courses.

The Professional Certification Program in French, Italian, and Spanish (Grades 7-12)

Admission and Retention Requirements
Candidates apply through the Graduate Admissions Office and their applications are carefully reviewed by an advisor in 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 French, Italian, or Spanish in grades 7 through 12. The advisors also determine whether the candidates have the necessary preparation for graduate work at Queens College.

Candidates must have fulfilled the equivalents of the liberal arts and science requirements (LASAR) at Queens College and must have also completed the equivalent of a major or a minimum of 36 credits in Foreign Language (French, Spanish, & Italian), and provide evidence of a recent (within six months) rating of advanced low on the Oral Proficiency Interview (OPI) (see appendix for more information). Finally candidates must be have a certifying letter from a college of education that they are eligible for initial certification in New York State or have a current certification and include a copy of the documented information with their application materials.

A candidate may be admitted on a probationary status if he or she is close to meeting minimum requirements. Minimally candidates need the equivalent of a major in the language of certification (21 credits above the intermediate level), a score of advanced low or higher on the OPI in the language, and Initial certification in New York State. Students who earned the Initial Certificate at Queens College in French, Italian, or Spanish are automatically eligible to apply for matriculation in the Master of Science in Education Program.

To remain in the program candidates are required to maintain a 3.0 GPA and to accrue no more than two incomplete grades. Candidates who have three incomplete grades will be blocked from further registration until they successfully complete the incomplete course work.
Pedagogical Knowledge Base for Initial Certification in French, Italian, and Spanish.

The Foreign Language Education Program reflects the pedagogical content knowledge in the disciplines of target language linguistics, literature, and culture, as well as intercultural communication, second language acquisition, second language pedagogy, aesthetic education, and interdisciplinary teaching.

The foreign language education teaching field is evolving into a dynamic field that stresses language learning for all students rather than the intellectually elite. Rather than focusing on mastery of grammar the focus of language teaching is on how students are able to use the target language as a tool for communication, to learn about cultures, to connect with other disciplines, to make comparisons between languages, and to participate in multilingual communities. The focus on these abilities stems from five standards for foreign language learning or “The Five Cs”: communication, cultures, connections, comparisons, and communities. (Program Standards for the Preparation of Foreign Language Teachers, 2002).

Therefore, the courses in the QC Undergraduate and Graduate Initial Certificate Program (Grades 7-12) are designed to prepare teachers of foreign language to clearly communicate goals and learning expectations to students, parents, colleagues and stakeholders, to relate learner characteristics to learning strategies through careful selection of teaching methods and materials, to effectively plan and carry out instruction, to monitor progress and evaluate the impact of their instruction through a variety of assessments, to provide a positive climate that fosters professional behaviors, and to use research as a tool for informing instruction and reflectively examining their teaching practice.

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

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

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

Through the exploration of the K-16 Standards for Foreign Language Learning with general foundations of pedagogy, foundations of foreign language teaching, and theories of language learning, as well as through the exploration of exemplary practices in curriculum design, adaptation, and instruction, the Initial Certification programs embed the six Program Standards for the Preparation of Foreign Language Teachers established jointly by the National Council for the Accreditation of Teacher Education (NCATE) and The American Council on the Teaching of Foreign Languages (ACTFL):
Handbook for Programs in Foreign Language Education

1. Language, Linguistics, and Comparisons
2. Cultures, Literatures, and Cross-Disciplinary Concepts
3. Language Acquisition Theories and Instructional Practices
4. Integration of Standards into Curriculum and Instruction
5. Assessment of Languages and Cultures, and
6. Professionalism


The Professional Certification programs (graduate) embed the National Board of Professional Teaching Standards (NBPTS) World Languages Other than English/Early Adolescence through Young Adulthood


and the Interstate New Teacher Assessment and Support Consortium (INTASC) Foreign Language Standards

http://www.ccsso.org/content/pdfs/ForeignLanguageStandards.pdf

Program Requirements

Undergraduate Program of Study for Candidates in the French, Italian, German, Latin, and Spanish Education Minors

Candidates complete a total of 24 credits to complete the minor and to meet the initial certification requirements of New York State as seen in the chart below. Candidates must follow the sequence of courses beginning at the top of the chart. An exit requirement consisting of a professional portfolio is also required. Course descriptions for the minor in foreign language education follow the chart.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Pre-requisites and Co-Requisites</th>
<th>Credits</th>
<th>Fieldwork Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEYS 201W</td>
<td>Historical, Social and Philosophical Foundations of Education</td>
<td>Upper Sophomore, major and minor declared</td>
<td>3</td>
<td>20 Hours Fieldwork</td>
</tr>
<tr>
<td>SEYS 221</td>
<td>Development and Learning in Middle Childhood &amp; Adolescence</td>
<td>Upper Sophomore, major and minor declared</td>
<td>3</td>
<td>20 Hours Fieldwork</td>
</tr>
<tr>
<td>SEYS 340</td>
<td>Language, Literacy, and Culture In Education</td>
<td>201W</td>
<td>3</td>
<td>20 Hours Fieldwork</td>
</tr>
<tr>
<td>SEYS 350</td>
<td>Cognition, Technology and Instruction for Diverse Learners</td>
<td>201W, 221</td>
<td>3</td>
<td>20 Hours Fieldwork</td>
</tr>
<tr>
<td>SEYS 364</td>
<td>Methods in Teaching Content Area in Middle and High School</td>
<td>Pre-requisite: 201W, 221, 340, 350 (Pre-req. or Co-req.)</td>
<td>3</td>
<td>20 Hours Fieldwork in a High School</td>
</tr>
</tbody>
</table>
Candidates must complete an application for SEYS 364 (methods) in the spring prior to registering for the course. The application form enables the candidates and advisors in SEYS to assess whether the candidates have met the minimum requirements necessary for student teaching and progressing in the program. The methods application form is available in the SEYS Department and on this website.

Candidates are required to score Advanced Low on the Oral Proficiency Interview (OPI) to student teach [http://www.languagetesting.com/](http://www.languagetesting.com/). We strongly recommend that candidates take the OPI before methods to determine whether they need additional preparation in the language before they begin methods. For more information on proficiency levels consult the American Council on the Teaching of Foreign Languages website at the following link: [http://www.actfl.org/i4a/pages/index.cfm?pageid=4236](http://www.actfl.org/i4a/pages/index.cfm?pageid=4236).

Candidates are again screened following 364 for final requirements. Candidates are screened on the following requirements for student teaching: fingerprints, a score of Advanced Low on the Oral Proficiency Interview (OPI), and minimum grades of B in all education courses. Candidates who do not maintain their GPAs, or Bs in all education courses, or who have incompletes will not be cleared to student teach in the spring. For information on proficiency levels go to major (or equivalent) in French, Italian, or Spanish but have not had any courses in education.

**Portfolio Exit Requirement**
All candidates in the Undergraduate Initial Certification Program in Foreign Language Education (Grades 7-12) are required to submit and defend a professional portfolio before leaving the program. The portfolio is based on the six Program Standards for the Preparation of Foreign Language Teachers [http://www.actfl.org/files/public/ACTFLNCATEStandardsRevised713.pdf](http://www.actfl.org/files/public/ACTFLNCATEStandardsRevised713.pdf)
Course Descriptions for the Minor in Education

SEYS 201W. Historical, Social and Philosophical Foundations of Education. 3 hr.; 3 cr.; 20 hr. field experience. Designed to examine the historical, philosophical and sociological foundations of American education. Attention will be paid to comparative analysis of past and contemporary historical, philosophical, and sociological factors that have, and continue to, influence and shape education decision-making. Theoretical analysis of major educational ideas and practices in the United States will be explored.

SEYS 221. Development and Learning in Middle Childhood and Adolescence. 3 hr.; 3 cr.; 20 hr. field experience. An examination of the major human development and learning processes in middle childhood and adolescence. It includes cognitive, behavioral, social, emotional, and physical issues as these relate to student diversity (culture, heritage, SES, gender, race, ethnicity and the full range of disabilities and exceptionalities). To the extent that development and learning occur in context, the role and impact of the home, school and community on these processes will also be investigated.

SEYS 340. Language, Literacy, and Culture in Education. 3 hr.; 3 cr.; 20 hr. field experience. Preq.: SEYS 201. Open only to students in teacher education programs. Intended to promote students' understanding of language development in adolescence, and multilingual, multicultural, and biliteracy issues in education. Students will learn about the nature of language acquisition, English language proficiency for academic purposes, cross-cultural understanding, second language development and strategies for teaching subject matter knowledge to LEP/ESL students. Course content will focus on the characteristics and needs of LEP/ESL student populations and the literacy demands of content curricula in secondary schools.

SEYS 350: Cognition, Technology and Instruction for Diverse Learners. 3 hr., 3 cr.; 20 hr. field experience. Prereq.: SEYS 201 and 221 and 340; coreq.: The subject-specific practicum from SEYS 370.2 to 374.2 and the subject-specific teaching seminar from the following: SEYS 360, 361, 362, 363, or 364. Open only to students in the teacher education programs. Conceived to prepare students for integrating psychological perspectives of learning and teaching with technology in their respective disciplines. Students will examine the role of cognition in learning and consider how technological media may be used to promote the effective use of cognitive strategies in the various subject matter domains. Specifically, they will explore the nature, type and function of cognitive skills in learning (e.g., critical thinking skills, metacognition, and problem solving), and how these cognitive processes and skills are used in the acquisition, perception, representation and construction of knowledge.
SEYS 364. Methods of Teaching Foreign Language in Middle and High School. 3 hr.; 3 cr.; 20 hr of field experience; Prereq.: SEYS 201, 221 and 340; Coreq.: SEYS 350, 370.2-374.2. Open only to students in teacher education programs. Focused on the development of students' pedagogical content knowledge in their specific subject areas. Secondary school curriculum, along with research-based learning, instructional and assessment strategies, will be examined.

374.2 Practicum in Foreign Languages for Middle/Junior High School. 2 cr.; approximately 50 hours at a middle/junior high school.

374.4 Student Teaching Foreign Language for Secondary School 4 cr.; 20 hours per week of daily participation for 14 weeks at a secondary school. Prereq. SEYS 201, 221, 340, 350, 364; Coreq.: SEYS 384. Open only to students who are matriculated in the secondary education program and have taken SEYS 364 at Queens College. Designed to provide undergraduates in the secondary education program with school-based teaching experiences that prepare them to effectively teach students at the secondary school level. Under the guidance of a cooperating teacher and a college-based supervisor at each students typically are expected to teach at least one 9th grade class and one higher grade class.

SEYS 384: Curriculum and Assessment in Teaching Foreign Language 3 hr.; 3 cr. Co-req.: SEYS 374.2. Open only to students in teacher education programs. An examination of curriculum development and assessment for classroom teaching designed to integrate New York State learning standards and required testing, such as the Regents exams, into the curriculum. The course builds on the fundamental pedagogical content knowledge in specific disciplines in SEYS 360-364. Taught in tandem with the student teaching experience to enrich the student teacher’s understanding of curriculum and assessment issues within a working classroom.

Program of Study for the Initial Certification Programs in French, Italian, and Spanish: Initial Certification Graduate Program (ICGP)

The Post-Baccalaureate Programs (ICGP) in French, Italian, and Spanish are specifically designed for teacher candidates who have a Bachelors degree with a major (or equivalent) in French, Italian, or Spanish but have not had any courses in education. Candidates are required to score Advanced Low on the Oral Proficiency Interview (OPI) to qualify for admission into the program. To register for the OPI click the following link: [http://www.languagetesting.com/](http://www.languagetesting.com/). For more information on proficiency levels consult the American Council on the Teaching of Foreign Languages website at the following link: [http://www.actfl.org/i4a/pages/index.cfm?pageid=4236](http://www.actfl.org/i4a/pages/index.cfm?pageid=4236).
This program which culminates in Initial Certification consists of a sequence of study of 21 credits that includes both course work and field experiences. An exit requirement consisting of a professional portfolio is also required.

Upon successful completion of the Initial Certificate program, candidates are recommended for initial certification in 7-12 Adolescent Education in French, Italian, and Spanish. The program is outlined in the chart below. Course descriptions for the program follow the chart.

### POST-BACCALUAREATE PROGRAM (ICGP) OF STUDY IN FRENCH, ITALIAN, AND SPANISH

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Pre-requisites and Co-Requisites</th>
<th>Credits</th>
<th>Fieldwork Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEYS 536</td>
<td>Historical, Social and Philosophical Foundations of Education</td>
<td></td>
<td>3</td>
<td>20 Hours Fieldwork</td>
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<tr>
<td>(Spring or Fall)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SEYS 540</td>
<td>Language, Literacy, and Culture In Education</td>
<td>536</td>
<td>3</td>
<td>20 Hours Fieldwork</td>
</tr>
<tr>
<td>(Spring or Fall)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEYS 552</td>
<td>Cognition, Technology and Instruction for Diverse Learners</td>
<td>536</td>
<td>3</td>
<td>No Fieldwork</td>
</tr>
<tr>
<td>(Spring or Fall)</td>
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<tr>
<td>SEYS 564</td>
<td>Methods in Teaching Content Area in Middle and High School</td>
<td>Pre-requisite: 536, 540, 552 (Pre-req. or Co-req.) Co-requisite: 574.2</td>
<td>3</td>
<td>20 Hours Fieldwork in a High School</td>
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<tr>
<td>(Fall Course)</td>
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<tr>
<td>SEYS 574.2</td>
<td>Middle School Practicum</td>
<td>Co-requisite: 564</td>
<td>2</td>
<td>20 Hours Fieldwork in a Middle School</td>
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<tr>
<td>(Fall Course)</td>
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<tr>
<td>SEYS 574.4</td>
<td>Student Teaching in High School</td>
<td>Pre-requisite: 564, 574.2 Co-requisite: 584</td>
<td>4</td>
<td>6 class periods per day in a secondary school one 9th grade class and one upper level</td>
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<tr>
<td>(Spring Course)</td>
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<tr>
<td>SEYS 584</td>
<td>Standards-Based Curriculum and Assessment in Teaching the Content</td>
<td>Co-requisite: 574.4</td>
<td>3</td>
<td>No fieldwork</td>
</tr>
<tr>
<td>(Spring Course)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL NUMBER OF CREDITS</strong></td>
<td></td>
<td></td>
<td><strong>21</strong></td>
<td></td>
</tr>
</tbody>
</table>

Candidates are screened following the methods course (SEYS 564) to see if they maintain probationary status requirements and a minimum grade of B in all courses and adequate performance in the middle school practicum. Candidates who do not maintain their GPAs or probationary conditions, do not receive a B in all education courses, or who have incompletes will not be cleared to student teach in the spring.

### Portfolio Exit Requirement
All candidates in the Graduate Initial Certification Program in Foreign Language Education (Grades 7-12) are required to submit and defend a professional portfolio before leaving the program. The portfolio is based on the six Program Standards for the Preparation of Foreign Language Teachers
The portfolio additionally integrates the 5 National Standards for Foreign Language Education for students K-12
http://www.actfl.org/i4a/pages/index.cfm?pageid=3392

**SEYS 536. Educational Foundations.** 3 hr. plus 25 hr. field experience; 3 cr. 
Prereq.: Permission of the department. Overview of theory and research on key sociological, philosophical, historical, and political foundations of education. Consideration will be given to how these foundational issues are evident in classroom situations and practice. Attention will also be given to multilingual, multicultural and biliteracy issues in education as well as how the growth in technology has influenced the educational environment. Includes field experience component for students not currently teaching.

**SEYS 552. Educational Psychology.** 3 hr. 25 hr. field experience required; 3 cr. 
Prereq.: Permission of the department. Overview of developmental and instructional issues in teaching middle childhood and adolescents. The role of technology in cognition and instruction for diverse learners including those within the full range of disabilities and exceptionalities will be examined. Second language development and issues related to language acquisition and English Language proficiency will also be explored. A supervised clinical experience in middle school or intermediate school is required for students not currently teaching in secondary schools.

**SEYS 700. Language, Literacy, and Culture in Education.** 3 hr. plus 25 hr. field experience; 3 cr. Prereq.: SEYS 536. Intended to deepen and broaden students’ understanding of language development in adolescence, and multilingual, multicultural, and biliteracy issues in education. Particular emphasis will be given to the role of language and culture in a pluralistic and democratic society. Students will learn about the nature of language acquisition, English language proficiency for academic purposes, cross-cultural understanding, second language development and strategies for teaching subject matter knowledge to LEP/ESL students. Course content will focus on the characteristics and needs of LEP/ESL student populations. Students will examine the instructional strategies of the teachers in relation to the unique needs of these populations. The literacy demands of content curricula in secondary schools will also be critically examined.

**SEYS 564. Seminar in the Teaching of Foreign Language in Middle and High School.** 3 hr. plus 25 hr. field work; 3 cr. Prereq.: Permission of the department. Prereq. Or Coreq.: SEYS 552. Students’ pedagogical content
knowledge in their specific subject areas is developed in this course. Research-based learning, instructional and assessment strategies, as well as the secondary school curriculum will be examined. The course also examines issues of language, literacy and culture and how they impact the learning and teaching of the specific content. As well, emphasis is placed on the use of technology in instruction.

SEYS 574.2 Practicum in Foreign Language for Middle/Junior High School. 2 cr.; approximately 50 hours at a middle/junior high school.

SEYS 574.4 Student Teaching in Foreign Language for Middle and High School. 4 cr. 300 hours of daily participation for 15 weeks at a secondary school. Prereq.: Permission of the department. Coreq.: SEYS 584. School-based teaching experiences are provided that prepare student teachers to effectively teach students at secondary school level. Under the guidance of a cooperating teacher and a college-based supervisor students are expected to teach at least one 9th grade class and one higher grade class.

SEYS 584. Standards-Based Curriculum and Assessment in Teaching a Foreign Language. 3hr no fieldwork requirement.; 3 cr. Co-req.: SEYS 574. An examination of current standards-based curriculum and assessment strategies and how they can be transformed into effective classroom practice. This class is co-requisite with SEYS 574.4 so as to enrich the student teachers’ understanding of curriculum and assessment issues within an actual classroom. Special topics include strategies for preparing students for Standardized Examinations, ways of integrating innovative curricula and technology in instruction and assessment strategies for diverse student populations including those with special needs.

The Professional Certification Program in French, Italian, and Spanish (Grades 7-12)

Requirements for admission include an initial or probationary certification in New York State, a minor or equivalent (36 credits) in the target language, and a score of Advanced Low on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI). To register for the OPI use the following link: [http://www.languagetesting.com/](http://www.languagetesting.com/). For more information on proficiency levels consult the American Council on the Teaching of Foreign Languages website at the following link: [http://www.actfl.org/i4a/pages/index.cfm?pageid=4236](http://www.actfl.org/i4a/pages/index.cfm?pageid=4236).

The MSED program, which qualifies candidates for Professional Certification 7-12 in French, Italian, or Spanish, consists of a sequence of study of 33 credits that includes 18 credits of course work in the target language and 15 credits in education. An exit requirement consisting of a professional portfolio is also required (see details below). The courses are described following the chart below.
The MSED programs in French, Italian, and Spanish consist of six courses (18 credits) in the language. Two of these courses (six credits) are taken in language and linguistics, three of these courses (9 credits) are fulfilled from any 700-level graduate courses in literature, and one course is fulfilled from culture and civilization from 779 or 780 in the target language.

The remaining 15 credits are from courses in the SEYS Department as follows:

1. One course from the area of **Foundations of Education**: SEYS 701-708 (Prereq.: SEYS 201W or 536); 3 cr.
2. One course from the area of **Psychological Foundations**:  
SEYS 709, 710, 717, 718, 719, 738, or 768 (Prereq.: SEYS 221 & 350 or SEYS 552); (3 cr.)

**SEYS 743, Curriculum and Instruction in Foreign Language Education.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching foreign languages in the secondary schools. The course examines advanced elements and/or issues of foreign language pedagogy.

**SEYS 785, Methods of Research in Foreign Language Education.** Seminar in Research in Foreign Language Education, 3 hr. plus conf.; 3 cr. Prereq.: Matriculation in M.S. in Education and completion of 20 graduate credits.

**SEYS 786, Advanced Research in Foreign Language Education.** Seminar in Research in Foreign Language Education, 3 hr.; 3 cr. Prereq.: Matriculation in M.S. in Education and completion of 20 graduate credits. Completion of SEYS 743 and 785 is a degree requirement and prerequisite or co-requisite for this course.

**Portfolio Exit Requirement**
All candidates in the MSED in Foreign Language Education are required to submit and defend a professional portfolio before leaving the program. The portfolio is based on the Interstate New teacher Assessment and Support Consortium (INTASC) Foreign Language Standards [http://www.ccsso.org/content/pdfs/ForeignLanguageStandards.pdf](http://www.ccsso.org/content/pdfs/ForeignLanguageStandards.pdf) and the National Board of Professional Teaching Standards (NBPTS) World Languages Other than English/Early Adolescence through Young Adulthood [http://www.nbpts.org/the_standards/standards_by_cert?ID=16&x=62&y=7](http://www.nbpts.org/the_standards/standards_by_cert?ID=16&x=62&y=7). Candidates are expected to integrate the five Standards for K-12 language learning into the assessments and classroom materials they prepare for the portfolio. To view the standards for students K-12 go to the following link: [http://www.actfl.org/i4a/pages/index.cfm?pageid=3392](http://www.actfl.org/i4a/pages/index.cfm?pageid=3392).

**FIELD WORK/CLINICAL WORK**

Evaluation is a continuous part of the total field experience and is a cooperative process shared by the student, cooperating teacher, and supervisor. The field experience should be structured so as to facilitate success, not failure, and every effort should be made to provide each student with the support needed to perform to the best of his/her ability.

At anytime during the field experience if there is an indication of unacceptable performance, the cooperating teacher and/or the supervisor will meet with the candidate to discuss concerns and implement strategies for improvement. If the cooperating teacher and/or supervisor determine that candidate’s performance.
warrants further review, they may want to contact the program coordinator or department chair. The program coordinator or department chair will work with the supervisor, cooperating teacher, and student to review options.

Field Work Overview for Initial Certification in Foreign Language (Grades 7-12)

Undergraduate Initial Certification Program (Grades 7-12)

<table>
<thead>
<tr>
<th>Course</th>
<th>Field Experiences and Practicum</th>
<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEYS 201W</td>
<td>20 hours observation in MS or HS</td>
<td></td>
</tr>
<tr>
<td>SEYS 221</td>
<td>20 hours observation in MS or HS</td>
<td></td>
</tr>
<tr>
<td>SEYS 340</td>
<td>20 hours observation in MS or HS</td>
<td></td>
</tr>
<tr>
<td>SEYS 350</td>
<td>20 hours observation in MS or HS</td>
<td></td>
</tr>
<tr>
<td>SEYS 364</td>
<td>20 hours observation in High School</td>
<td></td>
</tr>
<tr>
<td>SEYS 374.2</td>
<td>50 hours observation, working with small groups, and tutoring</td>
<td></td>
</tr>
<tr>
<td>SEYS 374.4</td>
<td>6 hour/day, 5 days per week for 15 weeks in both a 9th grade and upper grade= 300 student teaching hours</td>
<td></td>
</tr>
<tr>
<td>SEYS 384</td>
<td>None required</td>
<td></td>
</tr>
</tbody>
</table>

Total Number of Field hours Required 450 hours

Graduate Initial Certification Program (Grades 7-12)

<table>
<thead>
<tr>
<th>Course</th>
<th>Field Experiences and Practicum</th>
<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEYS 536</td>
<td>25 hours observation in MS or HS</td>
<td></td>
</tr>
<tr>
<td>SEYS 540</td>
<td>25 hours observation in MS or HS</td>
<td></td>
</tr>
<tr>
<td>SEYS 552</td>
<td>25 hours required</td>
<td></td>
</tr>
<tr>
<td>SEYS 564</td>
<td>25 hours observation in High School</td>
<td></td>
</tr>
<tr>
<td>SEYS 574.2</td>
<td>50 hours observation, working with small groups, and tutoring</td>
<td></td>
</tr>
<tr>
<td>SEYS 574.4</td>
<td>6 hour/day, 5 days per week for 15 weeks</td>
<td></td>
</tr>
</tbody>
</table>
### Handbook for Programs in Foreign Language Education

<table>
<thead>
<tr>
<th></th>
<th>in both a 9th grade and upper grade= 300 student teaching hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEYS 584</strong></td>
<td>None required</td>
</tr>
<tr>
<td><strong>Total Number of Field Hours Required</strong></td>
<td>450 hours</td>
</tr>
</tbody>
</table>

#### Fieldwork Description
Fieldwork in the 201/536, 221, 350/552, 340/540, and 364/564 consist primarily of observations with reflective assignments such as papers and case studies. Candidates are encouraged to offer to tutor students, work with small groups, and teach mini lessons in 340/540 and 365/564. The classroom professor oversees the field work at this level and gives fieldwork assignments.

Candidates work with a university supervisor in the Middle School Practicum 374.2/574.2. All supervisors work with the direction of the Supervisor of Middle School Practicum who is responsible for designing the syllabus and for field placements. Candidates attend regular meetings with their university supervisor at Queens College and complete field assignments as determined by the Supervisor of the Middle School Practicum.

By October in the fall before student teaching begins the candidates complete forms for student teaching and are able to make requests for placements. When possible those requests are honored subject to availability. Late in the fall semester the Coordinator of Student Teaching schedules a meeting with university supervisors and student teaching candidates. The agenda includes discussions of the expectations of candidates, tentative student teaching assignment placement, and an overview of what the student teaching experience entails. The coordinator provides time for the supervisors to meet with the candidates to discuss their own expectations and exchange contact information.

During student teaching all candidates work under the direct supervision of a cooperating teacher at the field site on a daily basis. The university supervisors observe each candidate a minimum of four times. Following the observation each supervisor meets with the candidate to share the results of the observation and to make suggestions for improvement. The observations are scheduled between the supervisors and candidates. At the end of the spring semester during student teaching the cooperating teachers, Assistant Principals, and university supervisors are invited to a reception hosted by the students and the foreign language education faculty. The purpose of the reception is to honor the field personnel and to provide a token of appreciation by providing their dinner and a certificate of participation.

#### Student Teaching
The student teaching experience is a special time to grow as a professional. Take the time to develop your strengths and weaknesses and expand on teaching philosophies. Appreciate all criticisms and work with your cooperating teacher, supervisors and professors. This process is precious and highly valuable to all new teachers. Student teachers are expected to be at school every day school is in session. Any exceptions should be worked out with the college supervisor and cooperating teacher. Student teachers should follow the public school calendar. If a student teacher needs to miss a day because of illness or an emergency, he or she should contact the cooperating teacher and college supervisor as soon as possible. In accordance with college guidelines, the college supervisor will decide if this time needs to be made up.

Student teachers are expected to maintain a professional attitude in regard to all activities undertaken during their placement. Particular care should be taken with the rights of privacy of children and parents. In the event a student teacher is unsure of the proper procedure to be followed in a given situation, he or she should first consult with the cooperating teacher. If the cooperating teacher is unavailable, the student should consult with appropriate administrative personnel.

Student teachers should always strive to make a positive impression on colleagues, administrators, students, and parents.

Here are some tips that will help make your experiences enjoyable and enriching:

- Maintain a good rapport with your cooperating teacher and students. Treat your students with respect and demand the same respect in return.
- Establish and implement rules in the beginning and create a positive atmosphere where students feel comfortable.
- Face your problems early. Everyone has some difficulties in student teaching and it’s important to discuss these with your cooperating teacher and college supervisor.
- Think of yourself as a teacher, not a student. While student teaching, create a primary image as a teacher, not as a buddy or fellow student. This is helped by dressing appropriately and professionally.
- Get your feet firmly grounded in doing one thing before taking on another. Your cooperating teacher will have you assume duties compatible with your rate of development. Taking on responsibilities gradually is crucial.
- Lesson planning is essential—not so much in the form of the plan, but the idea of knowing what you will do next. In fact, over plan so that you are well prepared and have alternative plans ready.
- Remember that you are a guest in the school. Try to avoid internal school politics and local controversies.
- If you wish to be innovative, discuss it with your cooperating teacher first to get the benefit of his or her experience.
• Treat student teaching as a job. Recommendations can help you attain future jobs in education.

RESPONSIBILITIES OF COOPERATING TEACHERS
The cooperating teachers in the schools are high-quality educators. They are certified in the areas they teach. They demonstrate an understanding of teaching in diverse settings, embracing multiculturalism, and mentoring new teachers. Cooperating teachers provide guidance about administrative tasks, instruction, assessment, classroom management, and other education-related responsibilities.

We expect our cooperating teaching to demonstrate the following core elements from the National Board for Professional Teaching Standards:
- Be committed to students and their learning.
- Know the subjects they teach and how to teach those subjects to students.
- Be responsible for managing and monitoring student learning.
- Think systematically about their practice and learn from experience.
- Be members of learning communities.

Generally, cooperating teachers have the following responsibilities:
- Understand the importance of hosting a student teacher and allow the student teacher to assume the role of classroom teacher
- Familiarize the student teacher with the classroom, the facilities, the staff, and the policies of the school through activities that include, but are not limited to, tour of the building, introduction to the principal, parking procedures, meal options library resources, print resources, technology resources, instructional materials, parent handbook, student tardy and attendance policy, school grading procedures, and school calendar
- Impart to the student teacher the importance of keeping accurate records and maintaining student privacy guidelines
- Model and provide a number of strategies for effective instruction and classroom management.
- Provide and encourage the student teacher to engage in a variety of activities, such as:
  - one-to-one tutoring
  - small group instruction
  - lead short discussions
  - team teaching
  - complete daily administrative tasks
  - preparation of instructional materials
  - development of bulletin boards and instructional displays
  - evaluation and recording of student work
  - supervision of pupils doing independent work
- Observe the student teacher frequently and offer verbal and written feedback after each observation
• Encourage the student teacher to be creative and innovative

Responsibilities of the College Supervisor

The College supervisor is a member of the college staff who supervises the work of the student teacher at regular intervals during the period in which the student teacher is assigned.

- To orient the cooperating teacher and the student teacher to the program.
- To work with the cooperating teacher to provide a network of support for the student teacher.
- To observe the teaching performance and record objective data.
- To diagnose, along with the cooperating teacher, the student teacher’s strengths and weaknesses and prescribe behaviors for achieving competencies.
- To conduct conferences to help formulate alternatives for change when necessary and/or support efforts of both the student teacher and cooperating teacher.
- To assist with problems encountered in relationships with the cooperating teachers and staff.
- To plan seminars that are helpful learning experiences.
- To hold conferences and/or meetings to aid the cooperating teachers in successfully fulfilling their role.
- To provide the benefit of instructional expertise whenever needed by the student teacher or cooperating teacher.
- To oversee or prepare the final evaluation of the student teacher’s experience.
- To serve as a liaison between Queens College and the school.

Internship Program

The internship program is offered to candidates already enrolled in the Post-Baccalaureate Program or the MSED in French, Italian, or Spanish and who have completed 50% of the MSED or the Graduate Initial Certification Program (Grades 7-12). These candidates enroll in SEYS 574.2 in the fall and SEYS 574.4 and SEYS 584 in the spring. They are required to complete the same assignments as the candidates who are enrolled in the Middle School Practicum and they are assigned a university supervisor to meet with regularly during the fall.

In the spring semester these candidates attend the orientation meeting for student teaching and are expected to abide by the same professional expectations as the candidates who are student teaching. These candidates meet with a university supervisor they will be working with and are observed a minimum of four times during the spring semester.

Helpful Internet Resources
Resources on language teaching and learning

http://www.nclrc.org/essentials/whatteach/wtindex.htm
http://www.merlot.org/merlot/materials.htm?category=2440
http://www.learner.org/channel/libraries/tfl/support/support.html
http://www.learner.org/channel/workshops/tfl/index.html
http://www.cltanet/lessons/
http://jonathan.mueller.faculty.noctrl.edu/toolbox/
http://www.thirteen.org/edonline/concept2class/resources.html
http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=2#02
http://eleaston.com/classroom.html#gr
http://pblechecklist.4teachers.org/
http://ali.apple.com/ali_sites/hpli/Exhibits/1000734/
http://www.uwstout.edu/soe/profdev/rubrics.shtml
http://coe.sdsu.edu/people/jmora/ALMMethods.htm
http://www.artsedge.kennedy-center.org/teach/les.cfm?subjectId=&otherSubjectId=FOR&gradeBandId=&showDescriptions=true&sortColumn=&x=18&y=10
http://worldlanguages.merlot.org/
http://www.cortland.edu/flteach/
http://www.ooshop.com/
http://lanic.utexas.edu/
http://www.elcorteingles.es/

Language Resource Centers and Professional Organizations

National Language Resource Center Website
http://nflrc.msu.edu/index-1.php

National Professional Organizations
AATA American Association of Teachers of Arabic: http://www.wm.edu/aata/
Handbook for Programs in Foreign Language Education

AATF - American Association of Teachers of French
AATI - American Association of Teachers of Italian
AATSEEL - American Association of Teachers of Slavic and Eastern European Languages: http://aatseel.org/
AATG - American Association of Teachers of German
AATSP - American Association of Teachers of Spanish and Portuguese
AATT - American Association of Teachers of Turkic Languages
ACL - American Classical League
ACTFL - American Council on the Teaching of Foreign Languages
APA - American Philological Association
ASLTA - American Sign Language Teachers Association
ATJ - Association of Teachers of Japanese
CAL - Center for Applied Linguistics
CALICO - Computer Assisted Language Instruction Consortium
CLTA: Chinese Language Teachers Association: http://clta.osu.edu/
IALLT - International Association of Language Learning Technology: http://www.iallt.org/about_iallt/index.html
MLA - Modern Language Association of America
TESOL - Teachers of English to Speakers of Other Languages
WCS - Washington Classical Society

Regional FL Organizations
Central States Conference on the Teaching of Foreign Languages (CSCTFL)
Classical Association of the Midwest and South (CAMWS)
Northeast Conference on the Teaching of Foreign Languages (NECTFL)
Pacific Northwest Council for Languages (PNCFL)
Southern Conference on Language Teaching (SCOLT)
Southwest Conference on Language Teaching (SWCOLT)

http://www.discoverlanguages.org/i4a/pages/index.cfm?pageid=4216

New York State Association of Foreign Language Teachers (NYSAFLT)
http://www.nysaflt.org/

Long Island Language Teachers: http://www.liltfl.org/

Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS); http://languagepolicy.org/

National Council of Organizations of Less Commonly Taught Languages:
http://www.councilnet.org/
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Queens College 2004-2006 Graduate Bulletin

Queens College 2001-2003 Undergraduate Bulletin