

## **MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE    May 3, 2018**

Due to a lack of quorum the Academic Senate Guest Speaker, [Item 3a.] began her presentation.

### **3a. Guest Speaker- Ms. Zavi Gunn, Director Center for Career Engagement and Internships**

1. Chair Sanudo introduced our guest speaker Ms. Zavi Gunn, Director of the Center for Career Engagement and Internships. She explained that the Center's mission is to provide career services so students can reach their career goals. The vision for the Center is to educate, engage, and empower students to pursue career opportunities for their future. She also explained that on staff are "Career Educators" who help student decide what areas they are most interested in. The Center encourages students to apply for unpaid internships in fields of their interest. Ms. Gunn answered questions from the senators
2. .Senator Edisa Weeks, from Drama Theatre Dance, announced the opening of "Amalgami" a show choreographed by students starting on May 9 through May 19. Tickets are now on sale.

### **The meeting will come to order:**

Chair Manuel Sanudo called the meeting to order at 4:05 p.m. after the Academic Senate had a full quorum.

### **Approval of Agenda:**

- i. MOTION: Duly made by Chair Sanudo:

"To approve the Agenda"

Hearing no objection the Chair moved unanimous consent.

### **2. Approval of Minutes:**

- i. MOTION: Duly made by Chair Sanudo

"To approve the Minutes dated April 12, 2018"

Hearing no objection to the motion the minutes were approved as distributed.

### **3. Announcements, Administrative Reports and Memorials:**

1. Deputy Chair Jennifer Fernandez presented Chair Manuel Sanudo with a plaque of dedication and thanked him for his hard work and leadership.

### **4. Special Motions (none)**

## Academic Senate Minutes – May 3, 2018

### 5. Committee Reports

#### 5a. Undergraduate Curriculum Committee

Editorial corrections: Add under page 1. 3a. Add under writing Intensive Advisory Committee. Anthropology 361w. (approved)

MOTION: Duly made by Professor Kenneth Lord, Chair of the UCC:

“To accept the Undergraduate Curriculum Committee Minutes dated April 12, 2018 as amended”

Hearing an objection to the motion, Senator Kenneth Lord moved unanimous consent.

#### A. General Education

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://senate.qc.cuny.edu/Curriculum)

1. General Education Advisory Committee  
*No report.*
2. Mathematics and Quantitative Reasoning Advisory Committee  
*No report.*
3. Writing Intensive Advisory Committee.  
*No report.*
4. STEM variant courses.  
*None.*

#### B. Curriculum Changes

##### 1. FNES

###### Removal of Food Management Minor:

Requirements for the minor in family & consumer sciences:

Food Management (Minor code F-FOOD-MIN)

Required courses FNES 101, 163, and 275, and at least seven credits selected from among:

FNES 104, 203, 378, 371 (1–2 credits), 374 (1-2 credits), and 378.

##### 2. Drama, Theater and Dance

Please note, none of the proposed changes below have a budget impact. All of these changes represent either a desire for more accurate reflection of existing pedagogy in catalogue sequencing and descriptions or new courses which are/can be taught with existing faculty and technologies.

- a. Change in number and title.

To Read:

DRAM 120. Introduction to Dramatic Literature.

3 hr.; 3 cr. A study of plays and playwrights with particular attention to the relationship between text and performance. NOTS DRAM 101. Fall, Spring

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(5a. UCC continued)

- b. Change in title and description.

To Read:

DRAM 201. History of World Theater I (Antiquity through 17th Century). Prerequisite: DRAM 120 or permission of the department

3 hr.; 3 cr. A study of plays with special reference to the history of theater architecture, scene design and acting. Fall

- c. Change in title, prerequisite and description.

To Read:

DRAM 202. History of World Theater II (18th Century to the Present). Prerequisite: DRAM 201 or permission of the department

3 hr.; 3 cr. A study of plays with special reference to the history of theater architecture, scene design and acting. Spring

- d. Change in number, title and description.

To Read:

DRAM 303. Dramatic Literature 1880-1980. Prerequisite: DRAM 120 or permission of the department  
3 hr.; 3 cr. A study of plays of the latter part of the nineteenth century and the greater part of the twentieth, with emphasis on production theory and the development of representative styles of drama. NOTS DRAM 203.

- e. Change in number, title and description.

To Read:

DRAM 304. Dramatic Literature 1980-Present. Prerequisite: DRAM 120 or permission of the department

3 hr.; 3 cr. A study of plays from the late twentieth century to the present; particular emphasis on performance, theory, and the development of representative styles of contemporary drama. NOTS DRAM 204.

- f. Change in title, prerequisite and description.

To Read:

DRAM 308. Advanced Topics in Theater Studies. Prerequisite: DRAM 120 and either DRAM 201 or DRAM 202, or permission of the department

3 hr.; 3 cr. Topic varies from semester to semester. Advanced study of one or more playwrights, theater companies, theatrical theories or methods, or periods of theater history. May incorporate a creative component. Sample topics are “Devised and Collaboratively Created Theater,” “Gender and Sexuality in Theater since 1970,” “African-American Theater 1960-present.” May be repeated for credit if a different topic is studied.

- h. Course withdrawn.

Drama 309: Studies in Theater History

This course has not been offered in more than ten years, and will be redundant once the new Drama 308 is in place

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(5a. UCC continued)

i. Change in title and prerequisite.

To Read:

DRAM 231. Directing I. 3 hr.; 3 cr. Prereq: DRAMA 121

A beginning course in the craft of stage direction including play and character analysis, staging techniques, production styles, and rehearsal methods. Classroom staging exercises and direction of a scene as a final project are required. Fall, Spring

j. Change in title and prerequisite.

To Read:

DRAM 332. Directing II. 3 hr.; 3 cr.

Prereq.: Drama 231, Drama 222 and permission of department. Continuation of study of directing. Student will direct one act of a play or a one-act play. May be repeated for credit if different work is involved. Fall, Spring

k. Change in title and description.

To Read:

DRAM 333. Independent Study in Directing. 3 hr.; 3 cr.

Prereq.: Drama 332 and permission of department. Advanced projects in directing a full-length production. May be repeated for credit if different work is involved.

l. New course:

DRAM 242: Puppet Theater Workshop 3hrs 3cr. This course is an introduction to various puppet theater forms. The workshop may cover rod, shadow, marionette and other forms of global puppetry. Students will build and create original puppets, as we well as write and perform puppet plays. May be repeated for credit if different work is involved.

m. COURSES WITHDRAWN:

DRAMA 155: TEXTS AND TIMES

DRAMA 248: BLACK DRAMA WORKSHOP

DRAMA 210: HISTORY OF MUSICAL THEATER

n. Change in title and description.

To Read:

DRAM 111. Introduction to Theater Design. 3 hr.; 3 cr.

An exploration of all forms of stage design, including scenery, costumes, lighting, and sound. Projects developed in various media for selected plays. (CE / AP) Fall, Spring

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(5a. UCC continued)

- o. Change in number and prerequisite.

To Read:

DRAM 212. Scenic Design I. 3 hr.; 3 cr

Prereq.: Drama 111 or permission of department. Students will design stage scenery for plays, operas, and musical theater. NOTS DRAM 211. Fall, Spring

- p. Change in prerequisite and description.

To Read:

DRAM 312. Scenic Design II. 3 hr.; 3 cr.

Prereq.: Drama 212 or permission of department. Advanced study of scenic design for live performance. Expands on topics covered in Drama 212. Fall, Spring

- q. Change in number, prerequisites and description.

To Read:

DRAM 214. Costume Design I. 3 hr.; 3 cr.

Prereq.: Drama 111 or permission of department. An introductory study of the fundamental principles of costume design for live performance. Includes workshop hours in the costume shop. NOTS DRAM 213. Fall, Spring

- r. Change in prerequisite and description.

To Read:

DRAM 314. Costume Design II. 3 hr.; 3 cr.

Prereq.: Drama 214 or permission of department. Advanced study of the principles of costume design for live performance. Expands on topics covered in Drama 213. Includes a workshop on costume construction and assisting on a departmental production. Fall, Spring

- s. Change in number and title.

To Read:

DRAM 216. Lighting Design and Technology I. 3 hr.; 3 cr.

Prereq.: Drama 115 or permission of department. Aesthetics and practice of lighting design with reference to historical development, color theory, basic electricity, control equipment, and optics for stage lighting. Fall

- t. Change in title and description.

To Read:

DRAM 316. Lighting Design and Technology II. 3 hr.; 3 cr.

Prereq.: Drama 216 or permission of department. Advanced study of color, optics, and production for the stage. Emphasis on lighting design, script analysis, plotting, cueing. Design for the Student Choreography Showcase. Spring

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(5a. UCC continued)

u. Change in title, prerequisite and description.

To Read:

DRAM 318. Independent Study in Technical Theater. 3 hr.; 3 cr.

Prereq.: Drama 218 and permission of department. Advanced individual projects in technical theater which will involve the execution of a Queens College production. May be repeated for credit if a different project is undertaken. Fall, Spring

v. Change in title, prerequisite and description.

To Read:

DRAM 319. Independent Study in Scenography. 3 hr.; 3 cr.

Prereq.: Drama 312, 314, 316 and permission of department. Design of costumes, scenery, lighting, or sound for a mainstage departmental production. May be repeated for credit if a different project is undertaken. Fall, Spring

w. New Course:

DRAM 218. Practicum in Technical Theater. 3 hr.; 3 cr.

Prereq.: Drama 115 or Drama 111 and Permission of the department. 135 hours of workshop and crew work in the scene shop. Fall, Spring

x. New Course:

DRAM 217. VT: Special Topics in Stagecraft and Technical Theater. 3hr;3cr Prereq:Drama 115 OR permission of the department. This course is a variable topics course and may cover advanced stagecraft such as furniture making, welding, robotics, and other modes of scenery construction and advanced topics in electrics, projections design, props, mask making, advanced costume construction, or other topics focused on innovations in theater technology. May be repeated for credit if the topic is different. Fall, Spring

y. New Elective Capstone Course:

Drama 311. Advanced Seminar in Scenography 3HR; 3CR. Prereq: PERMISSION OF THE DEPARTMENT. Recommended Prereq: DRAMA 332, DANCE 173, DRAMA 312, 314, or 316. An advanced study of design for live performance. Students in this course will develop designs for three large projects working in teams that can include directing and choreography students. Individual portfolio development and assessment will also be a part of this course. This is a capstone or thesis course for design students.

z. Change to the major.

**To Read:**

At least 39 credits, including (18 credits):

- DRAM 120. Introduction to Dramatic Literature
- DRAM 201. History of World Theater I

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- DRAM 202. History of World Theater II
- DRAM 111. Introduction to Design for the Theater
- DRAM 115. Introduction to Technical Theater
- DRAM 218. Practicum in Technical Theater

Plus one course from each of the following groups (9 credits)

- DRAM 303. Dramatic Literature 1880-1980
- DRAM 304. Dramatic Literature 1980-Present
- DRAM 308. Advanced Topics in Theater Studies
  - DRAM 100. Introduction to Acting
  - DRAM 121. Acting I
  - DRAM 230. Stage Management
  - DRAM 231. Introduction to Directing

Plus 12 elective credits.

### 3. HLL

#### a. New Course

PORT 41. Global Portuguese Literature in Translation  
3 hr.; 3 cr. Prerequisite: ENGL 110

A selection of canonic and non-canonic works originating from the Portuguese speaking countries. Due to their cultural and sometimes political relevance, these classics provide a broad perspective of the historical and civilizational evolution of Portugal, Brazil and African countries like Angola or Mozambique. Exploring works so diverse in terms of chronology and geographical region provides insight not only into the reasons that books become classics, but also the importance of language and literature to the construction of national and supra-national identities

### 4. History

#### a. Change in course number and prerequisite.

To read:

HIST 280W. Film Aesthetics and History. 3hr.; 3cr. Prereq.: ENGL 110

#### b. Change to the major:

To read: *Upper-Division Course in Non-Western History*

(1 course, 3 credits): Once course from among the following:

HIST 160, 166, 255-257, 289, 294, 295, 298, 309, 311, 315, 332, 334, 335, 338, 344, 355, 356, 360, 361.

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c. Change to the major:

To read: *Ancient and Pre-Modern History*

Includes HIST ~~400~~, 113, 114, 140, 144, 148, 158, 203-206, 208, 209, 212, 251, 286, 311, 352.

d. Change to the major:

To read: *European History since the Fall of Rome*

Includes HIST 107–110, 115, 116, 150, 164, 169, 203, 209-213, 215–218, 222, 225, 227–233, 236–242, 251–254, 287, 291, 292, 295, 302-305, 308-310, 312-315, 332, 349, 352, 361.

e. Change to the major:

To read: *United States History*

Includes HIST 163, 168, 242, 255, 258-260, 262, 263, 265–267, 270–279, 284, 285, 288, 297, 299, 313, 314, 329, 340–343, 345, 347, 348, 350, 351, 388.

f. Change to the major:

To read: *History of Areas of the World other than the United States and Europe*

Includes HIST 105, 106, 111, 112, 121, 125, 126, 140–142, 144–149, 160, 166, 255-257, 289, 294, 295, 298, 309, 311, 315, 332, 334, 335, 338, 344, 355, 356, 360, 361.

g. Change to the major:

To read: *Jewish History*

Includes HIST 114-116, 159, 237, 249, 251-257, 290, 295, 311, 312, 336, 338, 349.

h. Change to the major:

To read: *Gender History*

Includes HIST 162, 270-272, 298, 308, 335, 336, 342, 345

## 5. Mathematics

a. Change to a Major: Adding a Data Science and Statistics Option to the Mathematics Major

### TO READ:

Students majoring in mathematics may choose from one of the following options: the pure mathematics option, the applied mathematics option, the data science and statistics option, the secondary education option, or the elementary education option. All students must have completed MATH 151 and 152 or the equivalents. (The following sequences of classes are considered the equivalents of MATH 151 and 152: MATH 141, 142, and 143; MATH 131, 132, and 143; MATH 151, 142, and 143; MATH 157 and 158.)



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### The Data Science and Statistics Option

See the box on the next page for the specific requirements for this major.

Each student taking this option must visit the Data Science and Statistics advisor by the end of the upper sophomore year. The advisor will meet with the student at least once a year to coordinate the student's program.

### **THE DATA SCIENCE AND STATISTICS OPTION (CONCENTRATION CODE MATH-DSS)**

All students electing the Data Science and Statistics option must take MATH 201, 231 (or 237), 241 (or 611), 310 (or 320), 341, 368 (or 621), 369 (or 633), CSCI 111, 212 (or 211), ECON 382, 387, and SOC 205 (or BIOL 230). We recommend that MATH 241 be taken before SOC 205 (or BIOL 230). We recommend that MATH 341 and MATH 369 (or 633) not be taken simultaneously. There is an additional requirement of three electives from List A and two electives from List B. If SOC 333 is chosen from List A, we recommend CSCI 111 be taken before SOC 333. Note that no course may be counted as both a required course and an elective course. At least twenty credits of these required and elective courses must be taken at Queens College.

**List A:** SOC 235, SOC 333, CSCI 48, CSCI 211, CSCI 212, CSCI 220, CSCI 313, BUS 386, BIOL 330, PSYCH 323 or one relevant course not on this list (upon prior approval by your advisor).

**List B:** MATH 202, 220, 223, 232 or any MATH course 310 and above.

The university has general education requirements. There are many general education courses that involve data science concepts; these can be beneficial for a student choosing the Data Science and Statistics option. We recommend the following courses below listed with the core code(s) that are fulfilled:

LCD 101 (SW/LANG/SCI)

LCD 102 (LANG)

PSCI 100 (USED)

PSYCH 101 (SW/SCI)

PSYCH 213W (LPS/SW/SCI)

SOC 101 (IS)

Note that the LCD 101 and LCD 102 are highly recommended for the student who wishes to learn natural language processing, an important aspect of modern data science.

b. New Course:

MATH 368. Advanced Probability.

3 hr.; 3 cr. Prereq: MATH 201, 231 and 241.

Binomial, Poisson, normal, and other distributions. Random variables. Laws of large numbers.

Generating functions. Central limit theorem. Not open to students who are taking or who have received credit for MATH 621. Students cannot receive credit for both MATH 368 and MATH 621.

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### c. New Course:

MATH 369. Advanced Statistics.

3 hr.; 3 cr. Prereq.: MATH 201, 231 and 241.

Advanced topics in statistics including statistical inference. Not open to students who are taking or who have received credit for MATH 633. Students cannot receive credit for both MATH 369 and MATH 633.

## 7. Psychology

- a. Course to be placed on reserve: PSYCH 103. Pleasure and Pain

## 8. Biology

- a. Change in prerequisite.

To Read:

BIOL 44. Food and Human Microbiology. 6 hr., 4 cr. Prereq: BIOL 11, BIOL 40 or BIOL 106.

## 9. English

- a. Change in title

To Read:

ENGL 151, 151W. Readings in British Literature. 3hr.; 3 cr. Prereq.: ENGL 110.

- b. Change in title.

To Read:

ENGL 152, 152W. Readings in American Literature. 3hr.; 3 cr. Prereq.: ENGL 110.

- c. Change in title.

To Read:

ENGL 154, 154W. Readings in Fiction. 3hr.; 3 cr. Prereq.: ENGL 110.

- d. Change in title.

To Read:

ENGL 155, 155W Readings in Drama. 3hr.; 3 cr. Prereq.: ENGL 110.

- e. Change in title.

To Read:

ENGL 157, 157W. Readings in Global Literatures in English. 3hr.; 3 cr. Prereq.: ENGL 110.

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f. Change in title.

To Read:

ENGL 320. Early Modern Literature. 3hr.; 3 cr. Prereq.: ENGL 170W.

g. Change in title.

To Read:

ENGL 321. Seventeenth-Century Literature. 3hr.; 3 cr. Prereq.: ENGL 170W.

h. Change in title.

To Read:

ENGL 322. Restoration and Eighteenth-Century Literature. 3hr.; 3 cr. Prereq.: ENGL 170W.

i. Change in title.

To Read:

ENGL 340. Medieval and Early Modern Drama. 3hr.; 3 cr. Prereq.: ENGL 170W.

j. Change in title.

To Read:

ENGL 344. The Eighteenth-Century Novel. 3hr.; 3 cr. Prereq.: ENGL 170W.

k. Change in title.

To Read:

ENGL 345. The Nineteenth-Century Novel. 3 cr. Prereq.: ENGL 170W.

l. Change in title.

To Read:

ENGL 380. Classical Backgrounds of Literature in English. Prereq.: ENGL 170W.

m. Change in title and description.

To Read:

ENGL 346. Early Twentieth-Century Fiction. 3 hr.; 3 cr. Prereq.: ENGL 170W.

A study of fiction written from 1900 to the end of World War II. The course will include a consideration of how twentieth-century fiction responds to and rewrites earlier realist conventions and Victorian norms; it may thus include some fiction from before 1900. Topics may include stream of consciousness and experimental forms; the World Wars; colonialism, anti-colonial struggle, and changes in racial definitions; the women's rights movement. Writers may include Willa Cather, William Faulkner, E.M. Forster, Ernest Hemingway, Zora Neale Hurston, Henry James, James Joyce, Nella Larsen, D.H. Lawrence, Katherine Mansfield, George Orwell, Gertrude Stein, Sui Sin Far, Jean Toomer, and Virginia Woolf.

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- n. Change in title and description.

To Read:

ENGL 370. Nineteenth- and Early Twentieth-Century Drama. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of drama written from 1800 to the end of World War II. Topics may include realism and surrealism; melodrama; theater of cruelty; transnational influences and movements; nationalisms; political theater; feminist themes. Writers may include Maxwell Anderson, Bertolt Brecht, Gilbert and Sullivan, Susan Glaspell, Zora Neale Hurston, Henrik Ibsen, Sean O’Casey, Clifford Odets, Eugene O’Neill, George Bernard Shaw, August Strindberg, J.M. Synge, Rabindranath Tagore, Oscar Wilde, and Thornton Wilder.

- o. Change in title and description.

To Read:

ENGL 371. Twentieth- and Twenty-First-Century Drama and Performance. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of drama and performance from World War II to the present. Topics may include theater of the absurd; musical theater; political theater; expanding explorations of gender, sexual, racial, and ethnic identities; installations, “happenings,” and performance art. Writers may include Edward Albee, Samuel Beckett, Lillian Hellman, Suzan-Lori Parks, Harold Pinter, Wole Soyinka, Tennessee Williams, August Wilson, and recent experimental dramatists and performance artists.

- p. Change in title and description.

To Read:

ENGL 373. Early Twentieth-Century Poetry. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of poetry from 1900 to the end of World War II. Topics may include the poetry of World War I; modernism(s); imagism; the Harlem Renaissance; transnationalism and migration; queer identity; fascism; Orientalism; Christianity and secularization. Writers may include W. H. Auden, Countee Cullen, Hart Crane, T.S. Eliot, Robert Frost, Thomas Hardy, Langston Hughes, Claude McKay, Marianne Moore, Ezra Pound, Gertrude Stein, Wallace Stevens, Dylan Thomas, William Carlos Williams, and William Butler Yeats.

- q. Change in title and description.

To Read:

ENGL 374. Twentieth- and Twenty-First-Century Poetry. 3 hr.; 3 cr. Prereq. ENGL 170W. A study of poetry from World War II to the present. Topics may include confessional poetry and poetic autobiography; the New York School; language poetry; the Black Arts Movement; projectivism and the Black Mountain School; the Beat Generation. Writers may include John Ashbery, Amiri Baraka, Elizabeth Bishop, Kamau Brathwaite, Gwendolyn Brooks, Robert Creeley, Allen Ginsberg, Nikki Giovanni, Louise Glück, Seamus Heaney, Lyn Hejinian, Juan Felipe Herrera, Yusef Komunyakaa, Philip Larkin, Audre Lorde, Frank O’Hara, Sylvia Plath, Adrienne Rich, Theodore Roethke, Ntozake Shange, Derek Walcott, John Yau, and others associated with trends and movements of contemporary verse.

- r. New Course:

ENGL 318. Modernisms. 3 hr.; 3 cr. Prereq.: ENGL 170W. A multi-genre study of texts, theories, and cultures of the modernist period (approximately 1900-1945). Topics may include literary/aesthetic experiments like surrealism and abstraction; individuality and anonymity; cosmopolitanism, liberalism, and the rise of fascism; colonialism, imperialism, and mass migration; the World Wars and the experience of trauma; comparative modernities and modernisms; women’s rights movement. Genres may include

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(5a. UCC continued)

fiction, manifestos, poetry, drama, memoir, reportage, case studies, periodicals, and radio, film, and visual media, alongside prominent theories of modernism.

*The English elective courses currently offered for the early twentieth century (346, 370, 373) either focus on a national literature or are genre based. This course will allow for teaching multi-genre courses in the early twentieth century that include British, American, and Anglophone literature.*

s. New Course.

ENGL 319. Twentieth- and Twenty-First-Century Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. A multi-genre study of texts, theories, and cultures from 1945 to the present. Topics may include postmodernism and late/global capitalism; Civil Rights and decolonial movements; states of emergency and exception; technological change and post-humanism; parody and pastiche; the Cold War and paranoia; climate change and climate justice; popular culture. Genres may include speculative fiction, drama, comedy, memoir, fiction, poetry, visual media, and creative non-fiction, alongside prominent theories of postmodernism, postcolonialism, and contemporary culture.

*The English elective courses currently offered for the twentieth and twenty-first century (371, 374, 276) focus on British and American literature and are genre based. This course will allow for teaching multi-genre courses in the twentieth and twenty-first century that include not solely British and American, but also global Anglophone literature.*

t. Change to the bulletin – information only

Page 194:

To Read:

Students who plan to major in English should take ENGL 170W. Courses below ENGL 200W do not satisfy the free elective choices of the department major or the minor.

### 10. Media Studies

a. New Course.

MEDST 211: Introduction to Sports Television  
3 hr., 3 cr.

Exploration of the various aspects of sports television as entertainment, storytelling and journalism from production of live events and studio shows to programming, sales, marketing and new media. Students will get an inside look at the industry from award-winning professionals in an interactive class format and also learn about careers in this field such as producing, directing, announcing, executive and technical roles. Each class will also discuss the topics of the day and the ethics surrounding sports media.

### 5b. Graduate Curriculum Committee:

i. MOTION: Duly made by Interim Associate Provost William McClure:

“To accept the Graduate Curriculum Committee minutes dated March, 2018”

Hearing no objection to the motion, the Chair moved unanimous consent.

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(5b. GCC continued)

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### 1. ECPSE

#### a. New Course.

ECPSE 723: Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement

3 hrs, 3 credits

Prerequisite: Acceptance in the BCBA Track program

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

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

#### b. Change in title and description.

To Read:

ECPSE 728. Applied Behavior Analysis II: Advanced Concepts and Treatment Strategies. 3 hr.; plus field work; 3 cr. Prereq.: ECPSE 723, Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement.

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

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

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(5b. GCC continued)

### 2. FNES

#### a. New Course.

FNES 753: Building Relationships Inside and Outside the Classroom

3 hours, 3 credits.

This course focuses on building and maintaining positive relationships within a school: students in the classroom and people outside the classroom like administrators, colleagues, and parents. Being able to productively work with others from different cultural backgrounds and diverse perspectives is an essential skill in today's world. Another key skill for teachers is learning how to best manage a classroom of students with a diversity of academic, social and emotional needs. This course provides teachers research-based strategies and best practices in developing a classroom environment that can build positive connections with students, partnerships with parents, and productive relationships with others in a school.

#### b. Change in requirements.

Master of Science in Education in Family and Consumer Sciences Teacher Education, K-12

To Read:

The following courses are required: FNES 636, 643, 705, 747, 748, 753; and three elective courses (9 credits) from the following list: FNES 707, 711, 727, 728, 741, 745, 749, 751, 765, 781 or 782.

ii. MOTION: Duly made by Interim Associate Provost William McClure:

“To accept the Graduate Curriculum Committee minutes dated April, 2018”

Hearing no objection to the motion, the Chair moved unanimous consent.

### 1. Education

#### a. Change in requirements for admission.

To Read:

The Graduate Record Examination General Test (GRE)\*; a cumulative undergraduate grade point average of 3.0, or its equivalent; three professional letters of recommendation; and a personal statement (essay). \*Note: As of December 13, 2017, the GRE is no longer required of New York State certified teachers and educational leaders with graduate degrees, applying for additional graduate level teacher education and educational leadership programs.

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(5b. GCC continued)

### 2. ECP

Change in requirements.

To Read:

<b>COURSES IN THE MSED EARLY CHILDHOOD/CHILDHOOD/ADOLESCENT SPECIAL EDUCATION BCBA TRACK PROGRAMS</b>		
ECPSE 700	Foundations of Special Ed.	3 cr.
ECPSE 701/702/703	Introduction to Assessment in Early Childhood/Childhood/ Adolescent Special Ed.	3 cr.
ECPSE 712/713/714	Language and Literacy: Principles and Practices in Early Childhood/ Childhood/Adolescent Spec. Ed.	3 cr.
ECPSE 708	Collaboration with Families and School-based Teams	3 cr.
<u>ECPSE 723</u>	<u>ECPSE 723 Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement (BCBA Cohort)</u>	3 cr.
ECPSE 730/710/740	Curriculum and Instruction for Early Childhood/Childhood/ Adolescent Spec. Ed.	3 cr.
ECPSE 731/711/741	Advanced Seminar in Early Childhood/Childhood/ Adolescent Spec. Ed.	3 cr.
ECPSE 728	Advanced Workshop in Applied Behav. Analysis (BCBA Cohort)	3 cr.
ECPSE 720	Trends and Issues in Education of Students with Severe Disabilities	3 cr.
ECPSE 729	Ethics and Professionalism in Applied Behav. Analysis (BCBA Cohort)	3 cr.
ECPSE 725	Internship in Severe Disabilities (BCBA Cohort)	6 cr.
ECPSE 746	Research in Special Education (BCBA Cohort) 3	3 cr.
ECPSE 748	Advanced Research in Special Education (BCBA Cohort)	3 cr.
<b>Total</b>		<b>42 cr.</b>

### 3. LCD

a. Change in requirements.

#### **Alternative Certification Transitional B Masters of Arts in Teaching (MAT) in TESOL**

To Read:

**To be admitted to the Alternative Transitional B MAT program, candidates must meet these requirements, that are in addition to the general requirements for admission.**

#### **General Entrance Requirements:**

1. An undergraduate, or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees;



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2. At least a 3.0 cumulative grade point average or its equivalent
3. An English index of at least 3.0 or a B average.
4. A completed English Major or at least 36 credits in college level English courses in a cohesive program of study. All candidates must have courses which include (1) two semesters in core college-level writing and reading, (2) two semesters of American Literature, (2) two semesters of British/English Literature, and (3) one semester of Global 20th century Literatures in English which may include multicultural or gender-based literatures.
5. Submission of recent GRE scores.

When a candidate's coursework lacks one of the above areas, recommendations are given for specific supplementary coursework that more closely mirrors the undergraduate English major at Queens College.

6. Two letters of recommendation.
7. A personal statement about the professional choice to become a teacher.

### Additional Liberal Arts and Sciences and Content Core Requirements:

- Completion of bachelor's degree with a 3.0 GPA minimum
- Submission of Graduate Record Examination scores
- 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 having achieved a score of 600 or higher on the paper-based Test of English as a Foreign Language (TOEFL), or equivalent.
- Three letters of recommendation
- A personal essay of approximately 500 words
- The credentials of each applicant will be examined by the Linguistics Graduate Admissions Committee. Prior to admission, an interview will be requested, which includes demonstration of oral and written English language proficiency.

b. New Program.

### Core Application for Registration of a New Program<sup>1</sup>, Leading to Professional, Transitional B, and Transitional C

This application is for New York degree-granting institutions seeking to register a new program leading to a **Professional, Transitional-B, or Transitional C certificate**. If the proposal is for a program at the graduate level for a certification area that is new to the institution an [External Review](#) of the program will be required.



This application should NOT be used for the following types of program proposals:

- Programs Leading to Educational Leadership Certification;
- Programs Leading to Pupil Personnel Services Certification
  - Revisions to Existing Registered Programs; or
  - Programs Preparing Licensed [Professionals](#).

The application materials for those types of proposals can be found at:  
<http://www.highered.nysed.gov/ocue/aipr/register.html>

### Completing and Submitting Your Application

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<sup>1</sup> CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

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The Office is committed to a review of proposals within 30 working days of receipt. If a proposal is incomplete, or issues are raised, the contact person identified in the proposal will be informed of the specific questions. Once contacted, institutions have 30 working days to provide a comprehensive electronic response to the questions and resubmit the proposal. If the proposal is not resubmitted within 30 working days or if identified items are not adequately addressed in the resubmission, the proposal will be withdrawn from further consideration.

Detailed information about completing this application can be found within the **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs**: [Word](#) (200KB) [PDF](#) (865 KB)

### Directions for submission of proposal:

1. Create a *single* PDF document that includes the following completed forms:
  - CEO (or Designee) Signature Approval Form
  - This Application
  - Master Plan Amendment Supplement and Abstract (if applicable)
  - External Review of Certain Degree Programs and Response (if applicable)
  - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
2. Create a separate PDF document for any required syllabi or CVs.
3. Attach the PDF documents to an e-mail.
4. Send e-mail to [OCUEdapps@mail.nysed.gov](mailto:OCUEdapps@mail.nysed.gov)

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, New Program, Master of Arts in Teaching, Adolescent Education

**Program registration** is based on standards in the [Regulations](#) of the Commissioner of Education. Section [52.1](#) defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs. Please enter the requested information about the proposed program.

### Task 1. Institution and Program Information

Institution Information	
Institution Name:	City University of New York, Queens College
Institution Code (6 digits):	XXXXXX
<i>The name and code of the institution should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i>	
Institution Address:	65-30 Kissena Boulevard
City:	Queens

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State/Country:	New York
Zip:	11367-1597
<a href="#">Regents Regions:</a>	
Specify campus(s) of the institution where program is offered, if other than the main campus:  <i>The name and code of the location(s) should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i>	
Specify any other additional campus(s) where the program is offered besides the ones selected above:	
If any courses will be offered off campus, indicate the location and number of courses and credits:	
If the program will be registered jointly with another institution, please provide the partner institution's name:	
<b>Program Information for New Programs</b>	
<b>Program Title:</b>	Alternative Transitional B, MAT, TESOL
<a href="#">Degree Award:</a>	Master of Arts in Teaching, TESOL
<a href="#">HEGIS code:</a>	0899.50
<b>Number of Credits*:</b>	48-credits

**If program is part of a dual degree program, provide the following information:**

<b>Program Title:</b>	
<a href="#">Degree Award:</a>	

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<b>HEGIS code:</b>	XXXXXX
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If the partner institution is non-degree-granting, see [CEO Memo 94-04](#)

<b>Section III. Contact Information</b>	
<b>Name of contact person</b>	Arlene Kraat
<b>Title of contact person:</b>	Chair, Department of Linguistics and Communication Disorders
<b>Telephone</b>	<b>718 997-2870</b>
<b>Fax:</b>	718 997-2873
<b>Email:</b>	Arlene.Kraat@qc.cuny.edu

\*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.

Program registration is based on standards set forth in Part 52.1 and 52.2 of the Regulations of the Commissioner of Education. In addition, Section 52.21 provides information specific to the registration of curricula in teacher and educational leadership education. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the primary means by which the Regents support the quality of college and university programs.

**This application is for New York degree-granting institutions seeking to register a new graduate degree program in one of the following teacher or educational leader certification areas:**

- Professional Teacher Certification
- Alternative Transitional B Teacher Certification
- Intensive Transitional C Teacher Certification

**Note:** Applications for new programs leading to initial or initial/professional certification must use the **Initial or Initial/Professional Program Application**.

### Task 2. Program Information and Sample Program Schedule

Please enter the requested information about the proposed program.

#### 1. Program Format

Check all program scheduling and format features that apply: (See [definitions](#).)

**a) Format:**  Day       Evening       Weekend       Evening/Weekend       Not Full-Time

**b) Mode:**  Standard     Independent Study     External     Accelerated     Distance Education

( to register a program with the Distance Education format submit a Distance Education Application for Teacher Education Programs with this proposal)

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c) Other:  Bilingual  Language Other Than English  Upper Division Program

### 2. Program Description and Purpose

a) Provide a brief description of the program as it will appear in the institution's catalog.

*Answer:*

*Answer:*

The alternative Transitional B Teacher Certification program in TESOL is designed for candidates with an undergraduate degree in Liberal Arts (or the equivalent) who wish to enter into a clinical residency program to become Certified TESOL teachers and gain their master's degree in teaching. Admission requirements include; command of both written and spoken academic English, college-level foreign language coursework or passing score on proficiency exam in a language other than English and an in-person interview. Candidates once accepted will engage in an intensive and scaffolded summer experience starting in the beginning of June through preparation for the start of the school year at the beginning of September. The goal of the summer experience is to ensure that residents acquire the foundational skills and knowledge to launch the school year successfully in September and meet the requirements for Transitional B Certification. While taking courses during the first fall and spring semesters candidates serve as an employee of the NYCDOE under the guidance of a mentor teacher. Upon completion of the second semester of clinical residency in the first spring, candidates make the transition to full-time teacher of record in a high need NYCDOE school and receive induction support for the next full academic year. Upon successful completion of the MAT program, the edTPA, and a year-long of supervised full-time teaching under the guidance of a mentor teacher (i.e., after the second spring semester) candidates are cleared for graduation and recommended to NYSED for initial and professional certification.

b) What is the documented need for this program?

*Answer:* No school-based factor affects a child's education more than the quality of his or her teachers. Yet the City's high-poverty urban schools face some of the greatest challenges in attracting and retaining strong teachers. Recent reports estimate that 50 percent of teachers in New York City leave their first positions within three years. This high teacher attrition produces instability, creating a cycle of weak school culture and low student performance that prevents positive momentum from building. Struggling, unstable schools are especially challenging places for new teachers to begin their careers, and such conditions increase the likelihood that teachers—experienced and novice alike—will choose to leave.

In response to these issues, leaders in the field are shifting teacher education practices toward a more clinically rich approach that aligns better with the complex knowledge and skills required to be an effective teacher, provides avenues for collaboration and feedback between institutions of higher education and K-12 schools, and creates partnerships that act from a sense of shared accountability for novice teacher and K-12 student outcomes. In 2010, NCATE (the National Council for Accreditation of Teacher Education) produced its landmark strategy roadmap, "*Transforming teacher education through clinical practice: A national strategy to prepare effective teachers.*" This document informed the new CAEP ([Council for the Accreditation of Educator Preparation](#)) standards that guide the development and accreditation of teacher preparation today. A residency model aligns well with the criteria for CAEP Standard 2, Clinical Partnerships and Practice, which calls for programs that, "establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes."

Establishing a residency program through a collaboration between Queens College, New Visions for Public Schools, and New York City Department of Education schools will provide for the development of a partnership that meets these standards through:

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- Clinical residency courses that provide a vehicle for a highly structured clinical experience and capitalize on the opportunity for applying and reflecting on strategies, theories, and practices learned in coursework through the resident’s daily work with the mentor in the host school.
- A redesigned course sequence that will allow content strands to spiral throughout the program as residents take on increasing responsibility in the classroom, ensuring that coursework supports residents’ developmental needs.
- A program-wide, rigorous, and realistic set of benchmarks for the development of resident practice and greater alignment of the coursework to those benchmarks. Use of authentic, performance-based assessments to measure resident progress against the benchmarks.
- Revision of the role of clinical supervisor to support more collaboration with other teacher educators from across the program and include the use of authentic performance-based assessments that promote K-12 student learning.
- A network of rigorously-selected host schools will have the opportunity to develop the internal capacity of their mentor teachers and school-based coaches as teacher educators. The network will focus on schools in Queens to increase the likelihood that residency graduates are hired and retained in the NYC DOE.
- Engagement of university faculty in mentor and coach professional development and ongoing support to establish meaningful channels of communication and feedback between residency host schools and the university.
- Development of a program leadership team that meets regularly and uses a continuous improvement model, based on data, to examine resident and mentor progress and reflect on and revise program elements on a regular basis.

**c)** Describe and list the formal relationships that the program and its faculty will have with local schools for the purpose of improving the preparation of teachers and the student teaching experience.

*Answer:*

The residency program will be a true partnership with the network of host schools that serve as sites for the clinical placement. In a residency model, the host school, university, and other stakeholders share accountability for effectiveness of the program. The novice teacher’s learning is driven by his or her experiences observing, implementing, reflecting on, collaborating around, and revising instruction, supported by a community of mentors, clinical supervisors, and peers. Queens College faculty will have direct roles in building and sustaining relationships with host school administrators, developing shared beliefs about effective teacher practice and novice teacher learning, supporting the growth of mentoring teachers, collaboratively assessing and providing feedback to individual novice teachers, and working together with program stakeholders to collaboratively examine and revise the program’s structures over time.

All program partners will collaborate on a process for identifying and selecting host schools that will provide effective learning environments for novice teachers and where administrators are interested in utilizing the residency to build their internal capacity for teacher leadership and development. Like teaching hospitals, residency host schools create an environment conducive to training new resident teachers as well as an environment focused on shared learning and transparency. Given how crucial the quality of the host school environment is, schools will progress through an application process designed by the program partners. Queens College, New Visions, and the Department of Education will collaboratively design the selection and MOU development process for schools and mentors and will work together to identify potential strong residency host sites, with an emphasis on schools located in Queens, especially in high-need districts and communities. As appropriate based on their roles, Queens College faculty and administrators will collaborate with New Visions in the process of building relationships with host school administrators and selecting mentors.

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Queens College faculty will be engaged in the initial and ongoing mentor professional development sessions to help build mentors' coaching skills, develop shared vision around effective teaching and the expectations that residents will need to meet during the residency year, norm around observation rubrics and other program assessment tools, and learn about the host school communities. In order to ensure that mentors have adequate time and energy to devote to this crucial role, the mentor role should be recognized as a formal teacher leadership role and compensated as such.

During the "residency year" (two consecutive semesters), each novice teacher is paired one-on-one with a mentor in the same content area with whom they will collaborate as they take on increasing responsibility for planning, teaching, and assessing. The resident takes part in teacher teams at the school, works with fellow educators, and engages with parents and families, experiencing all of the aspects of being a member of the school community. Residents and mentors meet daily to co-plan and discuss feedback on the resident's teaching practice. Depending on the model for funding resident stipends, residents may be asked to take on formal teacher of record responsibilities for up to two class periods per day, as long as their role as a learner teacher takes precedence, and school scheduling allows the mentor to observe and provide feedback on a daily basis.

Queens College clinical supervisors will support resident and mentor growth and development through four formal observations per semester. These observations will form the basis for reflective conversations and professional goal-setting. When the clinical supervisor completes his/her formal observations using the rubric each month, mentors will also observe the same lesson and utilize the rubric to observe residents and give them more formal feedback. The mentor and clinical supervisor will both attend the post-observation conference and the resident, mentor, and clinical supervisor will come to agreement about the most essential next goals for the resident's growth. In cases where the resident needs additional support or intervention to meet program benchmarks, the mentor, clinical supervisor, and host school administrator will work together to create and implement a support plan.

There will be several formal mechanisms through which the Queens College clinical supervisors will be able to stay informed about the resident's daily work with the mentor in the school setting. The resident and mentor will use a coaching log as a tool to focus goals related to improving the resident's teaching practice and keep the resident and mentor accountable to each other for making progress. The clinical supervisor will have access to the coaching log and will review it prior to observations and/or at key points in the semester to help the resident reflect on his or her progress. In addition, the resident will complete a monthly reflection on collaboration with the mentor which is designed to assist the Queens College supervisor in surfacing any challenges or issues in the school setting or resident-mentor relationship that need to be addressed.

In addition, all residents will complete a major teacher inquiry project each semester during the residency year designed to help residents develop their skills in planning, teaching, assessment, student work analysis, and collaboration. Throughout (at least) three inquiry cycles, residents will track their students' learning and revise their strategies and approaches to teaching based on what they learn. Each semester, they will present their learning, accomplishments, and reflections to colleagues and peers, including Queens College faculty. Supervising this deeply practice-based major assessment will also give clinical faculty opportunities to engage with the host schools and mentor teachers.

Throughout the year, Queens College faculty members will engage with the mentor teachers in ongoing professional development and collaboration. This professional development will build mentor skills in instructional coaching as well as helping to develop shared expectations for resident performance, shared understandings of program goals and best practices in education, providing a venue for feedback and collaborative problem-solving to align coursework and clinical practice more closely, and helping faculty to learn about the host school settings.

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In addition, as the program develops, a school-based coach will also support the work of the resident-mentor pairs at each site and collaborate regularly with program faculty to facilitate alignment and coherence between coursework and clinical experiences. Through frequent observation and feedback, the coach will ensure that the resident receives effective support and the mentor develops his/her mentoring capacity. The coach, mentor, and faculty will use a suite of authentic, performance-based assessments of resident practice to provide formative information about how the resident is performing along a developmental trajectory for novice teachers. These assessments will be aligned with the frameworks for teacher evaluation currently in use by the New York City Department of Education so that residents will develop deep understanding of the expectations that will govern their work as full-time teachers.

Finally, all clinical supervisors, school-based coaches, and any interested faculty will be engaged in a cross-school coaching team that meets to reflect on resident and mentor progress and design and revise program supports. The cross-school coaching team will share responsibility for resident development. Core members from across the partnership will meet monthly to shape curriculum, share information about coursework and coaching, collaboratively examine resident progress using a performance-based assessment system, problem-solve around challenges faced by residents and mentors, and develop best practices in coaching.

**d)** What are the anticipated Year 1 *through* Year 5 enrollments?

*Answer:* It is expected that in years 1-3 the enrollment will be 15 to 25 candidates per cohort, and in years 4-5 to be two cohorts of 40 or more candidates in this proposed TESOL Urban Residency Transitional B, Alternative Certification, MAT program.

### 3. Sample Program Schedule

**a)** Complete [Graduate Program Schedule Table](#).

**b)** If the program will be offered through a non-traditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

*Answer:* NA

**c)** Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Yes     No    If no, explain:

**d)** For existing courses, submit a copy of the catalog description. The course descriptions can be pasted into this answer box.

*Answer:*

#### **Pedagogical Core Courses**

**SEYS 536 Educational Foundations.** 3 hr. plus 30 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



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situations and practice. This course will deal with contemporary socioeconomic and political issues that continue to influence and shape education decision-making. Theoretical analysis of major educational ideas and practices in the United States will be examined. Attention will also be given to how growth in technology has influenced the educational environment.

Includes field experience component for students not currently teaching.

**SEYS 552 Educational Psychology.** 3 hr. plus 30 hr. field experience; 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.

**ECPSE 550. Foundations of Special Education.** 3 hr. plus 15 hr. fieldwork; 3 cr. ECPSE 550 prepares non-special education teacher education candidates with the knowledge, skills, and dispositions necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum and prepares candidates with competencies to work collaboratively with colleagues. Teacher education candidates across certification areas and age-ranges are exposed to research-validated professional practice that result in the creation of effective instructional environments for all students, with specific focus on those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The historical and sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs (IEPs), participating in IEP meetings, and advocacy and collaboration are also addressed. Candidates are provided with multiple opportunities to engage in reflective practice regarding the implications of course content to their specific educational disciplines in terms of personalizing instruction and building classroom communities that support the full diversity of learners. Fifteen hours of fieldwork focusing on meeting the needs of students with disabilities within candidates' certification area or age-range are required.

### Pedagogical Content Core Courses

**LCD 701. Introduction to Linguistics.** 3 hr.; 3 cr. Structural aspects of language most relevant to the ESL and/or literacy teacher.

**LCD 741. Methods and Materials of TESOL: Listening, Speaking, Reading, Writing.** Prereq.: LCD 702 and 740. This course is a comprehensive review of the methods and materials used in TESOL/ESL classes to teach the four language skills: listening, speaking, reading, and writing. The class covers how to adapt methods and materials to suit learner populations of different ages and at varying levels of English proficiency. The role of instructional technology (e.g. audiovisual, multimedia, computers in ESL instruction) will also be addressed. There is also an emphasis of assessment in TESOL as it relates to the four language skills. There is a field experience requirement at various school settings in conformity with New York State certification requirements.

**LCD 702. Teaching English Sentence Structure I.** 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. Introduction to the grammar of English and applications to teaching ESL, Part I.

**LCD 740. Second Language Acquisition and Teaching.** Prereq. or coreq.: LCD 701. Introduction to the linguistic and pedagogical theories and methods of teaching ESL. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.

**SEYS 577, Residency 1.** 300 hrs. of daily participation or its equivalent for fifteen weeks at a secondary school; 3cr. Prereq.: Permission of the department; SEYS 536, 700; coreq.:SEYS 552; Prereq or coreq.: SEYS 562. Open only to students who are matriculated in the secondary education program. The first clinical residency is designed to provide candidates with multiple scaffolded opportunities to apply what they are learning in their college course work in 7-12 classrooms. Students are placed at a secondary school setting under the guidance of a school-based mentor and a college-based supervisor Candidates may be required to attend a weekly or bi-weekly

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seminar at the college. Fall.

**LCD 703. *Teaching English Sentence Structure II.*** 3 hr.; 3 cr. Prereq.: LCD 702. Introduction to the grammar of English and applications to teaching ESL, Part II. Continuation of LCD 702.

**LCD 742. *Methods and Materials of TESOL: The Content Areas.*** 3 hr.; 3 cr. Prereq.: LCD 741. In this course students learn the principles and practices for TESOL/ESL through academic content areas such as mathematics, science, social studies, and language arts. Readings, model lessons, and authentic materials are used to examine the theoretical issues involved and apply them to teaching practices for ESL learners at the elementary and secondary levels. Assessment of language and content learning in the classroom will also be addressed.

**SEYS 578, Residency 11.** 300 hrs. of daily participation for fifteen weeks at a secondary school;3cr. Prereq.: Permission of the department; a minimum grade of B in SEYS 562 and SEYS 577 and a 3.0 GPA in SEYS courses. Open only to students who are matriculated in the secondary education program. During the second clinical residency, many of the scaffolded supports provided to candidates during SEYS 577 are systematically removed and candidates are expected to move toward the independent demonstration of instructional effectiveness under the guidance of a school-based mentor and a college-based supervisor. Students must earn a minimum grade of B to be recommended for NYS initial certification. Candidates may be required to attend a weekly or bi-weekly seminar at the college and or take SEYS 582 as a co-requisite. See program advisor. Spring.

**LCD 705. *Language and Cross-cultural Communication.*** 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. The acquisition and use of non-native languages from a cross-cultural perspective. Introduction to research on how non-native speakers learn the sociolinguistic and pragmatic rules of the target language and how inappropriate use of such rules often results in miscommunication between native and non-native speakers. Developing effective pedagogical techniques in teaching communicative competence to ESL learners.

**LCD 706. *Bilingualism.*** 3 cr.; 3 hr. Prereq. or coreq.: LCD 701. Sociolinguistic and psycholinguistic properties of bilingualism, legal history, and educational foundations of bilingual education. Bilingual education will be compared to other approaches. An emphasis is placed on the implications of bilingualism for ESL and/or literacy teachers.

**LCD 712. *Multiple Literacies in TESOL.*** 3 hr.; 3 cr. Prereq. or coreq.: LCD 741. This course provides a strong background in the teaching of the multiple literacies that English language learners need to thrive in today=s technologically changing society. The class explores the teaching of traditional alphabetic literacy skills involved in the English Language Arts. It also prepares students for instruction in emerging forms of communication, including media literacy, information literacy, and information technology. Components include assessment, methods, and materials development.

**LCD 790. *Seminar in Research in TESOL.*** 3 hr.; 3 cr. Prereq.: LCD 741 and 742. Analysis of selected research studies related to TESOL.

e) Submit syllabi for each new course as an addendum to this application. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

f) Only for master's degree programs, as required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable:

*Answer:* LCD 790. Seminar in Research in TESOL is a research course in which students become familiar with current strands in research in the field of TESOL, cross-cultural communication, and second language learning as it applies to theories and pedagogies of classroom instruction and practice. The culminating research

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paper is composed of the following elements of a research paper: (1) introduction and research questions, (2) methodology, (3) review of relevant research literature, (4) analysis of data, and (5) scholarly discussion.

### Graduate Program Schedule Table

- Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term: <i>Summer 1</i>				Term: <i>Fall 2</i>			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
SEYS 536 Educational Foundations	3	<input type="checkbox"/>	NIL	LCD 712 Multiple Literacies in TESOL	3	<input type="checkbox"/>	LCD 741
SEYS 552 Educational Psychology	3	<input type="checkbox"/>	NIL	SEYS 579 Clinical Residency III	3	<input type="checkbox"/>	Clinical Residency a minimum grade
LCD 701 Introduction to Linguistics	3	<input type="checkbox"/>	NIL			<input type="checkbox"/>	
LCD 741 Methods and Materials of TESOL: Listening, Speaking, Reading, Writing	3	<input type="checkbox"/>	LCD 702 & LCD 740, <i>but will be waived for Urban Residency Program</i>			<input type="checkbox"/>	
Term credit total:	12			Term credit total:	6		
Term: <i>Fall 1</i>				Term: <i>Spring 2</i>			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
ECPSE 550 Foundations of Special Ed	3	<input type="checkbox"/>	NIL	LCD 790 Seminar in Research in TESOL	3	<input type="checkbox"/>	NIL
LCD 702 Teaching English Sentence Structure I	3	<input type="checkbox"/>	LCD 701				
LCD 740 Second Language Acquisition and Teaching	3	<input type="checkbox"/>	LCD 701				
SEYS 577, Residency I	3	<input type="checkbox"/>	100 hours of fieldwork			<input type="checkbox"/>	
Term credit total:	12			Term credit total:	3		
Term: <i>Spring 1</i>							
Course Number & Title	Credits	New	Prerequisite(s)				
LCD 703 Teaching English Sentence Structure II	3	<input type="checkbox"/>	LCD 702				
LDC 742 Methods and Materials of TESOL: The Content Area	3	<input type="checkbox"/>	LCD 741				
SEYS 578, Residency II	3	<input type="checkbox"/>	Clinical Residency I with a minimum grade of B				
Term credit total:	9						
Term: <i>Summer 2</i>							
Course Number & Title	Credits	New	Prerequisite(s)				
LCD 705 Language and Cross-cultural Communication	3	<input type="checkbox"/>	LCD 701				
LCD 706 Bilingualism	3	<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6						

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**Program Totals:**

**Credits:48**

**New:** indicate if new course

**Prerequisite(s):** list prerequisite(s) for the noted courses

<b>Task 3. Faculty</b>	
<b>a)</b>	Complete the faculty tables that describe Full-Time Faculty, Part-Time Faculty and Faculty to be Hired, as applicable. If the proposed programs are to be offered at multiple campuses, please submit the faculty tables for each campus. Please see the <b>Guidance Document</b> regarding faculty qualifications : <a href="#">Word</a> (200KB) <a href="#">PDF</a> (865 KB)
<b>b)</b>	Submit individual faculty curricula vitae for each instructor in the proposed program as an addendum to this application.
<b>c)</b>	What is the institution’s definition of “full-time” faculty?
<i>Answer:</i> Professional education faculty with full-time assignments in the professional education unit as lectures and professors at different ranks.	

### Full-Time Faculty Table

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

<b>Faculty Member Name and Title</b> (include and identify Program Director)	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/ licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>	<b>Percent Time to Program</b>
<i>Example:</i> Jonathan Smith, Assistant Professor Program Director	<i>Example:</i> Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany	<i>Example:</i> Special Education N-12 certificate  Smith, J. (2011) Teaching Students with Special Needs. <i>Journal of Special Needs</i> , 3 (6), 226-241.	<i>Example:</i> EDU 301: Teaching Students with Disabilities	<i>Example:</i> 60%
Jennifer Stengel-Mohr, Lecturer	M.S. Ed, TESOL, Queens College B.A., Applied Linguistics, Queens College	TESOL teacher certification K-12  Stengel-Mohr, J. (2014) Language at the Core: Developing Meaningful Connections between the Arts and Classroom Instruction. <i>NYS TESOL Journal</i> , 1 (1), 90-100.	LCD 741:Methods and Materials-4 skills LCD 742: Methods and Materials- Content	25%
Lauren Heffernan, Lecturer	Professional Diploma, School Administration and Supervision, LIU	TESOL teacher certification K-12 School Administration & Supervision:	LCD 740: Second Language Acquisition	25%

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Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed	Percent Time to Program
	M.S. Ed, TESOL, Queens College B.S., Management, Florida International University	District Administration and Supervision  Heffernan, L. (2016) Facilitating ELLs Access to Academic Text. <i>New York State TESOL Idiom</i> , Fall, 7-14.	LCD 712: Multiple Literacies	
Michael Newman, Professor <b>Program Director</b>	Ed.D, Sociolinguistics and Applied Linguistics, Columbia University-Teachers College Ed.M., Linguistics, Columbia University B.A., Psychology, Bates University	Newman, M. (2013). Linguistic Reception of Latin American Students in Catalonia and their Responses to the Implementation of Educational Language Policies. <i>International Journal of Bilingual Education and Bilingualism</i> , 1-15.	LCD 701: Introduction to Linguistics	25%
Kate Menken, Professor	Ed.D., Bilingualism and Language Policy, Columbia University-Teachers College M.S. Ed., Educational Linguistics, University of Pennsylvania B.A., Urban Studies, University of Pennsylvania	TESOL teacher certification K-12  Menken, K. (2013). Emergent bilingual students in secondary school: Along the academic language and literacy continuum. <i>Language Teaching</i> , 46(4), 438-476.	LCD 706: Bilingualism LCD 790: Seminar in Research in TESOL	25%
William Haddican, Associate Professor	Ph.D, Sociolinguistics and Syntax, New York University M.A., Linguistics, New York University B.A., Political Science, Virginia Tech University	Haddican, W. (2014). Interrogative Shifting Constructions in English” <i>Lingua</i> .	LCD 705: Language and Cross-Cultural Communication	25%

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(5b. GCC continued)

### Part-Time Faculty Table

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/ licenses; profession experience; scholarly contributions, etc.
<p><i>Example:</i> Jonathan Smith, Assistant Professor Program Director</p>	<p><i>Example:</i> Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany</p>	<p><i>Example:</i> Special Education N-12 certificate  Teaching Students with Special Needs. <i>Journal of Special Needs</i>, vol. 3 no. 6, 226-241, 2011.</p>
<p>Monica Chavez, Adjunct Lecturer</p>	<p>M.A. - SUNY/Stony Brook, Applied Linguistics B.A. - Queens College, Linguistics &amp; Spanish Baruch College, College of St. Rose, Administration and Supervision</p>	<p>TESOL teacher certification 7-12 School Administration &amp; Supervision: District Administration and Supervision</p>
<p>Grey, Leslee Assistant Professor</p>	<p>Ph.D, Georgia State University  Social Foundations of Education</p>	<p>1.Garrison, Joshua and Leslee Grey(2012). “Resistance and Insurrection in the Dystopian Novels of Isamu Fukui,” <i>Dystopian Literature and Educational Theory</i>, Edited by Jessica Heybach and Eric Sheffield. Information Age. 2.Grey, Leslee (2012). “Genderqueer Youth and Hip Hop Masculinities, in <i>Hip-Hop(e): The Cultural Practice and Critical Pedagogy of International Hip-Hop</i>. Edited by Brad Porfilio &amp; Mike Viola. Peter Lang Publishing Group.</p>
<ul style="list-style-type: none"> <li>• Michaels, Craig</li> <li>• Professor</li> </ul>	<ul style="list-style-type: none"> <li>• Ph.D. New York University</li> <li>• Special Education/ Educational Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Wang, P., Michaels, C. A., &amp; Day, M. B. (in press). Stress and coping strategies of Chinese families of children with autism and other developmental disabilities. <i>Journal of Autism and Other Developmental Disorders</i>.</li> <li>• 2. Wang, P., &amp; Michaels, C. A. (2009). Chinese families of children with severe disabilities: Family needs and available support. <i>Research and Practice for Persons with Severe Disabilities</i>, 34(2), 21-32.</li> <li>• 3. Michaels, C. A. (2008). Competency and transition to employment: Implications for students with learning disabilities. In G. Blalock, J. Patton, P. Kohler, &amp; D. S. Bassett (Eds.), <i>Transition and students with learning disabilities: Facilitating the movement from school to adult life</i> (2<sup>nd</sup> ed.) (pp. 245-272). Austin, TX: Hammill Institute on Disabilities.</li> </ul>

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If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

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<b>Title/Rank of Position</b>	<b>No. of New Positions</b>	<b>Minimum Qualifications</b> (including degree and discipline area)	<b>F/T or P/T</b>	<b>Percent Time to Program</b>	<b>Expected Course Assignments</b>
Adjunct Lecturer	4	MS in Education: TESOL	P/T	33%	Coverage of graduate courses in TESOL faculty teaching in New Visions program
Adjunct Assistant Professor	2	MS in Education: TESOL	P/T	33%	Coverage of graduate courses in TESOL faculty teaching in New Visions program

<b>Task 4. Resources</b>
<b>Resources, Facilities and Academic Support Services</b>
<p><b>a)</b> Complete the New Resources Table. If no new resources are identified as needed for the proposed program, describe why none are needed.</p> <p><i>Answer: None</i></p>
<p><b>a)</b> What library resources will be added to support this program?</p> <p>The total amount of library resources dedicated to the Education Unit in Queens College, which the MAT program would be an integral part is \$54,580, which represents 7.6% of the library budget in the year 2009-2010. Since that time, the number of journals available to education students has increased by 230 (roughly 300%). This represents library expenditures for monographs, periodicals, and standing orders. The figure understates the resources available to students from the Education Unit because library resources ordered for other units also apply to subjects studied in Education. In addition, most journals are purchased in electronic journal packages in which Education journals may be obtained as a byproduct of purchasing subscriptions for journals for other divisions. In addition to the normal library funds for education and related departments, several gifts have benefited Education, such as the Deborah Elkins Endowment Fund. The Lincoln Center Institute has also continued to contribute around \$1,000 in resources annually to support its collaboration with the Education Unit.</p> <p>Besides purchasing resources, the library supports teacher candidates and the faculty of MAT by providing a faculty member designated as Education Unit liaison and a subject bibliographer in Rosenthal Library. The liaison collects material recommendations from faculty members for the bibliographer. The library staff offers classes to introduce faculty and candidates to specialized materials and a common area where wireless connections to the internet are available. Teacher candidates and faculty may access the library’s resources from remote locations with proper software and identification.</p>

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- b)** Describe the academic support services provided by the institution and highlight those services specifically designed for students within this program to ensure their success.

*Answer:* For ELL students who have extreme difficulty with spoken and written English we have enlisted the help of the English Language Institute at Queens College. The English Language Institute (ELI) at Queens College (QC) is a comprehensive academic program for learning English as a second language. (See webpage at <http://www.qc.cuny.edu/pcs/programs/EnglishLanguage/Pages/default.aspx>). Established in 1945, it is the oldest English language school in the City University of New York (CUNY) system and the second oldest in the entire United States. All of our faculty members possess graduate degrees in applied linguistics and/or teaching English as a second language. Faculty provides intensive and well-rounded training in English as a second language. For the past three years they have offered a special course for our students, (free of charge), which is geared towards the language demands of prospective teachers.

### New Resources Table

List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

New Expenditures	Year 1	Year 2	Year 3
Personnel	none	none	none
Library	none	none	none
Equipment	none	none	none
Laboratories	none	none	none
Supplies & Expenses (Other Than Personal Service)	none	none	none
Capital Expenditures	none	none	none
Other	none	none	none
<b>Total all</b>	none	none	none

### Supplement A: Application for Registration of a New Program Leading to a Professional Teaching Certificate



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### 1. Admission Criteria

- a)** List all program admission requirements and provide the checklist or other document the institution uses to verify these requirements. Be specific.

*Answer:* Prior to being admitted to the Alternative Transitional B MAT program, candidates must meet the general education core requirements in the liberal arts and sciences and the content core requirements specified in the current regulations for traditional teacher preparation programs. In addition, candidates must have the following:

8. An undergraduate, or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees;
9. At least a 3.0 cumulative grade point average or its equivalent
10. An English index of at least 3.0 or a B average.
11. A completed English Major or at least 36 credits in college level English courses in a cohesive program of study. All candidates must have courses which include (1) two semesters in core college-level writing and reading, (2) two semesters of American Literature, (2) two semesters of British/English Literature, and (3) one semester of Global 20th century Literatures in English which may include multicultural or gender-based literatures.
12. Submission of recent GRE scores.  
When a candidate's coursework lacks one of the above areas, recommendations are given for specific supplementary coursework that more closely mirrors the undergraduate English major at Queens College.
13. Two letters of recommendation.
14. A personal statement about the professional choice to become a teacher.

- c)** Describe the process for evaluating exceptions to those requirements.

*Answer:* Each applicant will be considered on a case by case basis to allow for extenuating circumstances

- d)** If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

*Answer:* NA

### 2. Curriculum

**Pedagogical Coursework.** In the program chart below, list all the pedagogical courses in the proposed program and identify the courses that meet the requirement of at least 12 semester hours in graduate study that links pedagogy and content.

Course Number and Title	Credit	R or E required or elective	Instructor(s)/Status Indicate whether the instructor is full-time (FT) or part-time (PT).	Linking Course
Example: EDU 630: Content and Instructional Methods in Math, Science, and Technology	3	R	J. Smith/FT	Yes
LCD 701 Introduction to Linguistics	3	R	Michael Newman/FT	Yes
LCD 702 Teaching English Sentence Structure I	3	R	Monica Chavez/PT	Yes
LCD 703 Teaching English Sentence Structure II	3	R	Monica Chavez/PT	Yes
LCD 705 Language and Cross-cultural Communication	3	R	William Haddican/ FT	Yes
LCD 706 Bilingualism	3	R	Kate Menken/FT	Yes

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LCD 712 Multiple Literacies in TESOL	3	R	Lauren Heffernan/FT	Yes
LCD 740 Second Language Acquisition and Teaching	3	R	Lauren Heffernan/FT	Yes
LCD 741 Methods and Materials of TESOL: Listening, Speaking, Reading, Writing	3	R	Jennifer Stengel-Mohr/FT	Yes
LCD 742 Methods and Materials of TESOL: The Content Area	3	R	Jennifer Stengel-Mohr/FT	Yes
LCD 790 Seminar in Research in TESOL	3	R	Kate Menken/FT	Yes
SEYS 577, Residency I	3	R		Yes
SEYS 578, Residency II	3	R		Yes
SEYS 579, Residency III	3	R		Yes

### Supplement B: Application for Registration of a New Program Leading to Alternative Transitional B Certification in Teacher Education

#### 1. Admission Criteria

Please check that the program meets the following requirements:

X Prior to admission the institution has provided written notification to candidates of the variety of teacher certification pathways available in New York State, including, but not limited to individual transcript evaluation, interstate reciprocity and traditional preparation pathways. Such notification shall also inform candidates aware that other pathways may be less costly and/or time intensive and that they should review all their alternatives before entering the program.

X The program shall require candidates to hold a baccalaureate or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees;

X Candidates shall have achieved a 3.0 cumulative grade point average, or its equivalent, in the program leading to the baccalaureate or graduate degree. The program shall have been found by an officer designated by the registered alternative teacher certification program to have the necessary knowledge and skills to successfully complete the program, which finding shall be in writing and include the basis for that finding; and

X Candidates for a certificate in the classroom teaching service shall have completed an undergraduate or graduate major in the subject of the certificate sought, or an undergraduate or graduate major in a related field approved by the department for this purpose at the time of program registration; or

X Candidates for certificates in early childhood education, childhood education, and middle childhood education-generalist, or special education at developmental levels, or teaching students with disabilities 7-12 generalist, shall have completed an undergraduate or graduate major in a liberal arts or sciences subject or interdisciplinary field.

#### 2. General Education Core in the Liberal Arts and Sciences

Verify that the program has ensured that candidates are prepared with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to each of the following (please check) and that the program can provide evidence of this process upon request.

artistic expression

X humanities

X concepts in history and social sciences

a language other than English

X written analysis and expression

X scientific and mathematical processes

Information retrieval

X communication

#### 3. Content Core

a) List the liberal arts and sciences majors or concentrations that meet the content core requirements. If the program leads to more than one certificate title, as in Adolescent Education, clearly associate the major that the institution will accept for each certificate title.

Answer:

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To enter the program, candidates must These requirements are in addition to the general requirements for admission.

- Completion of bachelor's degree with a 3.0 GPA minimum
- Submission of Graduate Record Examination scores
- 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 having achieved a score of 600 or higher on the paper-based Test of English as a Foreign Language (TOEFL), or equivalent.
- Three letters of recommendation
- A personal essay of approximately 500 words
- The credentials of each applicant will be examined by the Linguistics Graduate Admissions Committee. Prior to admission, an interview will be requested, which includes demonstration of oral and written English language proficiency.

**b)** Complete only if the proposed program leads to the **Social Studies grade 5-9 or 7-12 certificate**. Please check that the acceptable major(s) meet the following requirement:6

The program shall ensure the acceptable major(s) include(s) study in economics, government, and a total of at least 21 semester hours of study in history and geography of the United States and the world.

**c)** Indicate how the program ensures that candidates are prepared with a content knowledge base for assisting students in meeting the State Learning Standards

*Answer:*

Each course in this sequence includes varied and specific assessments related to our Professional SPA accreditation that serve as benchmarks for a candidates' knowledge, skills and dispositions related to TESOL. The criteria for each assessment thoroughly addresses how our candidates meet the needs of their P-12 learners. Additional support, guidance and feedback will be provided to the candidates throughout the program by faculty members.

**d)** Complete only if the proposed program leads to a **Teaching Students with Disabilities 7-12 Generalist certificate**. Indicate how the program meets the following requirements:

The program shall ensure that the candidate has completed a minimum of six semester hours in each of the following subject areas (total 24 semester hours): mathematics, English language arts, social studies and science;

*Answer:* NA

and

The candidate has sufficient pedagogical skills to teach these subjects (mathematics, English language arts, social studies and science).

*Answer:* NA

**e)** Complete only if the proposed program leads to **Teaching Students with Disabilities 7-12 Subject Extensions**, please indicate how the following requirement is met for each proposed extension:

At least 18 semester hours of study or its equivalent in the subject area of the certificate sought.

*Answer:* NA

For social studies, the candidate shall complete the 18 semester hours through a combination of study in United States history, world history and geography.

*Answer:* NA

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### 4. Pedagogical Core Coursework

a) The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "How to Complete the Pedagogical Core Course Table" at

<http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

#### Step 1: LISTING PEDAGOGICAL COURSES

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

#### Step 2: IDENTIFYING CERTIFICATION AREA CODES

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

##### Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
  02. Childhood Education (1-6)
  03. Middle Childhood Education (5-9)
  04. Adolescence Education (7-12)
  05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
  06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
  07. Teaching Students with Disabilities 7-12 Generalist
  08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
  09. Teaching Students Who are Blind or Visually Impaired (all grades)
  10. Teaching Students with Speech and Language Disabilities (all grades)
  11. Teaching English to Speakers of Other Languages (all grades)
  12. Literacy (B-6) or (5-12)
  13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
  14. Teaching a Specific Career and Technical Subject (7-12)
  15. Library Media Specialist (all grades)
  16. Educational Technology Specialist (all grades)
  17. Bilingual Education Extensions\*
  18. Bilingual Education Extensions\*\*
  19. Grades 5 and 6 Subject Area Extensions
  20. Grades 7 through 9 Subject Area Extensions
  21. Gifted Education Extensions
  22. Coordination of Work-based Learning Programs Extensions
  23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
  24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities
- \* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.  
\*\* Bilingual education extensions for library media specialist and educational technology specialist.

#### Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK

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Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

*NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner's Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.*

d) For existing courses, submit a copy of the catalog description. The course descriptions can be pasted into this answer box.

Answer:

### Pedagogical Core Courses

**SEYS 536 Educational Foundations.** 3 hr. plus 30 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. This course will deal with contemporary socioeconomic and political issues that continue to influence and shape education decision-making. Theoretical analysis of major educational ideas and practices in the United States will be examined. Attention will also be given to how growth in technology has influenced the educational environment.

Includes field experience component for students not currently teaching.

**SEYS 552 Educational Psychology.** 3 hr. plus 30 hr. field experience; 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.

**ECPSE 550. Foundations of Special Education.** 3 hr. plus 15 hr. fieldwork; 3 cr. ECPSE 550 prepares non-special education teacher education candidates with the knowledge, skills, and dispositions necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum and prepares candidates with competencies to work collaboratively with colleagues. Teacher education candidates across certification areas and age-ranges are exposed to research-validated professional practice that result in the creation of effective instructional environments for all students, with specific focus on those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The historical and sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs (IEPs), participating in IEP meetings, and advocacy and collaboration are also addressed. Candidates are provided with multiple opportunities to engage in reflective practice regarding the implications of course content to their specific educational disciplines in terms of personalizing instruction and building classroom communities that support the full diversity of learners. Fifteen hours of fieldwork focusing on meeting the needs of students with disabilities within candidates' certification area or age-range are required.

### Pedagogical Content Core Courses

**LCD 701. Introduction to Linguistics.** 3 hr.; 3 cr. Structural aspects of language most relevant to the ESL and/or literacy teacher.

**LCD 741. Methods and Materials of TESOL: Listening, Speaking, Reading, Writing.** Prereq.: LCD 702 and 740. This course is a comprehensive review of the methods and materials used in TESOL/ESL classes to teach the four language skills: listening, speaking, reading, and writing. The class covers how to adapt methods and materials to suit learner populations of different ages and at varying levels of English proficiency. The role of instructional technology (e.g. audiovisual, multimedia, computers in ESL

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instruction) will also be addressed. There is also an emphasis of assessment in TESOL as it relates to the four language skills. There is a field experience requirement at various school settings in conformity with New York State certification requirements.

**LCD 702. *Teaching English Sentence Structure I.*** 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. Introduction to the grammar of English and applications to teaching ESL, Part I.

**LCD 740. *Second Language Acquisition and Teaching.*** Prereq. or coreq.: LCD 701. Introduction to the linguistic and pedagogical theories and methods of teaching ESL. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.

**SEYS 577, Residency 1.** 300 hrs. of daily participation or its equivalent for fifteen weeks at a secondary school; 3cr. Prereq.: Permission of the department; SEYS 536, 700; coreq.:SEYS 552; Prereq or coreq.: SEYS 562. Open only to students who are matriculated in the secondary education program. The first clinical residency is designed to provide candidates with multiple scaffolded opportunities to apply what they are learning in their college course work in 7-12 classrooms. Students are placed at a secondary school setting under the guidance of a school-based mentor and a college-based supervisor Candidates may be required to attend a weekly or bi-weekly seminar at the college. Fall.

**LCD 703. *Teaching English Sentence Structure II.*** 3 hr.; 3 cr. Prereq.: LCD 702. Introduction to the grammar of English and applications to teaching ESL, Part II. Continuation of LCD 702.

**LCD 742. *Methods and Materials of TESOL: The Content Areas.*** 3 hr.; 3 cr. Prereq.: LCD 741. In this course students learn the principles and practices for TESOL/ESL through academic content areas such as mathematics, science, social studies, and language arts. Readings, model lessons, and authentic materials are used to examine the theoretical issues involved and apply them to teaching practices for ESL learners at the elementary and secondary levels. Assessment of language and content learning in the classroom will also be addressed.

**SEYS 578, Residency 11.** 300 hrs. of daily participation for fifteen weeks at a secondary school;3cr. Prereq.: Permission of the department; a minimum grade of B in SEYS 562 and SEYS 577 and a 3.0 GPA in SEYS courses. Open only to students who are matriculated in the secondary education program. During the second clinical residency, many of the scaffolded supports provided to candidates during SEYS 577 are systematically removed and candidates are expected to move toward the independent demonstration of instructional effectiveness under the guidance of a school-based mentor and a college-based supervisor. Students must earn a minimum grade of B to be recommended for NYS initial certification. Candidates may be required to attend a weekly or bi-weekly seminar at the college and or take SEYS 582 as a co-requisite. See program advisor. Spring.

**LCD 705. *Language and Cross-cultural Communication.*** 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. The acquisition and use of non-native languages from a cross-cultural perspective. Introduction to research on how non-native speakers learn the sociolinguistic and pragmatic rules of the target language and how inappropriate use of such rules often results in miscommunication between native and non-native speakers. Developing effective pedagogical techniques in teaching communicative competence to ESL learners.

**LCD 706. *Bilingualism.*** 3 cr.; 3 hr. Prereq. or coreq.: LCD 701. Sociolinguistic and psycholinguistic properties of bilingualism, legal history, and educational foundations of bilingual education. Bilingual education will be compared to other approaches. An emphasis is placed on the implications of bilingualism for ESL and/or literacy teachers.

**LCD 712. *Multiple Literacies in TESOL.*** 3 hr.; 3 cr. Prereq. or coreq.: LCD 741. This course provides a strong background in the teaching of the multiple literacies that English language learners need to thrive in today=s technologically changing society. The class explores the teaching of traditional alphabetic literacy skills involved in the English Language Arts. It also prepares students for instruction in emerging forms of communication, including media literacy, information literacy, and information technology. Components include assessment, methods, and materials development.

### **RESEARCH Course**

**LCD 790. *Seminar in Research in TESOL.*** 3 hr.; 3 cr. Prereq.: LCD 741 and 742. Analysis of selected research studies related to TESOL.

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c) Submit syllabi for each **new** course as an addendum to this application. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades

**NOTE:** Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

a) Graduate level programs preparing candidates for a second certificate sometimes waive specific general pedagogical core requirements because the requirement was met in a previous teacher preparation program. If waiving such requirements, identify by Roman numeral from the Certification Area Code table, those being waived.

*Roman numerals:*

Additionally, please provide the criteria used, and applied uniformly to determine if the general pedagogical core requirements may be waived.

*Answer:*

### Sample Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
					02	06		
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	(ii);	(vi); (vii); (viii);		

### Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
					11			
<b>LCD 701</b> Introduction to <i>Linguistics</i>	3	R	Michael Newman / FT	iv ;	i ;			
LCD 702 Teaching English Sentence Structure I	3	R	Monica Chavez /FT	iv ;	i ;			
LCD 703 Teaching English Sentence Structure II	3	R	Monica Chavez /FT	iv ;	i ;			
LCD 705 Language and Cross-cultural Communication			William Haddican /FT	i ; ii ; iv ; vii;	i ;			
LCD 706 Bilingualism	3	R	Kate Menken / FT	i ; ii ; iv ; vii;	i ;			
LCD 712 Multiple Literacies in TESOL			Lauren Heffernan / FT	i ; ii ; iv ; v ; vi ; vii ; ix;	i ; ii			
LCD 740 Second Language Acquisition and Teaching			Lauren Heffernan / FT	i ; ii ; iv ; v ; vi ; vii ; ix;	i ;ii			
LCD 741 Methods and Materials of TESOL: Listening, Speaking, Reading, Writing	3	R	Jennifer Stengel-Mohr / FT	i ; ii ; iv ; v ; vi ; vii ; ix;	i ; ii			
LCD 742 Methods and Materials of TESOL: The Content Area			Jennifer Stengel-Mohr / FT	i ; ii ; iv ; v ; vi ; vii ; ix;	i ;ii			

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LCD 790 Seminar in Research in TESOL	3	R	Kate Menken/ FT	i ; ii ; iv ; v ; vi ; vii ; ix;	i ;ii			
SEYS 577 Residency I	3	R	cc	v, vi,vii,ix	i ;ii			
SEYS 578 Residency II	3	R	cc	i,ii,v,vi,vii,ix	i ;ii			
SEYS 579 Residency III	3	R	cc	i,ii,v, vi, vii, ix	i ;ii			

\*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

### 5. Introductory Component

In the **Introductory Component Courses Table** below, list all courses for the introductory component of the proposed program. List the courses course number, title, total clock hours, field experience clock hours, required (R) or elective (E), and the instructor(s)/status. Indicate whether the instructor is full-time (FT) or part-time (PT). Indicate the introductory component addressed using the corresponding Roman numeral from the **Introductory Component Pedagogical Coursework Requirements** list below.

Candidates will engage in an intensive and scaffolded summer experience from the launch of the program at the beginning of June through preparation for the start of the school year at the beginning of September. The goal of the summer experience is to ensure that candidates acquire the foundational skills and knowledge to launch the school year successfully in September and meet the requirements for NYSED Transitional B Certification.

#### Introductory Component Courses Table

Course Number and Title	Total Clock Hours	Field Exp Clock Hours	R/E	Instructor(s)/ Status (FT/PT)	Introductory Component Address
Example: EDU 620: Teaching in 21 <sup>st</sup> Century Classrooms	100	30	R	D. Garcia/FT	(ii); (v); (vi);
SEYS 536 Educational Foundations	100	30	R	Leslee Grey	i, ii, iii, v, vi
SEYS 552 Educational Psychology	100	30	R	Alpana Bhattacharya	iv,v,vi
ECPSE 550 Foundations of Special Education	100	15	R	Craig Michaels	ii,iii,v, vi
<b>Total Hours:</b>	300	75			

#### Introductory Component Total Clock Hour Requirements

Regulation requires that the introductory component shall include pedagogical core study of at least 200 clock hours, including field experience appropriate to the certificate title sought of at least 40 clock hours under the supervision of a certified teacher.

#### Introductory Component Pedagogical Coursework Requirements

The introductory component shall include, but shall not be limited to, graduate study designed to permit the candidate to obtain the following pedagogical knowledge, understanding, and skills:

- (i) introduction to the community in which the school or school district is located and the learning needs of students in that community, including field experiences within the community that provide interactions with community leaders and residents;
- (ii) historical, social, and legal foundations of education, including special education, the education of students with limited English proficiency and multicultural education;
- (iii) rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others regard to education;
- (iv) child or adolescent development, as appropriate to the certificate sought, including the processes of first and second language acquisition and characteristics of learners with disabilities;



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(v) instructional planning and effective teaching strategies, including the use of technology, for assisting all students, including native English speakers, English language learners, and students with disabilities, to achieve the State Learning Standards in English language arts and the subject(s) appropriate to the certificate;

(vi) school organization and classroom management, including methods of managing behavior of students with disabilities and promoting development of positive social interaction skills in all students;

(vii) 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;

(viii) means of 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;

(ix) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior; and

(x) at least 40 clock hours of supervised field experience. At least six hours of the 40 clock hours of field experience shall include a focus on understanding the needs of students with disabilities.

### **Alternate Certification, Transitional B Introductory Component: Objectives that candidates must meet by the end of August in order to continue in the program in September:**

#### **Professional responsibilities:**

- Candidates will demonstrate the foundations of professional practice: peer collaboration; reflection on teaching; planning and meeting deadlines; and understanding the expectations, norms, rights, and responsibilities of teachers and other professional staff

#### **Equity focus:**

- Candidates will articulate an understanding of the systemic factors underlying the need for equity-focused critical, culturally-sustaining pedagogy and the learning needs of the students in the school communities where they will be teaching
- Candidates will reflect on their own identities and how they may impact their teaching practice.
- Candidates will articulate strategies for and practice learning about and developing relationships with students, families, and communities

#### **Planning:**

- Candidates will demonstrate familiarity with the applicable state learning standards for their content area and will review the year-long curriculum or scope and sequence for their content area with their mentors.
- Candidates will demonstrate familiarity with the key elements of an objective-driven, student-centered lesson plan and lesson plan types for their discipline, and be able to revise or modify existing lesson and unit plan materials appropriately for a specific class.
- Candidates will be able to identify opportunities for differentiation and modification with a lesson plan, and name specific strategies that can be applied to support both ELLs and SWD.
- By mid-August, in collaboration with their mentors, candidates will develop or revise full lesson plans for the first two weeks of the school year to be implemented in their focus classes in September.

#### **Classroom environment:**

- Candidates will learn specific strategies for establishing and maintaining a positive learning environment in the classroom, including supporting students with disabilities, fostering effective classroom systems and routines, and promoting development of positive social interaction skills in all students.
- By mid-August, in collaboration with their mentors, candidates will develop a classroom environment plan to be implemented in their focus classes in September.

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### **Instructional Delivery:**

- Candidates will be able to effectively facilitate small group work on a daily basis during the summer clinical experience.
- Candidates will co-facilitate at least two whole-group lessons during the summer clinical experience.
- Candidates will receive feedback on their practice and utilize that feedback to improve their teaching in a future lesson.

### **Certification:**

- Candidates will successfully complete all of the requirements and submit an application for Transitional B Certification.

### **Candidates will develop these capacities through five key components:**

1. Core credit-bearing coursework as outlined in the course sequences
2. Over 40 hours of structured field experiences supervised by college faculty and program staff
3. Work with their school-based mentor teachers on a set of summer deliverables
4. Non-credit-bearing Summer Resident Seminar
5. Workshops required for Transitional B Certification

#### **1. Core credit-bearing coursework as outlined in the course sequences**

Candidates will complete three core courses that will equip them with the skills and knowledge to meet the above objectives and prepare them for their initial teaching experiences in the fall semester: Educational Foundations, Educational Psychology, and Methods I in their content area.

#### **2. Structured field experience supervised by college faculty and program staff**

During the months of July and August, candidates will complete more than 40 hours of structured and supervised field experiences, with at least 10 hours including work with students with disabilities. These field experiences will be aligned with the objectives above and will provide candidates the opportunity to apply, practice, and reflect on strategies learned through coursework and seminars, in a supervised setting in a summer program setting where they can:

- Observe and work with a diverse group of NYC middle or high school students, including students with disabilities and English Language Learners
- Conduct observations of and interviews with students
- Work with students individually, in small groups, and occasionally in a larger group (i.e. “whole class”) settings in ELA/ literacy or Biology/ Chemistry/ Earth Science. They can support, assist with, and then develop and implement lessons in collaboration with a cooperating teacher and other residents.
- Be observed by a Queens College faculty or program staff member and receive feedback on their practice.

#### **3. Work with their school-based mentor teachers on a set of summer deliverables**

During the summer, candidates will work with their mentors for 10-15 hours in order to develop familiarity with school curricula, norms, and expectations and classroom environment plans and lesson plans to be implemented in their classes in September. Each candidate-mentor pair will submit a set of summer deliverables at the end of the summer as evidence of their work.

#### **4. Non-credit-bearing Summer Seminar**

A non-credit-bearing Summer Seminar will be facilitated by program staff to include:

- June “community tours” and introductory workshops on building effective relationships with students and communities;
- Foundational knowledge, skills, and strategies to understand and support the needs of English Language Learners and Students with Disabilities;
- Preparation for and systematic reflection on summer field experiences;
- Workshop on the professional responsibilities of teachers; and
- Preparation and support for Transitional B Certification exams as needed.

#### **5. Workshops required for Transitional B Certification**

All required certification workshops for both NYCDOE and NYSED will be provided through the Queens College Continuing Education Department, a state-approved and registered provider of these workshops. Candidates will take these workshops together as a cohort during the months of June or July:

- Violence Prevention,
- Child Abuse Prevention,
- DASA,

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- Alcohol & Drug Abuse, and
- School Safety.

### 6. Mentored Teaching/In-Service Component

a) Please check that the in-service component meets the following regulatory requirements:

- that the employing school/school district provides candidates with daily mentoring during the candidates' first eight weeks of teaching, by an appropriately certified and trained mentor, in grade levels appropriate to the certificate(s) sought;
- that the employing school/school district provides candidates with the required mentored teaching beyond the first eight weeks of teaching; and
- that the program provides faculty supervision and monthly observation of candidates that promotes the linking of theory and practice.

b) Describe how the institution will ensure that the school/school district personnel (referred to in 6.a) will be trained for their role as mentors. In your response, please describe the preparation provided to the mentors.

*Answer:*

During the residency year, candidates will receive daily mentoring from their appropriately certified and qualified mentor teacher, additional bi-weekly support from their school-based coach, and monthly support from the Queens College field supervisor. Each of these individuals-- the mentor, coach, and Queens College supervisor-- will have the opportunity to meet to align their feedback to the resident. Once candidates are hired as full-time teachers of record (fall 2), the NYC DOE, will be required to be mentored for at least two periods per week (minimally) over the ten months of the school year to satisfy their NYC DOE one-year mentoring requirement. In addition, candidates and school mentors will receive Queens College faculty supervision and feedback on a monthly basis during their first year as full-time teachers of record in Clinical Residency III (SEYS 579, fall 2) as well as through support from the NYCDOE to promote a smooth transition into full-time teaching (spring 2). During the second semester of their first full-time year (spring 2) the mentoring will be provided primarily by the NYC DOE mentoring program as required by the NYCDOE. The Queens College- New Visions for Public Schools residency program will provide an initial 20-hour course for mentors as well as ongoing engagement with the Queens College clinical supervisor and professional development and support of the mentor teachers during the school year.

**New mentor course:**

This 20-hour blended learning course is designed to prepare teachers to be effective mentors for pre-service teachers, develop teacher leadership capacity, and facilitate mentor teachers' reflection on their own instructional practice. It focuses primarily on honing the future mentor's skills in fostering the growth of a new teacher using data-based coaching strategies, providing actionable feedback, and developing a strong mentor-resident relationship that promotes the resident's growth. Mentors apply a range of coaching protocols, resources, and strategies to different coaching situations and engage in reflection about their own practice. During the course, new mentors utilize "flipped" instruction where participants prepare for the session through learning the material using online resources; address questions, challenges, and deepen understanding during in-person sessions; and then practice and receive individualized feedback on their work online. The clinical supervision faculty will take part in this new mentor course in order to develop shared approaches and expectations for resident development to inform aligned feedback to the residents.

**Engagement with the clinical supervisor:**

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As part of the clinical residency course, the resident and mentor will maintain a coaching log as a tool to identify strengths, areas for growth, specific goals, and action steps that resident and mentor will take to focus the resident on improving his or her teaching practice. The clinical supervisor will also have access to the coaching log and will review it prior to observations and/or at key points in the semester to help resident and mentor reflect on progress. The coaching log will serve as a tool for surfacing any challenges or issues related to mentoring and an opportunity for the clinical supervisor to learn about and support the mentor's practice as appropriate.

On a weekly basis, the mentor will observe the resident teaching using a low-inference observation tool based on a focus that is collaboratively identified by the resident and mentor. These observations will form the basis for reflective conversations and professional goal-setting. When the clinical supervisor completes his/her formal observations using the rubric each month, mentors will also observe the same lesson and utilize the rubric to observe residents and give them more formal feedback. The mentor and clinical supervisor will both attend the post-observation conference and the resident, mentor, and clinical supervisor will come to agreement about the most essential next goals for the resident's growth.

### **Ongoing professional development:**

Throughout the year, mentors will have the opportunity to work with program faculty and staff on a monthly basis to receive support and professional development. Depending on logistics, this may occur either through school-based seminars or online meetings. During these meetings, mentors will learn about new coaching approaches or strategies and have the opportunity to identify areas of concern or challenge in their mentoring practice and problem-solve around these challenges, getting advice and hearing successful strategies from peer mentors. Mentors will review their resident's assessments up to this point, reflect on the resident's progress and areas for growth, and set mentoring goals. The clinical supervisors can then follow up on these goals with each mentor. When the program faculty and staff have identified trends or patterns across the whole cohort, the mentors will be engaged in strategizing around meeting those emerging needs during these monthly meetings. In addition, mentors will be invited to participate in key resident learning experiences or special events, such as end-of-semester presentations, class speakers, and inter-visitations.

**b) Describe how the institution will ensure that the school/school district personnel (referred to in 6.a) will be trained for their role as mentors. In your response, please describe the preparation provided to the mentors.**

### *Answer:*

During the residency year, candidates will receive daily mentoring from their appropriately certified and qualified mentor teacher, additional bi-weekly support from their school-based coach, and monthly support from the Queens College field supervisor. Each of these individuals-- the mentor, coach, and Queens College supervisor-- will have the opportunity to meet to align their feedback to the resident. Once candidates are hired as full-time teachers of record (fall 2), the NYC DOE, will be required to be mentored for at least two periods per week (minimally) over the ten months of the school year to satisfy their NYC DOE one-year mentoring requirement. In addition, candidates and school mentors will receive Queens College faculty supervision and feedback on a monthly basis during their first semester as full-time teachers of record in Clinical Residency III (SEYS 579) as well as support from the NYCDOE to promote a smooth transition into full-time teaching. During the second semester of their first full-time year (spring 2) the mentoring will be provided by the NYC DOE mentoring program as required by the NYCDOE. The Queens College- New Visions for Public Schools residency program will provide an initial 20-hour course for mentors as well as ongoing engagement with the Queens College clinical supervisor and professional development and support of the mentor teachers during the school year.

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teacher using data-based coaching strategies, providing actionable feedback, and developing a strong mentor-resident relationship that promotes the resident's growth. Mentors apply a range of coaching protocols, resources, and strategies to different coaching situations and engage in reflection about their own practice. During the course, new mentors utilize "flipped" instruction where participants prepare for the session through learning the material using online resources; address questions, challenges, and deepen understanding during in-person sessions; and then practice and receive individualized feedback on their work online. The clinical supervision faculty will take part in this new mentor course in order to develop shared approaches and expectations for resident development to inform aligned feedback to the residents.

### **Engagement with the clinical supervisor:**

As part of the clinical residency course, the resident and mentor will maintain a coaching log as a tool to identify strengths, areas for growth, specific goals, and action steps that resident and mentor will take to focus the resident on improving his or her teaching practice. The clinical supervisor will also have access to the coaching log and will review it prior to observations and/or at key points in the semester to help resident and mentor reflect on progress. The coaching log will serve as a tool for surfacing any challenges or issues related to mentoring and an opportunity for the clinical supervisor to learn about and support the mentor's practice as appropriate.

On a weekly basis, the mentor will observe the resident teaching using a low-inference observation tool based on a focus that is collaboratively identified by the resident and mentor. These observations will form the basis for reflective conversations and professional goal-setting. When the clinical supervisor completes his/her formal observations using the rubric each month, mentors will also observe the same lesson and utilize the rubric to observe residents and give them more formal feedback. The mentor and clinical supervisor will both attend the post-observation conference and the resident, mentor, and clinical supervisor will come to agreement about the most essential next goals for the resident's growth.

### **Ongoing professional development:**

Throughout the year, mentors will have the opportunity to work with program faculty and staff on a monthly basis to receive support and professional development. Depending on logistics, this may occur either through school-based seminars or online meetings. During these meetings, mentors will learn about new coaching approaches or strategies and have the opportunity to identify areas of concern or challenge in their mentoring practice and problem-solve around these challenges, getting advice and hearing successful strategies from peer mentors. Mentors will review their resident's assessments up to this point, reflect on the resident's progress and areas for growth, and set mentoring goals. The clinical supervisors can then follow up on these goals with each mentor. When the program faculty and staff have identified trends or patterns across the whole cohort, the mentors will be engaged in strategizing around meeting those emerging needs during these monthly meetings. In addition, mentors will be invited to participate in key resident learning experiences or special events, such as end-of-semester presentations, class speakers, and inter-visitations.

**c) Describe how the institution will ensure that mentors have the requisite certification and experience.**

#### *Answer:*

Mentors will participate in a rigorous selection process in order to determine their eligibility and fit with the residency program. First, the principal of the host school must meet with program faculty and staff to learn about the program and commit to supporting mentors and residents during the residency, including specific requirements such as scheduling teachers appropriately to allow time for mentoring activities. School leaders must understand the benefits of the residency program for their school-- professional development for mentors and school-based coaches, additional support for students through the placement of two adults in the classroom, preferential hiring from the residency candidate pool, and an opportunity to inform the implementation of the residency—and also the commitment required. Each principal will nominate prospective mentors in his/her

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school during the winter or early spring prior to the program's launch and will organize an informational meeting where mentor candidates will discuss the benefits and responsibilities of mentoring with program staff. At that point, we will determine whether interested candidates meet the following eligibility criteria:

- Three years (or more) of teaching experience
- Teaching assignment and certification in the content area of the teacher candidate
- Master's degree and teacher tenure preferred

For those interested in applying, the formal assessment process will consist of a classroom observation and debrief discussion using a structured protocol with a program staff or faculty member. During the observation and debrief, the program staff or faculty member will assess the following selection criteria:

- Strong teaching skills in the subject area and the ability to foster a positive learning environment for all students.
- Experience working collaboratively in teams within the school environment
- Strong communication skills
- Experience in meeting the needs of diverse learners
- Demonstrates in her or his professional practice The capacity to be a reflective practitioner who can model best practices for resident and make the thinking behind instructional choices transparent
- The ability to work both individually and in a team to ensure student success
- Sensitivity to the cultural context and challenges of New York City schools
- The commitment to his or her own ongoing professional development
- Belief in the learning capacities of all students and in the teacher's responsibility to meet the needs of all students

Finally, mentors must successfully complete the spring professional development course in order to mentor in the fall.

**d) Mentored Teaching/In-Service Agreement(s)** Submit a copy of the agreement(s) to be used with the school or school district to detail the mentoring requirements as an addendum to this application. The agreement should address the frequency, nature and duration of the first and second mentoring periods. **The agreement must show that it requires authorized signatures for both the institution and the school or school district.**

### Queens College - New Visions for Public Schools Urban Teacher Residency Host School Benefits and Commitments

Queens College and New Visions for Public Schools are recruiting schools to host Urban Teacher Residency novice teachers for year-long apprenticeships with mentor teachers in English Language Arts and Science for school year 2018 - 2019. Selected schools must make a firm commitment not only to hosting individual aspiring teachers, but also to creating a school-wide culture of collaborative learning and reflective and public examination of teaching practice.

#### Benefits to participating Schools

- **Professional development** for mentor teachers that supports their growth as reflective practitioners, coaches, and collaborative colleagues within the school community
- Roles and responsibilities for mentors provide **new challenges that engage experienced teachers** in instructional and school community leadership
- Opportunities to **hire the well-prepared graduates of the program** who will already be familiar with the school community or partner school communities
- Opportunities to inform the selection, training, and evaluation of residents and to **play a key role in shaping new teachers and teacher training** to best serve the needs of the school
- **Students in mentor teachers' classrooms benefit** from the support of two adults throughout the year; program results over the first two years indicate that students in resident-mentor classrooms perform as well as or better than students in comparable classrooms in credit accumulation and regents exams

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- After the initial launch of the program, experienced mentors will have the opportunity to become **school-based coaches** for the resident and mentor pairs at the school, providing further professional development and career ladder opportunities for teacher leaders.

### Participating School Commitments

Queens College and New Visions seek schools that will serve as a kind of teaching hospital in which the whole school takes on the responsibility and practices necessary to prepare the next generation of teachers.

Throughout the full year, residents will be in attendance at their host schools 4 full days per week and will abide by the school's daily schedule. During the fall semester, residents will take primary responsibility for teaching **one** section of students from the mentor's course load. At the beginning of the year, this will take the form of a co-teaching relationship in which residents receive a great deal of real-time support from your mentor. Gradually throughout the semester, the mentor will have less and less direct involvement in this section until he or she spends most of the time observing while the resident teaches. During the spring semester, residents will take primary responsibility for teaching **two** sections of students from the mentor's course load. Throughout the year, residents will be supported in their growth through a gradual release of responsibilities, to minimize the cognitive load and time-related pressures that full-time new teachers face; daily feedback, co-planning, and co-teaching support from the mentor teacher; monthly formal feedback from the clinical supervisor; and seminars and an inquiry process to help residents reflect on and revise practice in evidence-based manner

The rest of the resident's day at the host school site should be occupied with planning, observing, co-teaching, working with students, assessing student work and providing feedback, collaborating with the mentor around family outreach, collaborating with colleagues at the school, and other aspects of teacher professional life. As the resident's schedule allows, he/she should attend all grade, department, and faculty meetings and professional development sessions at the school. Based on the residency guidelines and handbook, the resident and mentor will create a weekly schedule that is shared with the clinical supervisor. As the resident's responsibilities increase over the course of the semester, they will revise the schedule. We encourage residents and mentors to utilize a variety of co-teaching models (parallel teaching, station teaching, conferencing, etc.) as appropriate to capitalize on the fact that there are two (or more) adults in the classroom and allow residents to experience different approaches to instruction.

School leaders at host schools must:

- Identify a **minimum of three prospective mentors** to participate in the work
- **Support a culture of professional development, collaboration, and inquiry** within the school, and work to create structures and systems to facilitate that culture
- Participate in the process of **selecting** residents and **matching** residents to host schools and mentors (including sending a delegation of mentors and students to interview days)
- Participate in the **evaluation process** for both residents and mentors, including making at least one formal classroom observation of each resident per year; we ask that all school leaders "sign off" on the readiness of each resident who has been prepared at the school before the resident graduates
- Support teacher residents and mentor teachers with **flexible scheduling**, common preparation periods, and release time; it is very difficult for mentor teachers to be successful if they teach more than 25 periods per week or have too many additional out-of-the-classroom responsibilities
- Support mentoring teachers in developing a set of responsibilities and weekly schedule for the resident teacher that honors their status as a learner and **balances time spent teaching and interacting with students with opportunities to observe, reflect, plan, and complete graduate coursework assignments**. Abide by the recommendations in the Program Handbook regarding appropriate expectations for residents.
- Support mentoring teachers in providing **clear and timely feedback** to program staff or faculty in any case where resident teachers are not meeting the school's expectations or the expectations of the graduate coursework do not align with opportunities at the school.
- **Identify teacher vacancies** for residents at their schools early in the hiring process

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- Participate in **three principal meetings or interviews per year to provide feedback** about the program’s functioning, school needs, and progress of mentors and residents
- Communicate with program staff to **align new teacher preparation work with overall school improvement objectives**

We agree to the above stipulations.

Principal/ Head of School

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

New York City Department of Education representative

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Queens College – New Visions for Public Schools representative

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Supplement C: Application for Registration of a New Program Leading to Intensive Transitional C Certification in Teacher Education

#### 1. Admission Criteria

Please check that the program meets the following requirements:

- Prior to admission the institution has provided written notification to candidates of the variety of teacher certification pathways available in New York, including, but not limited to individual transcript evaluation, interstate reciprocity and traditional preparation pathways. Such notification shall also make candidates aware that other pathways may be less costly and/or time intensive and that they should review all their alternatives before entering the program.
- Candidates shall hold an appropriate graduate academic or graduate professional degree; and
- Candidates shall hold a transitional C certificate

#### 2. Pedagogical Core Coursework

#### 3. Mentored teaching/in-service component

a) Please check that the in-service component meets the following regulatory requirements:

- the program requires the completion of two school years of mentored teaching under the supervision of a faculty member of the program; and
- the institution executes a written agreement with the employing school or school district to establish a plan for two years of mentoring and assistance for the candidate by a support team comprised of a faculty member of the



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program, the school principal or designee, an experienced certified teacher, and a school curriculum supervisor or specialist.

The agreement shall specify that daily mentoring shall be provided by the experienced certified teacher during at least the first 20 days of the candidate’s teaching; and

The agreement must have authorized signatures for both the institution and the school or school district.

**b) Mentored teaching/in-service Agreement.** Submit the agreement with the school or school district that specifies how the program addresses the mentoring requirements as an addendum to this application.

### 5c. Nominating Committee:

MOTION: Duly made by Professor Yung-Chi Chen:

“To accept the Nominating Committee Report dated May 3, 2018”

Hearing no objection to the motion the Chair moved unanimous consent.

#### 1) Campus Affairs Environment and, Graduation Advisory Committee

The following faculty member was elected by unanimous consent:

Monica Casco                      A&H                                      December, 2018

#### 2) Teaching Excellence & Evaluation Committee

The following faculty member was elected by unanimous consent:

Sara B. Woolf                      Education                                      December, 2019

#### 3) Committee on Academic Technology

The following faculty member was elected by unanimous consent:

Monica Casco                      Arts & Humanities                      April, 2019

### 6. Old Business (none)

### 7. New Business (none)

MOTION: Duly made Parliamentarian Fields and seconded:

“To Adjourn”

The Forty-Eight session of the Academic Senate was adjourned at 4:15 p.m. *sine die*.