.New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | Certificate Program in Career and Technical Teacher Education (Professional Certificate) |
| **Date** | August 28, 2017 |
| **Major or Minor** | Major |
| **Proposer’s Name** | Godfrey I. Nwoke |
| **Department** | Career and Technology Teacher Education |
| **Date of Departmental Meeting in which proposal was approved** | August 28, 2017 |
| **Department Chair Name** | William E. Roberts |
| **Department Chair Signature and Date** | Wm. Edward Roberts 8-28-2017 |
| **Academic Dean Name** | David Smith |
| **Academic Dean Signature and Date** | 2017-08-28 |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | The proposed certificate program is designed to enable students enrolled in the B.S. in Education degree program in Career and Technical Teacher Education to be recommended for the New York State Professional Certificate upon completion of the certificate program requirements and while still pursuing the B.S. Ed. degree. The certificate program coursework is an integral part of the approved B.S. Ed. degree and contributes toward the completion of the degree. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | The degree program in Career and Technical Teacher Education was approved by New York State Education Department (NYSED) for the award of the B.S. in Education degree. The degree program also leads to the NYS Initial and Professional Certificates for teaching specific career and technical education (CTE) subjects (grades 7-12). Since the registration of the BS Ed program in 2000, New York City College of Technology has been recommending candidates for the Professional Certificate, although these candidates have yet to complete the BS Ed degree. In spring of 2017, NYSED informed the College that it could no longer recommend candidates for certification until they have completed the degree. It advised the College to seek the registration of a Certificate Program for the Professional Certificate and further required that coursework for certificate program must be aligned with of the B.S. Ed. Degree program. The proposed program is, therefore, aligned with the B.S.Ed. in Career and Technical Teacher Education. Curricular changes to the B.S. Ed program have been made and all the course work in the Certificate program (same Course Numbers and Titles) are listed in the B.S.Ed. degree program. Additionally, the admissions requirements for the proposed Professional Certificate program are the same as for the B.S.Ed. degree and all of the courses in the Certificate program leading to professional certification will be accepted and used for the degree program completion. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | This is the first time of submitting this proposal for a Professional Certificate Program. |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification | X |
| * Chair’s Signature | X |
| * Dean’s Signature | X |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | N/A |
| Documentation of Advisory Commission views (if applicable). | N/A |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. |  |
| Detailed rationale for each modification (this includes minor modifications) |  |

Curriculum Modification Proposal

Department: **Career and Technology Teacher Education**

**Certificate Program in Career and Technical Education – Professional Certificate**

**Proposed Change:** The Career and Technology Teach Education (CTTE) Department is proposing to offer a certificate program in Career and Technical Teacher Education leading to the NYS Professional Certificate for teaching specific career and technical education (CTE) subjects in grades 7-12. The coursework to be completed in the certificate program is an integral part of the requirements for the 123-credit B.S. in Education degree program. Upon completion of an additional 31 credits of the degree program beyond initial certification, students who possess the NYS Initial Certificate will be able to apply and be recommended for the Professional Certificate through the approved program pathway.

**Rationale**

The B.S. in Education degree program in Career and Technical Teacher Education is registered by New York State Education Department (NYSED) to award the B.S. Ed degree. The degree program also leads to the NYS Initial and Professional certificates, as well as the Extension Certificate for Coordination of Work-based Learning. The Initial Certificate is valid for five years. After five years, a teacher who possesses initial certification must obtain a Professional Certificate, to continue to teach in New York State.

From the initial date of registration of B.S. Ed program in August 2000 until April 2017, NYCCT has been recommending candidates enrolled in the degree program for these certificates, and they have been certified by the State, without completing the degree. However, in a recent email, NYSED notified the CTTE Department that it can no longer recommend candidates who have not completed the degree for the teaching certificates.

An April 14, 2017 email from the Office of College and University Evaluations read in part as follows:

“CUNY City Tech could also consider designing an additional Certificate program leading to professional certification with at least 30 semester hours of undergraduate study that would include the liberal arts and sciences, career and technical education and courses in pedagogy….” The creation of this Certificate, leading to professional certification, would allow the individual who only completed the Certificate leading to initial certification to be recommended for professional certification.”

The proposed certificate program which is aligned with the B.S. Ed degree program in Career and Technical Teacher Education is being proposed, to enable the College to comply with the directive from NYSED.

**CURRICULUM MODIFICATION Questions:**

**For all Curriculum Modifications**

* Has the department approved the modification and recorded the approval in the minutes? Yes
* Has the department consulted with the academic dean? Yes
* Has documentation of consultation with affected areas been received? N/A
* Have potential staff space and budget impacts been addressed? N/A
* Have all legal issues and/or restrictions been addressed? N/A
* Is renovation or new construction required? N/A
* Does new space need to be made available? N/A
* If applicable, has the VP for Finance and Administration submitted written comments regarding additional and/or new facilities, renovations or construction? N/A

**For New Courses**

* Has the form Library Resources and Information Literacy form been completed by proposer and library faculty subject selector?
* Is this course unique in that the content does not significantly overlap with other courses?
* If the proposed modification affects other departments or curricula, have they been consulted?
* Are more instructional hours required?
* How many full-time and part-time faculty members are qualified to teach this course?
* Does new equipment need to be acquired?
* Is external funding anticipated?
* Have you surveyed students to determine their interest in the course and learn why they would be interested in taking the course? Are these results included?

***Role of the course in the curriculum***

* Is it a stand-alone course or part of a sequence?
* Will this course replace or be an alternative to another course in the curriculum. If a replacement, will another course be removed from the curriculum?
* Does this course have a prerequisite? If so, how often is that course offered?
* For which majors will this be a required course? For which majors will this be an elective?
* Will you submit this proposal to the Arts and Sciences Core Curriculum Committee for inclusion in the core?

***Enrollment needs assessment***

* When is it expected that this course will this course be offered – spring, summer, fall, day, evening?
* Each semester, approximately how many students are enrolled in programs where this course is required or an elective?
* What is your estimate of the number of students that would enroll in this course each semester it is offered? How many sections do you anticipate offering each semester it is offered? How were these value determined?

**For New Programs or Program Changes**

* Based on the Core Curriculum Checklist, have core curriculum requirements been met?

**For Experimental Courses**

* Has a time line for the experiment, not to exceed one year, been established?
* After consultation with the director of assessment, have plans for evaluation been submitted?
* Who is responsible for the proposal?

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# New York City College of Technology-CUNY

# Department of Career and Technology Teacher Education

**Certificate Program in Career and Technical Teacher Education**

**for Students Enrolled in the B.S. in Education Degree Who Have not Completed the Degree**

**1. Purpose and Goal**

The purpose of this certificate program is to enable students enrolled in the B.S. in Education degree program in Career and Technical Teacher Education to receive the New York State Professional certificate for teaching specific career and technical education (CTE) subjects in grades 7-12, prior to completing the B.S. in Education degree. The goal of the program is to increase the number of certified educators in public CTE middle and high schools. The proposed 31-credit certificate program consists largely of courses in liberal arts and sciences. All the courses in the certificate program are part of, and will count toward, the B.S. Ed. degree program in Career and Technical Teacher Education. Completers of the certificate program will be able to apply and will be recommended for the New York State Professional Certificate through the Approved Program Pathway before completing the degree program.

**2. Need**

A. Student Needs

The approved B.S. in Education degree program leads to the award of the baccalaureate degree as well as the Initial and Professional Certificates valid for teaching specific CTE subjects within the career fields of family and consumer sciences, health occupations, and trade and technical occupations in grades 7 through 12. However, the primary objective of most students enrolled in the degree program is to receive state certification which will enable them to secure and maintain a teaching position in the public schools. Certification is a requirement for anyone to secure and maintain a teaching position is a public school anywhere in the State of New York as well as in most states outside of New York. By completing the proposed certificate program, students enrolled in the degree program who possess initial certification do not have to wait to complete the degree before they can obtain professional certification. The following statement contained in the email sent to the College by Marie Irving, Associate in Teacher Education at the Office of College and University Evaluations at NYSED captures the essential benefits of the proposed certificate program to student:

“The creation of the Certificate leading to initial certification provides flexibility to the CUNY City Tech student interested in teaching a Trade Subject 7-12 or Technical Subject 7-12, but who does not want to complete all the requirements of the B.S.Ed. A student could enroll in the Certificate program, complete it, be recommended for initial certification, and immediately get a job. Another student may want to enroll in the B.S.Ed. program, but knowing how life sometimes throws a curve ball, decides to concurrently enroll in the Certificate program so that if a situation comes up that would require leaving before completing all of the program requirements for the B.S.Ed., the Certificate program would be completed. Finally, a third student could decide to enroll only in the B.S. Ed program knowing that he or she will only be recommended for both initial and professional certification upon completion of the entire program” (Marie Irving, in email letter dated April 14, 2017).

B. Local, State, and National Needs

The role of Career and Technical Education (CTE) in providing the U.S economy with skilled workers is well documented (ACTE, 2017; Center for an Urban Future, 2008). Several studies conducted during the past decade show that CTE programs that combine rigorous academic standards and industry-based technical content result in higher academic achievement and better economic outcomes for an increasing number of high school students. At the same time, these programs contribute significantly to the national economy by supplying a well-trained and skilled workforce (Kazis, 2005; New York State Board of Regents, 2006, 2008, ACTE, 2017). According to Tomer and Kane (2016), the U.S. will need 3 million workers for the nation’s infrastructure in the next decade, including designing, building and operating transportation, housing, utilities, and communications systems.

The importance of CTE programs to the U.S. economy and benefits to students has led to a rapid expansion of CTE programs nationally. In New York City, for example, the number of CTE-designated high schools has grown from about 18 in 2004 to over 50 in 2015. The latter number does not include another 90 schools that offer CTE programs of study as part of their schools’ offering (NYCDOE, 2015).

Despite the documented successes and achievements of the CTE high schools, studies (e.g., Fensterwald, 2016, Wilkin & Nwoke, 2011) indicate that high school programs across the nation are faced with difficult challenges, not the least of which is the difficulty in attracting qualified CTE subject teachers into the profession. Wilkin and Nwoke (2011) reported that the shortage of CTE teachers in the United States is a significant problem, noting that serious shortages exist in various states including Michigan, South Dakota, and New York, among others. The “Teacher Supply and Demand Reports” presented at the Board of Regents meeting of November 2013 (NYSED, 2013) highlight the shortages and an increasing future demand for certified CTE teacher across the state but more seriously in New York City.

To address the challenge of CTE teacher shortages, New York State Board of Regents has approved a variety of pathways to obtain CTE teacher certification. The first pathway requires the completion of an approved CTE teacher preparation program. There are only three such approved programs in New York State public universities, namely, New York City College of Technology-CUNY, Oswego State College-SUNY, and Buffalo State College-SUNY. The second pathway is through Individual Evaluation.

C. College Needs

New York State does not require teachers of specific career and technical education subjects to earn a baccalaureate degree before they can receive the initial or professional teaching certificate. Teachers of all other K-12 teaching subjects, on the other hand, must earn a baccalaureate degree for the initial certificate and a master’s degree for the professional certificate. Although the career and technical teacher education program at NYCCT leads to the baccalaureate degree, only about 50% of students who matriculate proceed to earn the degree, after receiving the certificate. The rest, having met their objective of receiving the initial and/or the professional NYS teaching certificate, simply stop attending and might seem to have dropped out of the program.

This has a negative effect on the admission and retention data of the academic program, the department, and the college because these data often suggest that many students who are admitted into the teacher education degree program do not graduate, whereas, in fact, graduating with the B.S. in Education degree might not be their immediate or short-term goal. Enrolling students whose short-term goal is to earn a teaching certificate into a certificate program enables the department and the college to present a more accurate picture of admission, retention, and graduation rates for the teacher education program. Enrollment of matriculated students in the certificate program rather than in the degree program will not deplete the degree program enrollment but will provide more accurate and realistic figures of the degree program enrollment.

**3. Students**

The proposed certificate program is designed for current and future matriculated students enrolled in the Career and Technical Teacher Education degree program at NYCCT who want to receive the NYS Professional Certificate. Students enrolled in the degree program must take the required courses in the certificate program, even if their immediate objective is not certification. Therefore, they have nothing to lose but have the professional certificate to gain should, they change their mind while pursuing the degree. It is not anticipated that there will be a change in how students are recruited or admitted to the degree program based on the proposed certificate program.

**ADMISSION REQUIREMENTS**

The admission requirement for the proposed certificate program will not alter the existing requirements but will remain the same as the B.S. in Ed. program. However, the admissions section of the CTTE Department in the College Catalog will clearly state that all of the courses in the Certificate Program leading to professional certification will be accepted and used for the degree program completion.

**4. Curriculum**

The 31-credit proposed program consists of 29 credits of coursework including 29 credits in liberal arts and sciences and only 2 credits of professional education.

**Required courses (31 credits)**

General Education Core (29 credits)

MAT 1190 Quantitative Reasoning 3

Life & Physical Sciences (one-year sequence with Scientific World) 4

Scientific World (one-year sequence with departmental advisement) 4

COM 1330 or higher Speech/Oral Communication: Public Speaking 3

SOC 1101 Elements of Sociology 3

MAT 1272 Statistics or higher 3

PSY 3502/EDU 3610 Human Learning and Instruction 3

ARB, ASL, CHN, FREN, or SPA (Elementary or higher) 3

LIB 1201 Research and Documentation in the Info. Age 3

Subtotal 29

Pedagogical Core (2 credits)

EDU 2354 Lab. Organization & Management of Instr. 2

Subtotal 2

**Total Required for Proposed Program: 31 credits**

All of the above credits for the Certificate Program which leads to professional certification will be accepted and used for the degree program completion**.** (See attached mapping of the B.S.Ed.

degree courses and Proposed Certificate Program)

**5. Faculty**

The proposed certificate program will not require the hiring of any new faculty. All of the courses are taught by existing faculty and will be part of the faculty workload. There are currently three full-time and seven adjunct faculty in the department. In any given semester, only four or five adjuncts teach in the department. Of the four or five adjuncts, three supervise candidates on field experiences and clinical practice along with full-time faculty and the other two or three teach regular courses. All three full-time faculty members have earned doctorates.

**6. Cost Assessment**

There will be no added expense to the budget of the department or the college arising from the proposed program. The courses will be offered using the same facilities, library, and other instructional resources of the approved degree program in Career and Technical Teacher Education.

**References**

Association for Career and Technical Education (ACTE) (2017). *Fact sheet*.

Retrieved from: <https://www.acteonline.org/uploadedFiles/What_is_CTE/Fact_Sheets/CTE_Today_Fact_Sheet_2017.pdf>, August 24, 2017.

Center for an Urban Future. (2008). *Schools that Work*. New York, NY: City Futures, Inc.

May 2008.

Fensterwald, J. (2016, April 28). Supply lags booming demand for career and technical teachers. Retrieved from: <https://edsource.org/2016/supply-lags-booming-demand-for-career-technical-teachers/563476>, August 24, 2017.

Kazis, R. (2005). *Remaking Career and Technical Education for the 21st Century: What Role for*

*High School Programs*. Boston, MA: Jobs for the Future, April 2005.

New York State Education Department. (2008). *Progress Report on Teacher Supply and Demand. Report to the Higher Education Committee of the Board of Regents*, May 2, 2008.

New York City Department of Education (NYCDOE) (2015). NYC career and technical educations schools and programs. Retrieved from: <http://www.cte.nyc/site/content/cte-schools-and-programs>, August 26, 2017.

New York State Education Department (2013). Teacher supply and demand reports. EngageNY.org. Retrieved from: <https://www.regents.nysed.gov/common/regents/files/TeacherSupplyDemandReports%5B1%5D.pdf>, August 24, 2017.

New York State Education Department (2016, June 6). *Proposed Amendments to the Regulations to Establish New Pathways for the Transitional Certificate….* Email correspondence from Deputy Commissioner of Education, John l. Agati, to the Higher Education Committee.

Tomer, A. & Kane, J. (2016). Short and long term strategies to renew American infrastructure. Retrieved from: <https://www.brookings.edu/research/short-and-long-term-strategies-to-renew-american-infrastructure/>, August 24, 2017.

Wilkin, T. & Nwoke, G.I. (2011). Career and technical education teacher shortage: A successful model for recruitment and retention. *Journal of sTEm Education*, 48 (1), 22-35.



**THE STATE EDUCATION DEPARTMENT**/THE UNIVERSITY OF THE STATE OF NEW YORK/ALBANY, NY 12234

**Application for the Registration of New Graduate and Undergraduate Curricula/Programs Leading to an Initial Classroom Teaching Certificate, Extension or Annotation – Including Programs to be Offered in Distance Education Format**

**Important Information**

1. Use this application if you are a New York State institution of higher education, holding an absolute charter from the NYS Board of Regents or permanent authority to award degrees, requesting registration of **a program leading to a teaching certificate.**
2. **Do not** use this application if you are requesting registration of:

* Programs leading to certification in educational leadership or pupil personnel services titles
* General academic programs, including those leading to credit-bearing certificates or advanced certificates
* Programs preparing licensed professionals
* Programs leading to doctoral level degrees
* Proposals for revisions to existing registered programs (including title and curricular changes, etc.)

1. Program registration is based upon the standards found in the Regulations of the Commissioner of Education (8 NYCRR Chapter II). The Department registers individual curricula/programs rather than the institution as a whole, but the program registration process includes, in some instances, an assessment of institutional-level compliance with certain of the standards.

1. This application includes attestations/assurances, by the Chief Administrative or Academic Officer/Provost of the institution, on behalf of the institution, concerning the institution’s compliance with statutory and regulatory requirements related to the standards for curricula/program registration and operation of higher education programs in New York State.
2. The Department will audit compliance with the standards and, if an institution is found to be out of compliance with any of the standards to which it attested compliance, that finding may lead to denial of: (1) re-registration of the program, pursuant to §52.1(l) of the Regulations of the Commissioner of Education, and (2) the ability of the institution to utilize attestations in future applications for program registration; and may warrant deregistration of the program.
3. Program proposals from SUNY and CUNY System institutions must be submitted to the Department by the System Administration. Contact the System Administration for information concerning relevant proposal submission requirements.
4. The Department reserves the right to request additional information and/or clarification of any information provided by the institution that may be necessary for the Department to make a registration decision concerning the proposed program.

**Submission Instructions**

Applications for program registration will be accepted in **electronic format only** via the instructions below. Hard copy applications will not be accepted, reviewed or retained by the Department.

1. Create a single PDF document that includes the following documents:

* The completed Application for the Registration of New Graduate and Undergraduate Curricula/Programs in teacher education, with all required signatures included;
* Any request for a Master Plan Amendment and associated information and materials that may be required concerning this program proposal (see below); and
* Any external review of the proposed program that is required (see below).

1. Attach the single PDF document to an e-mail.
2. Send the e-mail (with the attachment) to [OCUEEdApps@nysed.gov](mailto:OCUEEdApps@nysed.gov) .
3. The subject line of the email should include the name of the institution, the degree award and the program title. For example:

Subject: ABC College, M.S. Adolescence Education Biology 7-12

**Master Plan Amendments**

If this program proposal requires a Master Plan Amendment, additional information and materials related to that request will be required. Please refer to information on the Department’s web site at: <http://www.highered.nysed.gov/ocue/aipr/guidance/gpr2.html> for information on Master Plan Amendments to determine if a Master Plan Amendment is required for this program proposal and to access the Master Plan Amendment Supplement.

**External Review**

Please refer to <http://www.highered.nysed.gov/ocue/aipr/guidance/gpr9.html> for information about when an external review of a proposed program is required. If an external review is required, it must be submitted with the program registration application.

**General Information**

|  |  |
| --- | --- |
| Institution (Legal Name) | Institution Code |
| New York City College of Technology-CUNY | 333800 |
| Proposed Program Title | Degree Award |
| Certificate Program in Career and Technical Teacher Education | Professional Certificate |
| Address of Any Campus Where the Proposed Program Will Be Offered  (main and/or branch campuses) | Full-time or Part-time [[1]](#footnote-1) |
| 300 Jay Street, Brooklyn, NY 11201 | Part-time |
| All Program Format(s) (standard, distance education[[2]](#footnote-2), evening, weekend and/or other) | HEGIS Code |
| Standard | 0839.00 |
| Certification Titles (include any extensions and annotations sought) | Certification Level(s) |
| 1. Trade Subjects 7-12 2. Technical Subjects 7-12 | Professional Certificate |
| Joint Registration IHE (if applicable) | Total Number of Credits |
|  |  |
| Lead Contact [First Name, Last Name, Title] | Telephone Number |
| William Roberts, Asst. Professor and Chair, Department of Career and Technology Teacher Education | 718-260-5373 |
| Email Address |  |
| WRoberts@citytech.cuny.edu |  |

**Attestation and Assurances**

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions’ goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Regulations of the Commissioner of Education and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.[[3]](#footnote-3)

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b) and §52.21(b)(2)(i) and (ii) relating to faculty, including those pertaining to field experiences, student teaching and mentoring teacher of record.[[4]](#footnote-4)

That all curriculum and courses are offered, and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2).

That, consistent with §52.2(e), overall educational policy and its implementation are the responsibility of the institution’s faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), and, that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2), the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state statute, the Rules of the Board of Regents and the Commissioner’s regulations.

|  |  |
| --- | --- |
| **CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST** |  |
| Signature | Date |
| Type or print the name and title of signatory | Phone Number |

**Program Purpose, Philosophy, Objectives and Targets**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program Purpose and Philosophy**  *Department Expectation*: *Clearly define a program purpose and philosophy that is aligned to the degree award, program title and certification area.* | | | | | | |
| The Career and Technical Teacher Education Program at New York City College of Technology-CUNY is designed with the belief that a morally sound education in a democratic society must provide favorable environments in which every learner has an opportunity to develop to his/her full potential, regardless of his/her socio-economic or cultural background or personal dispositions. Such education must enable the learner to develop technological literacy, make informed choices about careers, and develop the required knowledge and skills to enter, progress, and succeed in a culturally diverse and increasingly technological society.  The Career and Technical Teacher Education Program envisions 21st century career and technical education (CTE) programs in which all students have access to qualified, competent, caring, and reflective teachers. The purpose of the proposed of CTE certificate programs, therefore, is to prepare professionally competent and caring technical educators for a world of technology and diversity. | | | | | | |
| **Program Objectives**  *Department Expectation:* *Articulate between 1 and 3 program-level (curriculum-level) objectives that are clearly defined and directly aligned with the program purpose, proposed degree award and certification area.* | | | | | | |
| 1. Enable CTE teacher candidates to develop knowledge and understanding of the students they teach and create learning environments that support and foster learning, taking into account each student’s abilities, needs, interests, and socio-economic and cultural background. | | | | | | |
| 1. Prepare CTE teacher candidates to demonstrate content knowledge and skills in their career or technical subject areas to enable students to achieve high standards of learning and performance. | | | | | | |
| 1. Provide candidates with pedagogical knowledge and skills to design, plan, implement, and manage the instructional process, using a variety of methods, assessment techniques and resources, including modern technology, to engage students in meaningful learning in a safe and nurturing environment. | | | | | | |
| **Program Targets -** *Department Expectation*: *Establish realistic enrollment, retention, graduation, and job placement targets for this program that are connected to the reviewing system by which the success of students and faculty in achieving such goals and objectives of the program are determined. Note: Specific Department defined targets are not required for the registration of curricula. However, the Department expects institutions to establish targets that reflect the espoused quality of the program, and to periodically and systematically review such targets as they relate to program implementation.* | | | | | | |
| Enrollment Projections  *The Department assumes that Year 5 enrollment projections will be full-capacity relative to existing and new resources planned.* | | | | | | |
| Year 1 | Year 2 | | Year 3 | Year 4 | | Year 5 |
| 51 | 53 | | 55 | 57 | | 60 |
| **Annual Retention Rate Target (%)** | | **Target graduation rate (%)** | | | **Target Job Placement Rate (%)** | |
| 80 | | 85 | | | 95 | |

**Curriculum and Course Information**

*Complete the relevant Program Schedule (Table A and/or Table B) in a manner consistent with §52.2(c) of the Regulations of the Commissioner*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Table A: Undergraduate Program Schedule***   * *Indicate academic calendar type****: X*** *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: Fall 1 | | | | | | Credits per classification | | | | | | |  | | Term: Spring 1 | | | | | Credits per classification | | | | | |
| Course Number & Title | | | | Cr | | LAS | Maj | | New | | Prerequisite(s) | | Course Number & Title | | | Cr | | LAS | | | Maj | New | Prerequisite(s) |
| COM 1330 Public Speaking | | | | 3 | | X | X | |  | | CUNY Proficiency in reading and writing | | SOC 1101 Elements of Sociology | | | 3 | | X | | | X |  | CUNY Proficiency in reading and writing |
| MAT 1190 Quantitative Reasoning | | | | 3 | | X | X | |  | | CUNY proficiency  in reading; proficiency in mathematics | | MAT 1272 Statistics | | | 3 | | X | | | X |  | MAT 1180 or higher |
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| **Term credit total:** | | | | **6** | |  |  | |  | | | | **Term credit total:** | | | **6** | |  | | |  |  | |
| Term: Fall 2 | | | | | | Credits per classification | | | | | | | Term: Spring 2 | | | | | Credits per classification | | | | | |
| Course Number & Title | | | | Cr | | LAS | Maj | | New | | Prerequisite(s) | | Course Number & Title | | | Cr | | LAS | | | Maj | New | Prerequisite(s) |
| Life and Physical Sciences (one year sequence with Scientific World) | | | | 4 | | X | X | |  | |  | | Scientific World (one-year sequence with departmental advisement) | | | 4 | | X | | | X |  |  |
| EDU 3610 or PSY 3502 Human Learning and Instruction | | | | 3 | | X | X | |  | | PSY 1101 | | LIB 1201 Research and Documentation  in the Information Age | | | 3 | | X | | | X |  | ENG 1101 |
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| **Term credit total:** | | | | **7** | |  |  | |  | | | | **Term credit total:** | | | **7** | |  | | |  |  | |
| Term: Fall 3 | | | | | | Credits per classification | | | | | | | Term: Spring 3 | | | | | Credits per classification | | | | | |
| Course Number & Title | | | | Cr | | LAS | Maj | | New | | Prerequisite(s) | | Course Number & Title | | | Cr | | LAS | | | Maj | New | Prerequisite(s) |
| EDU 2354 Laboratory Organization and Management of Instruction | | | | 2 | |  | X | |  | | None | | ARB, ASL, CHN, FREN, or SPA (Elementary or higher) | | | 3 | | X | | | X |  |  |
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| **Term credit total:** | | | | **5** | |  |  | |  | | | | **Term credit total:** | | | **6** | |  | | |  |  | |
| Term: Fall 4 | | | | | | Credits per classification | | | | | | | Term: Spring 4 | | | | | Credits per classification | | | | | |
| Course Number & Title | | | | Cr | | LAS | Maj | | New | | Prerequisite(s) | | Course Number & Title | | | Cr | | LAS | | | Maj | New | Prerequisite(s) |
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| **Term credit total:** | | | |  | |  |  | |  | | | | **Term credit total:** | | |  | |  | | |  |  | |
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| **Program Totals**: | Credits:31 | | | | | | | | | Liberal Arts & Sciences: 29 | | | | | | Major: 2 | | | | | Elective & Other: | | | | |
| Cr:= credits LAS = [Liberal Arts and Sciences](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr11.html) Maj = major requirement New = new course Prerequisite(s) = list prerequisite(s) for the noted courses | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Table B: Graduate Program Schedule***   * *Indicate academic calendar type:*X *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: | | | | | | | | | | | |  | | Term: | | | | | | | | | | | |
| Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | | Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | |
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| Term: | | | | | | | | | | | | Term: | | | | | | | | | | | |
| Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | | Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | |
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| Term: | | | | | | | | | | | | Term: | | | | | | | | | | | |
| Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | | Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | |
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| Term: | | | | | | | | | | | | Term: | | | | | | | | | | | |
| Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | | Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | |
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| **Program Totals:** | | **Credits:** | | | | | | Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: | | | | | | | | | | | | | | | | | |
| **New** = indicate if new course **Prerequisite(s)** = list prerequisite(s) for the noted course | | | | | | | | | | | | | | | | | | | | | | | | | |

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| **Program Admission Requirements**  List all program admission criteria and provide the program’s checklist or other documentation the institution uses to verify these requirements are met. Be specific. This checklist may be pasted into the answer below. For graduate level programs commencing on or after July 1, 2016 the following minimum admission criteria must be applied; a minimum score on the GRE or a substantially equivalent admission examination and a minimum cumulative grade point average of 3.0 in the applicant’s undergraduate program.\* |
| **Identifying Program Coursework Requirements**  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. |
| **Meeting the Liberal Arts and Sciences Requirement**  By checking each box below the college attests that program candidates are prepared with knowledge, understanding, and skills in the following liberal arts and sciences. For undergraduate programs, coursework related to each area should be visible on the sample program schedule. For graduate programs where this coursework is completed prior to admission, a verification process should be in place and available for submission upon request.   |  |  |  | | --- | --- | --- | | Xartistic expression | Xa language other than English | XInformation retrieval | | Xhumanities | Xwritten analysis and expression | Xcommunication | | Xconcepts in history and social sciences | Xscientific and mathematical processes |  | |

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| **Meeting the Content Core Requirement** |
| 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 the institution will accept for each certificate title. |

**Pedagogical Core Requirements for both Undergraduate and Graduate Programs**

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| **Pedagogical Core Course Table**  *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.* |
| **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.  **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**  Go to [http://www..nysed.gov/ocue/aipr/PedagogicalCore.html](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. highered 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**.** Additional instructions are found in the Guidance Document: [Word](http://www.highered.nysed.gov/ocue/aipr/ocue-educator-guidance-Dec-2013.docx) (200KB) [PDF](http://www.highered.nysed.gov/ocue/aipr/documents/ocue-educator-guidance-Dec-2013.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.* |

**Pedagogical Core Courses Table**

| **Course Number and Title** | **Credit Hours** | **R/E** | **Instructor(s) / Status** | **Pedagogical Core Requirements (PCR) Addressed** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **General PCR\*** | **Cert Code** | **Cert Code** | **Cert Code** | **Cert Code** |
| 14 | 22 |  |  |
| EDU 2354 Laboratory Organization and Management of Instruction | 2 | R | S. Caprio/PT |  |  |  |  |  |
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| *\*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.* | | | | | | | | |

| **Pedagogical Core Course Descriptions**  *In the space below, identify all pedagogical courses within the program, identify the new courses, list each course number and title, and provide a description of each pedagogical course for this program as it appears or will appear in the college catalog. Each course that has been identified in the Pedagogical Core Course Table must be identified below and have a course description which reflects alignment with the regulatory requirements.* ***\*In addition to the course descriptions identified below, 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*** | | | |
| --- | --- | --- | --- |
| **Course Number** | **Course Title** | **Check if this is a new course** | **Course description** |
| EDU 2354 | Laboratory Organization and Management of Instruction |  | Organizational techniques for effective career and technical education instruction. Includes means of record-keeping, laboratory/shop design and maintenance. |
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| **Graduate Programs Seeking to Waive General Pedagogical Core Requirements**  *Graduate level programs that require prior teacher certification for admission and prepare candidates for a second certificate can waive general pedagogical core requirements if the institution determines the requirement was met in a previous teacher preparation program. If proposing to waive such requirements provide an explanation of how the institution determines the requirement was met prior to program admission and a checklist used to identify the candidates prior coursework that meets the requirement.* |
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**Field Experiences and Student Teaching**

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| **Field Experiences**  *Complete the chart below for courses that require field experience.* | | | |
| **Course Number and Title** | **Instructor** | **Grade Level** | **Clock Hours** |
|  |  | 7-12 | 180 |
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| **College Supervised Student Teaching Experiences**  *Complete the chart below for courses that require College supervised student teaching experiences.* | | | |
| **Course Number and Title** | **Instructor** | **Grade Level** | **Number of Full School Days** |
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**Faculty Information**

| **Existing Core Faculty**  *Department Expectations: Identify the specific faculty members that will be responsible for setting the curricular objectives, teaching program courses, advising students, and determining the means by which program and course objectives are measured.* ***Identify the program director.***  *Core faculty members must meet minimum academic qualifications as identified in Part 52.2(b) of regulations, and be of sufficient depth and breadth to provide leadership, direction, and discharge other responsibilities critical to the start-up of the program.*  ***Note:*** *Faculty curricula vitae or resumes should not be attached to this application and should only be provided if specifically requested by the Department.* | | | | |
| --- | --- | --- | --- | --- |
| Faculty Member Name, Title, and Rank | Courses to be taught | Full-time or Part-time; if Full-time identify % of time to the program | Highest Earned Degree, Discipline, IHE | If no terminal degree in the field, list additional qualifications that demonstrate special competence in the field relative to the specific program. |
| Susan Caprio, Adjunct Lecturer | EDU 2354 Lab Org.& Mgt of Instr., EDU 2510 Orientation to CTE; EDU 2520 Occupational Analysis and Curriculum Organization; EDU 3681 Internship in CTE | Part-time | MS Educational Administration,  Baruch College, CUNY, New York, NY | Assistant Principal Supervision, William E. Grady CTE High School, 2003-2012; George Westinghouse CTE HS, Brooklyn NY 2013 – Present |
| Luciana DiGiacomo, Adj. Lecturer | EDU 3681 Internship in CTE; EDU 4871 Student Teaching | Part-time | MBA, Business Administration – Finance, Manhattan College, New York, NY | Principal/ Project Director Global Enterprise High School, Bronx, NY; Assistant Principal – Administration, Teacher/ Technology Coordination - Walton High School, Bronx, NY, Adjunct Professor – State University of NY at Purchase (SUNY), Purchase, NY |
| Christian Iheagwam, Adjunct Associate Professor | EDU 2610/  PSY 2501 Child and Adolescent Development | Part-time | Ed.D., Human Development and Guidance, Teachers College, Columbia University, New York, NY |  |
| Godfrey Nwoke, Professor | EDU 2362 Methods of Teaching in CTE; EDU 4600 Professional Development Seminar; EDU 4580 Coordination of Work-Based  Learning I: Organization, EDU 4590 Coordination of Work-Based Learning II: Operation | Full-time | Ph.D., Industrial Education and Technology, Iowa State University, Ames, IA |  |
| Tim O’Donnell, Adjunct Lecturer | EDU 2455 Methods and Materials for Special Needs Students; EDU 3681 Internship in CTE | Part-time | M.S. Special Education, College of Staten Island, CUNY, NY | 6th Year Certificate/SAS, College of Staten Island, CUNY, NY; Assistant Principal, P371K, P373K – Brooklyn, NY 1999-2013 |
| William Roberts, Dept. Chair,  Assistant Professor | EDU 2455 Methods and Materials for Special Needs Students; EDU 3630 Assessing Student Learning Outcomes | Full-time | Ed.D., Technology Education; North Carolina State University, Raleigh, NC |  |
| Joseph Scandura, Adjunct Lecturer | EDU 3681 Internship in CTE; EDU 4871 Student Teaching | Part-time | M.S., Business Education, Baruch College-CUNY, New York, NY | Assistant Principal, Organization and Career and Technical Education, The Renaissance School; Clara Barton High School for Health Professions, 1999-2016 |
| Hon Jie Teo, Assistant Professor | EDU 3640 Computers in Education; EDU 3681 Internship in CTE; EDU 3630 Assessing Student Learning Outcomes | Full-time | Ph.D., Engineering Education, Virginia Tech, Blacksburg, VA |  |
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| **Faculty to be Hired**  *Department Expectations: Identify the specific job title, courses to be taught, and qualifications for each position and the specific timeline by which the faculty member(s) will be hired. The job descriptions and minimum qualifications of faculty to be hired meet the meet minimum academic qualifications as identified in Part 52.2(b) of Commissioner’s regulation. The date provided by which faculty to be hired will be in place must be clear and directly connected to when they are needed to discharge their responsibilities during program implementation. The Department reserves the right to request more information concerning recruitment and hiring of faculty if it is needed to make a determination concerning compliance with program registration standards.* | | | |
| --- | --- | --- | --- |
| Position Title, and Rank | Highest Earned Degree, Discipline, and additional qualifications | Courses to be taught | Date by which they will begin job duties |
| Assistant/Associate Professor | Ed.D. /Ph.D. in Instructional Technology, Special Education, Educational Foundations | EDU 3640 Computers in Education, EDU 2455 Methods and materials for Special Needs Students,  EDU 2380 Education and Society | September 2018 |
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1. Please refer to §52.2(c) and §145-2.1 of the Regulations of the Commissioner for definitions and information about full and part time study. Only programs meeting the definition of full-time under §145-2.1 can be registered as eligible for financial aid under NYS’s Tuition Assistance Program (TAP). Programs are subject to audit by the NYS Office of the State Comptroller and the Higher Education Services Corporation (HESC) for financial aid compliance purposes. [↑](#footnote-ref-1)
2. If a major portion of the program (50% or more) can be completed through study delivered by distance education then the program must be registered in the distance education format. Hybrid or blended courses do not count toward the 50%. [↑](#footnote-ref-2)
3. The Department reserves the right to request these data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution. [↑](#footnote-ref-3)
4. Please review all of the requirements concerning faculty for teacher education programs found in §52.21(b)(2) to ensure compliance. [↑](#footnote-ref-4)