



City University of New York
New York City College of Technology
School of Professional Studies
Department of Career and Technology Teacher Education

Handbook for Teacher Candidates

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Chapter 1. Introduction

1.1 Message from Chair

Welcome to the Department of Career and Technology Teacher Education. Our department offers two specialized, baccalaureate-level, teacher education programs, namely, Career and Technical Education (CTE) and Technology Education.

The Technology Teacher Education program leads to the bachelor's degree as well as the New York State Initial Certificates as technology teachers in kindergarten through 12th grade. Graduates of the program teach a wide range of technology subjects including computer networking, communication systems, drafting, electronics, electronics systems, graphic communication, robotics, and principles of engineering.

The Career and Technical Teacher Education program prepares teachers for the Initial and Professional Certificates valid for teaching specific CTE subjects within the career fields of family and consumer sciences, health, technical, and the trades in grades 7 through 12. Several graduates of the program occupy prominent administrative and supervisory positions both in the NYC public school system and in business and industrial training programs.

The two programs are unique to City Tech because they are the only such programs for the preparation of Career and Technical Education (CTE) and Technology Education teachers within the City University of New York system. They are also the only such programs in a public university south of Albany. By choosing to enroll in one of our two teacher education programs, you will be making a decision that will open for you the doors to a great career in education.

1.2 Purpose of Handbook

This handbook serves as a tool for informing teacher candidates about the policies, guidelines, and procedures necessary for successful completion of the Career and Technical Teacher Education or Technology Teacher Education Program at New York City College of Technology. The handbook is a resource for selection of coursework, requirements for graduation, and application of teacher certification. It additionally provides the information needed to prepare for and complete the internship and student teaching experience.

1.3 CTTE Department

The CTTE department consists of 4 full-time faculty members:

1. Dr. Godfrey Nwoke, Professor
2. Dr. Alfred Posamentier, Distinguished Lecturer
3. Ms. Meg Ray, Lecturer
4. Dr. Euisuk Sung, Assistant Professor
5. Dr. Hon Jie Teo Associate Professor and Chair

Chapter 2 General Information

2.1 College's Mission Statement

New York City College of Technology is a baccalaureate and associate degree-granting institution committed to providing broad access to high quality technological and professional education for a diverse urban population. City Tech's distinctive emphasis on applied skills and place-based learning built upon a vibrant general education foundation equips students with both problem-solving skills and an understanding of the social contexts of technology that make its graduates competitive. A multi-disciplinary approach and creative collaboration are hallmarks of the academic programs. As a community City Tech nurtures an atmosphere of inclusion, respect, and open-mindedness in which all members can flourish.

2.2 College Educational Goals

- As a result of a City Tech education, students will:
- Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.
- Acquire and use the tools needed for communication, inquiry, analysis, and productive work.
- Work productively within and across disciplines.
- Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.

2.3 Departmental Mission

Our mission, as urban educators, is to prepare professionally competent, reflective and caring technical educators for a world of technology and diversity. Therefore, every graduate of the program is prepared to demonstrate:

- General Knowledge – based on a strong foundation in the liberal arts and sciences that forms the basis for our shared values, understandings and responsibilities in a democracy.
- Technical Competency – including knowledge and skill in career and technical education content areas to enable students to achieve high standards of learning and performance.
- Professional Competency – based on knowledge of students and proficiency in designing instruction appropriate for their developmental levels and needs; proficiency in designing, planning, implementing and managing the instructional process in a safe and nurturing environment; and using a variety of methods, assessment techniques and resources.
- Competency in the Use of Technology – ability to use modern computer technology and the Internet to facilitate and enhance the instructional process and student learning.
- Caring Dispositions – personal and interpersonal characteristics that build upon and enhance dispositions to be caring professionals who have respect for learners of every age and background.
- Reflective Practice – critical analysis, evaluation and continuous improvement of professional practice and life-long learning.
- Sensitivity to Diversity – awareness of the diverse cultures that make up our urban schools, communities and our global society; and the basis for practices that support and meet students' learning needs.

Chapter 3 Academic Standards, Policies and Procedures

3.1 Application and Admission

After an offer of admission is provided to you, you will visit <http://home.cunyfirst.cuny.edu> to claim your CUNYFirst account. If you have any questions, email the Student Help Desk at studenthelpdesk@citytech.cuny.edu or call (718)260-4900. Next, you will accept your offer of admission from City Tech by going to your CUNYfirst account at: <https://home.cunyfirst.cuny.edu>. In CUNYFirst, submit the paperwork necessary to receive in-state tuition to the Student Document Repository. The last day to submit your proof of residency for the Fall 2023 semester is December 20, 2023. Should you have any concerns, please email the Office of Residency at residency@citytech.cuny.edu. Next, you will receive an email invitation for academic advisement and class registration from the STAR Center (Scheduling Testing Advisement Registration) and you will receive an email invitation from Student Life and Development (SLD) for the online orientation. For questions or concerns contact SLD at studentlife@citytech.cuny.edu. About one week after you have registered for classes, you will receive an email from the College at your preferred email address, notifying you that your City Tech email account has been created. All communications from the College or from CUNY will be sent only to your City Tech email address. It is important that you get into the practice of checking your City Tech email regularly.

3.2 Academic Progression

Students must receive a grade of “B” or better in each course taken with an EDU prefix. Any student earning a grade lower than “B” in an EDU course may not progress in the program without repeating the course and earning a minimum grade of “B or better”. No course in the program may be repeated more than once. In the event of failure or a grade of B- or lower after two attempts, the student will be required to change to another major outside the Career & Technology Teacher Education Department.

3.2.1 Progression for Technology Education Teacher Candidates

Technology education teacher candidates are required to maintain a minimum grade point average of 2.7 both for progression within the Technology Teacher Education curriculum and for enrollment in student internship and student teaching. Students who fall below a 2.7 grade point average are required to arrange a meeting with a Career and Technology Teacher Education Department faculty advisor to discuss plans to improve their academic standing. Students who withdraw will be considered for readmission on an individual basis and only if they withdraw in good standing (passing all courses at time of withdrawal). Student teaching is required for program completion and a college recommendation for New York State certification. Student teaching applications must be submitted to the teacher education faculty no later than November 30 for student teaching in the spring semester and April 30 for student teaching in the fall semester. A minimum grade point average of 2.7 is required for graduation. The proposed curriculum requires successful completion of a total of 123-124 credits distributed as follows: 64-66 credits of general education (arts and sciences core) courses, 33 credits of technology education content core courses and 29 credits of pedagogical core courses. Students who complete the degree program of study are recommended for the New York State initial teaching certificate. By completing the degree program of study, students also fulfill the NYSTCE requirements.

3.2.2 Progression for Career and Technical Education Teacher Candidates

CTE teacher candidates must receive a grade of “B” or better in each course taken with an EDU prefix. Any teacher candidate earning a grade lower than “B” in an EDU course may not progress in the program without repeating the course and earning a minimum grade of “B or better”. No course in the program may be repeated more than once without department permission. In the event of failure or a grade of B- or lower after two attempts, the student will be required to change to another major outside the Career & Technology Teacher Education Department. A minimum grade point average of 2.7 is required both for progression within the Career and Technical Teacher Education curriculum and for enrollment in student internship and student teaching. Students who fall below a 2.7 grade point average are required to arrange a meeting with a Career and Technology Teacher Education Department faculty advisor to discuss plans to improve their academic standing. Students who withdraw will be considered for readmission on an individual basis and only if they withdraw in good standing (passing all courses at time of withdrawal). Student teaching is required for program completion and a college recommendation for New York State certification. Student teaching applications must be submitted to the teacher education faculty no later than November 30 for student teaching in the spring semester and April 30 for student teaching in the fall semester. A minimum grade point average of 2.7 is required for graduation.

3.3 Academic Integrity.

New York City College of Technology Policy on Academic Integrity states the following. Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

3.4 City Tech Academic Catalog

The [Academic Catalog](#) has information about policy, procedures, academics, administration, faculty, staff, and advisory commissions.

3.5 City Tech Student Handbook

The [Student Handbook](#) is a student-friendly guide to City Tech. It is designed as a supplement to your Academic Catalog to answer questions about the College and the places to go when you need help. Keep the Student Handbook with you as a guide as you pursue your studies and degrees. It’s a resource that you will appreciate throughout your City Tech career. Refer to the [Academic Catalog](#) or visit each office’s webpage for additional information. The handbook is divided into the following sections:

- Services
- Financial Aid Facts
- Tuition and Fees
- Online @ City Tech
- Grades
- Frequently Asked Questions
- Academic Honors and Special Academic Programs
- Off-Campus Resources
- Rules, Regulations, Policies and Procedures
- Glossary
- Index

Chapter 4 Degree Requirements

4.1 Admission Requirements

4.1.1. Bachelor of Science in Career and Technical Teacher Education

Perspective students may enter the program as freshmen if they meet the general CUNY admission criteria. Alternatively, they can transfer from one of the City Tech AAS programs before or after obtaining their associate degree. Students from other colleges may also apply for admission as transfer students if they meet CUNY criteria for transfer admission. Students from other academic institutions may seek admission as transfer students, contingent upon meeting the college's established criteria for such admissions. For any inquiries, students are encouraged to contact the Office of Admissions. It is important to note that an associate degree in career and technical teacher education is not a prerequisite for gaining entry to the BS in Education program.

When evaluating students transferring from other colleges or different programs within City Tech, their academic records will be assessed to ascertain the appropriate placement within the program. Generally, a minimum grade point average (GPA) of 3.0 is required for transfer students, although applicants with a GPA above 2.5 may be considered on a case-by-case basis.

Regardless of the mode of admission, all prospective students must fulfill the CUNY proficiency requirements. To gain admission to B.S. Career and Technical Teacher Education program, applicants must submit a department application in which they will be required to compose an essay and may need an interview with the program faculty. This process aims to determine their eligibility for state certification and assess their potential for success within the program.

4.1.2. Bachelor of Science in Technology Teacher Education

Students may enter the Bachelor of Science in Education (BSEd) in Technology Teacher Education degree program as freshmen, provided they fulfill the general college criteria for baccalaureate admissions. Alternatively, students may transfer from one of City Tech's AAS, AA, or AS programs either prior to or following the completion of their associate degree. Transfer admissions are also available for students from other colleges, contingent upon meeting the college's established criteria for such admissions. Applicants seeking clarification or guidance are encouraged to consult the Office of Admissions. Obtaining an associate degree before transferring into the program is not mandatory.

Upon entering the program, student's transcripts will be assessed to determine the courses necessary for completing the degree. A minimum grade point average (GPA) of 3.0 is typically required for transfer into the program. However, applicants with a GPA above 2.5 may be considered case-by-case.

Regardless of the mode of admission, all prospective students must satisfy the CUNY proficiency requirements. To be granted admission to the teacher education program, applicants must submit a department application in which they will be required to compose an essay and may need an interview with the program faculty. This process aims to evaluate their eligibility for state certification and assess their potential for success within the program.

4.1.3. Transitional C Certificate Program in Technology Education

To enter the Transitional C certificate program, candidates must secure a written commitment from a hiring school district, which is responsible for providing mentorship during the initial two years of teaching.

Upon entering the program, student's transcripts will be assessed to determine the courses necessary for completing the degree. A minimum grade point average (GPA) of 3.0 is typically required for transfer into the program. However, applicants with a GPA above 2.5 may be considered case-by-case. To ensure progression within the Technology Teacher Education curriculum and secure enrollment, candidates must maintain a minimum GPA of 2.7.

4.1.4. Initial Certificate Program in Career and Technical Teacher Education

Admission to the Initial Certification Program in Career and Technical Teacher Education program requires the same procedures and requirements as the CTE B.S.Ed. program. After meeting CUNY's admission requirements, departmental admission is determined based on grades, work experience, and essays on the department application.

4.2 Progression Requirements

All students registered in CTTE programs must receive a grade of "B" or higher in each course bearing an EDU prefix. If a student receives a grade below "B" in an EDU course, they must retake the course and achieve a minimum grade of "B" to continue in the program. No course within the CTE Teacher Education and Technology Teacher Education programs may be repeated more than once. If a student fail or obtain a grade of B- or lower after two attempts, they must select another major outside the Career & Technology Teacher Education Department.

A minimum grade point average (GPA) of 2.7 is required for progression and enrollment in student internships and student teaching. Students with a GPA below 2.7 must schedule a meeting with a CTTE faculty advisor to develop a plan for improving their academic standing. Students who withdraw will be considered for readmission on an individual basis, provided they withdraw in good standing (i.e., passing all courses at the time of withdrawal).

Completion of student teaching is mandatory for program completion and receiving a college recommendation for New York State certification. Applications for student teaching must be submitted to the teacher education faculty before the deadline set by the clinical coordinator. A minimum GPA of 2.7 is necessary for graduation.

4.3 Graduation and Program Completion Requirements

4.3.1 Graduation Requirements for B.S.Ed. in Career and Technical Teacher Education

The proposed curriculum necessitates the successful completion of a total of 123 credits distributed as follows: 62 credits in general education (arts and sciences core) courses, 31 credits in pedagogical core courses, and 30 credits from content cores or Practicum NOCTI exams. Students can earn up to 30 credits by successfully completing two NOCTI exams. Passing the written exam will result in acquiring 15 credits, with the remaining 15 credits obtainable upon completion of the performance exam.

- At least four Writing Intensive (WI) courses must be taken. The CTTE department offers two WI courses, including EDU 2455 and EDU 3670. The WI class must be identified as such by the course syllabus. The list of WI courses can be found on the college database.

<https://www.citytech.cuny.edu/advisement/writing-intensive-archive.aspx>

- At least one interdisciplinary (ID) liberal and arts course must be taken. The WI class must be indicated after the curriculum number. For instance, SOC 2380, a mandatory course for graduation, has two types of courses, general and ID, and is recognized as an ID class only when taking the SOC 2380 ID.

- If you transfer from another institution or internal transfer with an associate degree, students must complete a minimum of two WI courses. The list of ID courses can be found on the college database below.

<https://www.citytech.cuny.edu/advisement/interdisciplinary.aspx>

To ensure that you are meeting your graduation requirements, it is recommended that students refer to their academic records in the advisement worksheet and DegreeWorks.

4.3.2. Graduation Requirements for B.S.Ed. in Technology Teacher Education

A Bachelor of Science in Education of Technology Education requires the completion of a total of 123 credits distributed as follows: 64 credits in general education (arts and sciences core) courses, 33 credits in technology education content core courses, and 26 credits in pedagogical core courses.

Along with the graduation credits presented above, it is necessary to meet the following bachelor's degree requirements:

- At least four Writing Intensive (WI) courses must be taken. The CTTE department offers two WI courses including EDU 2455 and EDU 3670. The WI class must be identified as such by the course syllabus. The list of WI courses can be found on the college database.

<https://www.citytech.cuny.edu/advisement/writing-intensive-archive.aspx>

- At least one interdisciplinary (ID) liberal and arts course must be taken. The WI class must be indicated after the curriculum number. For instance, SOC 2380, a mandatory course for graduation, has two types of courses, general and ID, and is recognized as an ID class only when taking the SOC 2380 ID.

- If you transfer from another institution or internal transfer with an associate degree, students must complete a minimum of two WI classes. The list of ID courses can be found on the college database below.

<https://www.citytech.cuny.edu/advisement/interdisciplinary.aspx>

To ensure that students meet the graduation requirements, it is recommended to refer to their academic records in the advisement worksheet and DegreeWorks.

4.3.3. Completion of Initial Certificate Program in Career and Technical Teacher Education

The CTE program students can apply for an initial teaching certificate by fulfilling the requirements before completing the Bachelor of Science in Education in Career and Technology Teacher Education. The 74-credit certificate program listed below enables applicants to be recommended for the New York State Initial Certificate through the approved program pathway. Thirty content core credits are required for certification but can be met through National Occupational Competency Testing (NOCTI) or by possessing an associate's or higher degree in the subject area of certification.

Admission and progression, and graduation requirements are the same as for the BSED in Career and Technical Teacher Education.

Required Courses (31 credits)

GENERAL EDUCATION CORE (15 CREDITS)

ENG 1101 English Composition I	3
ENG 1121 English Composition II	3
PSY 1101 Intro to Psychology	3
PSY 2501/ EDU 2610 Child & Adolescent Development	3
SOC 2380 Sociology of Education	3

SUBTOTAL **15**

PEDAGOGICAL CORE (29 CREDITS)

EDU 2362 Methods of Teaching in CTE	3
EDU 2455 Methods & Materials for Special Needs Students	3
EDU 2510 Orientation to CTE	3
EDU 2520 Occupational Analysis & Curriculum Organization	3
EDU 3630 Assessing Student Learning Outcomes	3
EDU 3640 Computers in Education	3
EDU 3670 Methods of Literacy Instruction	3
EDU 3682 Internship in CTE	1
EDU 4601 Professional Development Seminar	1
EDU 4872 Supervised/Student Teaching	6
SUBTOTAL	29

CONTENT CORE (30 CREDITS)

May be satisfied through NOCTI Testing or Possessing an Associate or higher degree.

EDU 3700 Practicum in CTE – Performance	15
EDU 3720 Practicum in CTE – Written	15
SUBTOTAL	30

TOTAL REQUIRED FOR PROPOSED PROGRAM: 74 CREDITS

4.3.4. Completion of the Transitional C Program in Technology Teacher Education

To complete the Transitional C Program, candidates must complete three years of teaching experience and the required courses in the technology education pedagogical core subsequent to acquiring a professional teaching certificate. Additionally, candidates must successfully pass Educating for All Students (EAS) and Content Specialty Test (CST) Technology Examinations in order to be eligible for the professional certificate.

REQUIRED COURSES IN THE MAJOR

EDU 2362 Methods of Teaching in Career and Technology Education I	3
EDU 2455 Methods and Materials for Special Needs	3
EDU 2610 Child and Adolescent Development	3
EDU 3410 Technology Education Foundations and Curriculum Development	3
EDU 3640 Computers in Education	3
EDU 3682 Internship in Career and Technology Teacher Education	1
EDU 4601 Professional Development Seminar	1
EDU 4872 Supervised/Student Teaching in Career and Technology Education	6

4.4 Applying for Graduation

It is important for students to consistently monitor their academic progress by checking Advisement Worksheets and DegreeWorks to ensure that they are on track towards graduation.

Presented below are the requisite college graduation criteria.

- Earn 123 credits.
- Complete all degree-required courses (see your advisement worksheet and DegreeWorks).
 - Completion of 4 Writing Intensive Courses
 - Completion of 1 Interdisciplinary Course

- Completion of Overall Liberal Arts and Science Credits
- Completion of General Education requirements (Pathways)
- Completion of Major Requirements
- GPA of 2.0 or better
- Completion of Credits in Residency. A minimum of 34 credits must be completed in residence, at least 17 of which must be in the major department.

During the semester in which expect to graduate, students must file a graduation application form.

If students fail to apply for graduation by the deadline, or who apply late, run the risk of not having their names included in the commencement program. Eligible students who file their degree applications after the specified graduation filing date as specified in the Academic Calendar may have their degree awarded at the next conferral date.

How to Apply for Graduation

Click on the “Apply for Graduation” link.

Finalize your submission by clicking on “Submit Application”.

Program: Undergraduate

NYC College of Technology | Undergraduate

Degree: Bachelor of Technology
Major: Communication Design BTECH

Expected Graduation Term 2019 Spring Term

Graduation Instructions

Welcome June 2019 Graduate Candidate!

If the degree and major you wish to apply for is listed above, click on continue.

If you wish to apply for any degree or major other than the one listed above, please submit a paper application at NG-15.

****PLEASE READ****

Your name will appear on your diploma EXACTLY as it appears on CUNYfirst. If this is incorrect, you must submit a "Change of Information" form which can be obtained from the Registrar's Office.

[SELECT DIFFERENT PROGRAM](#)

[SUBMIT APPLICATION](#)

How To View Your Graduation Status

On CUNYfirst, select the drop down tab that reads "Apply for Graduation."

The screenshot shows the CUNYfirst Academics page. At the top left, there is a navigation menu with 'Academics' selected. Below it are links for 'Search', 'Plan', 'Enroll', and 'My Academics'. In the center, there is a message box that says 'You are not enrolled in classes.' To the right of this message is an 'enrollment shopping cart' icon. On the right side of the page, there are three sections: 'SEARCH FOR CLASSES', 'Holds' (with 'No Holds.'), and 'To Do List' (with 'No To Do's.'). At the bottom left, there is a dropdown menu for 'Apply for Graduation' which is currently open, showing options for 'Academic Planner', 'Apply for Graduation' (which is highlighted), and 'Class Schedule'.

4.3 Course substitution

A course substitution may be permitted with the approval of the advisor, chair, dean, and registration office after a careful examination of the course equivalency. The following situations may be considered for approval:

- If the required courses are not offered during a specific time period.
- For transfer students, if they have completed courses similar to the required courses and are deemed to possess adequate knowledge and skills.

The evaluation of a course substitution is based on the following criteria:

- Did the substitution course offer the same or similar level of topic, skills, and achievement standards?
- Is the grade in the substitution course a 'B' or higher for EDU course substitution?
- Do the credit hours in the substitution courses have the same or higher?
- Was the substitution course offered at the same grade level? (For example, 1000-level courses are generally not replaced with 4000-level courses)

A reasonable number of course substitutions may be permitted, provided that they meet NYCCT's core requirements, comply with any outside accreditation requirements, and do not compromise the academic integrity of the degree or certificate program.

Course substitutions involving courses from different departments must be approved in writing by the chairs of the departments involved, and the dean(s) of the appropriate school(s) and will be reviewed by the Registrar.

An academic advisor may recommend a course substitution through the Degree Audio Review Request (DARR) system following the examination of the course substitution if deemed necessary for the student. Upon obtaining approval from the chairs, dean, and registration offices within the DARR system, the course substitution process is completed.

4.4 Required Courses

4.4.1. Bachelor of Science in Career and Technical Teacher Education

Pedagogical Core (31 credits)

Catalogue No.	Course	Credit	Writing Intensive / Hybrid	Notes
EDU 2510	Orientation to CTE	3	H	
EDU 2520	Occupational Analysis & Curriculum Org.	3		
EDU 2354	Laboratory Organization & Management of Instruction	2	H	
EDU 2362	Methods of Teaching in Career & Technology Teacher Ed.	3		
EDU 2455	Methods & Materials for Special Needs Students	3	H,WI	
EDU 3630	Assessing Student Learning Outcomes	3	H	Pre-req EDU 2362
EDU 3640	Computers in Education	3	H	Pre-req EDU 2362
EDU 3670	Meth. Of Literacy Instruction in CTE	3	WI	Prer-eq ENG 1121, EDU 2362, EDU 2610
EDU 3682	Internship in Career & Technology Teacher Ed.	2		Dept. approval required
EDU 4601	Professional Development Seminar	2	H	Co-req: EDU 4872
EDU 4872	Supervised Student Teaching in Career & Tech Ed.	4		Dept. approval required

Content Core (30 credits)

Catalogue No.	Course	Credit	Writing Intensive / Hybrid	Notes
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EDU 3700	Practicum in CTE - Performance	15		Department approval required
EDU 3720	Practicum in CTE - Written	15		Department approval required

General Education (62 credits)

Catalogue No.	Course	Credit	Writing Intensive / Hybrid	Notes
ENG 1101	English Composition: English Composition I	3		
ENG 1121	English Composition: English Composition II	3		
MAT 1190 or higher	Quantitative Reasoning	3		
PHYS 1111 or higher	Principles of Science I	4		One year sequence
PHYS 1112 or higher	Principles of Science II	4		
	World Culture and Global Issues	3		
	US Experience in its Diversity	3		
	Creative Expression	3		
PSY 1101	Intro to Psychology	3		Recommended Pre-req for PSY 2501/EDU 2610
	Additional Flexible Common Core Course	3		
COM 1330 or higher	Speech/Oral Communication: Public Speaking	3		<i>Formerly named SPE 1330</i>
	Interdisciplinary Course	3		
	Additional Liberal Arts	3		
MAT 1272	Statistics or higher	3		
PSY 2501/ EDU 2610	Child and Adolescent Development	3		
PSY 3502/ EDU 3610	Human Learning & Instruction	3		
SOC 2380	Sociology of Education	3		Prereq: Any 1000 level SOC Course or PSY 1101
SOC 1101	Element of Sociology	3		

	Elementary Language I (ARB, ASL, CHN, FREN, SPA)	3		Recommended Pre-req for Intermediate Language I
LIB 1201	Research and Doc. In the Information Age	3		

4.4.2. Bachelor of Science in Technology Teacher Education

Pedagogical Core (26 credits)

Catalogue No.	Course	Credit	Writing Intensive/ Hybrid	Notes
EDU 2362	Methods of Teaching in Career & Technology Teacher Ed.	3		
EDU 2455	Methods and Materials for Special Needs	3		Pre-req EDU 2362
EDU 3410	Tech. Ed. Foundations & Curriculum Development	3		Two EDU Courses
EDU 3630	Assessing Student Learning Outcomes	3		Pre-req EDU 2362
EDU 3640	Computers in Education	3		PSY 1101, ENG 1101
EDU 3670	Meth. Of Literacy Instruction in CTE	3		Pre-req ENG 1121, EDU 2362, EDU 2610
EDU 3682	Internship in Career & Technology Teacher Ed	1		Dept. approval required
EDU 4601	Professional Development Seminar	1		Co-req: EDU 4872
EDU 4872	Supervised Student Teaching in Career & Tech Ed.	6		Dept. approval required

Content Core (33 credits)

Catalogue No.	Course	Credit	Writing Intensive/ Hybrid	Notes
EDU 1400	Design and Drafting I	2		
EDU 1420	Construction Systems	3		
EDU 2400	Design and Drafting II	2		Pre-req EDU 1400
EDU 2410	Survey of Technological Development	3		Pre-req EDU 1400
EDU 2440	Manufacturing Systems	3		Pre-req EDU 1400
EDU 2460	Communications Systems	4		
EDU 3400	Technological Systems I	3		EDU 2362
EDU 3420	Electronic Systems	4		EDU 3400

EDU 3440	Transportation Systems	3		EDU 3440
EDU 4480	Principles of Engineering	3		MAT 1375, PHYS 1112
Elective CST 2403 or EDU 4440	Introductory C Language Programming	3		
	Electronic and Robotic Systems	3		EDU 2410, EDU 3400, EDU 3420

General Education (64 credits)

Catalogue No.	Course	Credit	Writing Intensive / Hybrid	Notes
ENG 1101	English Composition: English Composition I	3		
ENG 1121	English Composition: English Composition II	3		
MAT 1275 or higher	College Algebra and Trig.	4		
PHYS 1111 or higher	Principles of Science I	4		One year sequence
PHYS 1112 or higher	Principles of Science II	4		
	World Culture and Global Issues	3		
	US Experience in its Diversity	3		
	Creative Expression	3		
	Additional Flexible Common Core Course	3		
SOC 1101	Elements of Sociology	3		
PSY 1101	Intro to Psychology	3		
COM 1330 or higher	Speech/Oral Communication: Public Speaking	3		
	Interdisciplinary Course	3		
	Additional Liberal Arts	3		
MAT 1375	Pre-calculus	4		
PSY 2501/ EDU 2610	Child and Adolescent Development	3		
PSY 3502/ EDU 3610	Human Learning & Instruction	3		
SOC 2380	Sociology of Education	3		Prereq: Any 1000 level SOC Course or PSY 1101
	Elementary Language I (ARB, ASL, CHN, FREN, SPA)	3		Recommended Pre-req for Intermediate Language I
LIB 1201	Research and Doc. In the Information Age	3		

4.4.3. Initial Certificate Program in Career and Technical Teacher Education

Pedagogical Core (29 credits)

Catalogue No.	Course	Credit	Writing Intensive / Hybrid	Notes
EDU 2362	Methods of Teaching in Career & Technology Teacher Ed.	3		
EDU 2455	Methods & Materials for Special Needs Students	3	H,WI	
EDU 2510	Orientation to CTE	3	H	
EDU 2520	Occupational Analysis & Curriculum Org.	3		
EDU 3630	Assessing Student Learning Outcomes	3	H	<i>Pre-req EDU 2362</i>
EDU 3640	Computers in Education	3	H	<i>Pre-req EDU 2362</i>
EDU 3670	Meth. Of Literacy Instruction in CTE	3		
EDU 3682	Internship in Career & Technology Teacher Ed.	1		
EDU 4601	Professional Development Seminar	1	H	<i>Co-req: EDU 4871</i>
EDU 4872	Supervised Student Teaching in Career & Tech Ed.	6		

General Education Core (15 credits)

Catalogue No.	Course	Credit	Writing Intensive/ Hybrid	Notes
ENG 1101	English Composition: English Composition I	3	WI	
ENG 1121	English Composition: English Composition II	3	WI	
PSY 1101	Intro to Psychology	3		
PSY 2501/EDU 2610	Child & Adolescent Development	3		
SOC 2380	Sociology of Education	3		<i>Prereq: Any 1000 level SOC Course or PSY 1101</i>

Content Core (30 credits)

Catalogue No.	Course	Credit	Writing Intensive/ Hybrid	Notes
EDU 3700	Practicum in CTE – Performance	15		
EDU 3720	Practicum in CTE – Written	15		

4.4.4. Professional Certificate Program in Career and Technical Teacher Education

Catalogue No.	Course	Credit	Writing Intensive / Hybrid	Notes
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MAT 1190	Quantitative Reasoning	3		
	Life & Physical Sciences	4		One-year sequence
	Scientific World	4		
COM 1330 or higher	Speech/Oral Communication: Public Speaking			
SOC 1101	Elements of Sociology	3		
MAT 1272	Statistics or higher			
PSY 3502/EDU 3610	Human Learning & Instruction	3		
	Elementary Language I (ARB, ASL, CHN, FREN, SPA)	3		Recommended Pre-req for Intermediate Language I
LIB 1201	Research and Doc. In the Information Age	3		

4.4.5. Transitional Certificate Program in Technology Teacher Education

Catalogue No.	Course	Credit	Writing Intensive/ Hybrid	Notes
EDU 2362	Methods of Teaching in Career and Technology Education I	3		
EDU 2455	Methods and Materials for Special Needs	3	H,WI	
EDU 2610	Child and Adolescent Development	3		
EDU 3410	Technology Education Foundations and Curriculum Development	3		Two EDU Courses
EDU 3640	Computers in Education	3		PSY 1101, ENG 1101
EDU 3682	Internship in Career & Technology Teacher Ed.	1		
EDU 4601	Professional Development Seminar	1	H	<i>Co-req: EDU 4871</i>
EDU 4872	Supervised Student Teaching in Career & Tech Ed.	6		

4.5 Course Descriptions

It is imperative to comprehend the curriculum in order to succeed in college. The course description comprises a concise overview of the course and its prerequisites. The course description shows the fundamental knowledge and skills that are to be acquired throughout the course. Students can find the course descriptions on the departmental website and college academic catalog.

- CTTE Course Listing: <https://www.citytech.cuny.edu/teacher-education/course-listing.aspx>
- Academic Catalog: <https://www.citytech.cuny.edu/academics/academic-catalog.aspx>

4.6 Sample Study

4.6.1. Bachelor of Science in Career and Technical Education

Term: Semester 1		Term: Semester 2
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Course Number & Title	Cr	Prerequisite(s)	Course Number & Title	Cr	Prerequisite(s)
ENG 1101 English Composition I	3	CUNY Read and Write Proficiency	ENG 1121 English Composition II	3	ENG 1101
MAT 1190 Mathematical and Quantitative Reasoning (MQR)	3	CUNY Placement	MAT 1272 Statistics or Higher	3	MAT 1190
COM 1130 Public Speaking	3	CUNY Read and Write Proficiency	SOC 1101 Elements of Sociology	3	CUNY Read and Write Proficiency
EDU 2362 Methods of Teaching in Career and Technical Education	3		EDU 2510 Orientation to Career and Technical Education	3	
PSY 1101 Introduction to Psychology (IS)	3		LPS Science Sequence Course 1	4	MAT 1175 or higher
Term credit total:	15		Term credit total:	16	
Term: Semester 3			Term: Semester 4		
Course Number & Title	Cr	Prerequisite(s)	Course Number & Title	Cr	Prerequisite(s)
PSY 2501/EDU 2610 Child and Adolescent Development	3	PSY 1101	SW Science Sequence Course 2	4	One-year sequence with LPS
EDU 2520 Occupational Analysis and Curriculum Organization	3		LIB 1201 Research and Documentation in the Information Age	3	ENG 1101
EDU 2455 Methods & Materials for Special Needs Students	3		EDU 2354 Laboratory Organization and Management of Instruction	2	
USED US Experience in its Diversity	3		EDU 3610/PSY 3502 Human Learning and Instruction	3	PSY 1101, ENG 1101
CE Creative Expression	3		Additional Flexible Core	3	
Term credit total:	15		Term credit total:	15	
Term: Semester 5			Term: Semester 6		
Course Number & Title	Cr	Prerequisite(s)	Course Number & Title	Cr	Prerequisite(s)
EDU 3670 Methods of Literacy Instruction	3	ENG 1121 EDU 2362, EDU 2610	EDU 3682 Internship in Career and Technical Teacher Education	1	EDU 2520, EDU 2362
SOC 2380 Sociology of Education	3	EDU 2520, EDU 2362, EDU 2610	EDU 3700 Practicum in Occupational Competency Written	15	
EDU 3630 Assessing Student Learning Outcomes	3	EDU 2362			
LibArts Liberal Arts Elective	3				

LibArts Liberal Arts Elective	3				
Term credit total:	15		Term credit total:	16	
Term: Semester 7			Term: Semester 8		
Course Number & Title	Cr	Prerequisite(s)	Course Number & Title	Cr	Prerequisite(s)
EDU 3640 Computer in Education	3	EDU 2362	EDU 4872 Supervised Student Teaching in Technology Education	6	EDU 2362, EDU 2610, EDU 3640, EDU 3682
ID Interdisciplinary Course	3		EDU 4601 Professional Development Seminar	1	EDU 3601, EDU 3682
WCGI Foreign Language	3		EDU 3720 Practicum in Occupational Competency: Performance	15	
Term credit total:	9		Term credit total:	22	

4.6.2. Bachelor of Science in Technology Teacher Education

Term: Semester 1			Term: Semester 2		
Course Number & Title	Cr	Prerequisite(s)	Course Number & Title	Cr	Prerequisite(s)
ENG 1101 English Composition I	3	CUNY Read and Write Proficiency	ENG 1121 English Composition II	3	ENG 1101
MAT 1275 College Algebra and Trigonometry (MQR)	4	CUNY Placement	MAT 1375 Precalculus	4	
EDU 1400 Design and Drafting I	2		PSY 1101 Introduction to Psychology (IS)	3	
EDU 1420 Construction Systems	3		EDU 2400 Design and Drafting II	2	EDU 1400
EDU 2362 Methods of Teaching in Career and Technical Education	3		EDU 2400 Manufacturing Systems	3	EDU 1400
Term credit total:	15		Term credit total:	15	
Term: Semester 3			Term: Semester 4		
Course Number & Title	Cr	Prerequisite(s)	Course Number & Title	Cr	Prerequisite(s)
EDU 3410 Technology Education Foundation and Curriculum Development	3	Two EDU Courses	SW Science Sequence Course 2	4	One-year sequence with LPS
LPS Science Sequence Course 1	4	CUNY Read and Write Proficiency	LIB 1201 Research and Documentation in the Information Age	3	ENG 1101

CE Creative Expression	3		EDU 3682 Internship in Career and Technology Teacher Education	1	EDU 2362, EDU 2520
COM 1330 Public Speaking	3	CUNY Read and Write Proficiency	EDU 3640 Computer in Education	3	PSY 1101, ENG 1101
EDU 2410 Survey of Technological Development	3	EDU 1400	USED US Experience in its Diversity	3	
Term credit total:	16		Term credit total:	14	
Term: Semester 5			Term: Semester 6		
Course Number & Title	Cr	Prerequisite(s)	Course Number & Title	Cr	Prerequisite(s)
EDU 2455 Methods and Materials for Special Needs Students	3	ENG 1121 EDU 2362, EDU 2610	EDU 3630 Assessing Student Learning Outcome	3	EDU 2362
EDU 3670 Methods of Literacy Instruction in Teacher Education	3	EDU 2520, EDU 2362, EDU 2610	EDU 2460 Communications Systems	4	
EDU 3400 Technological Systems	3	EDU 2362	EDU 3610 Human Learning and Instruction	3	PSY 1101, ENG 1101
WL World Language Sequence	3	PSY 1101	EDU 3420 Electronic Systems	4	EDU 3400
EDU 2610 Child and Adolescent Development	3		IS Individual and Society	3	
Term credit total:	15		Term credit total:	17	
Term: Semester 7			Term: Semester 8		
Course Number & Title	Cr	Prerequisite(s)	Course Number & Title	Cr	Prerequisite(s)
EDU 4440 Electronics and Robotics	3	EDU 2410, EDU 3400, EDU 3420	SOC 2380 ID Sociology of Education	3	PSY 1101
LibArt Liberal Arts Elective	3		LibArt Liberal Arts Elective	3	
EDU 3440 Transportation Systems	3	EDU 1400	EDU 4480 Principles of Engineering	3	MAT 1375, PHYS 1112
ID Interdisciplinary Course	3		EDU 4872 Supervised Student Teaching in Technology Education	6	EDU 2362, EDU 2610, EDU 3640, EDU 3682
SOC 1101 Elements of Sociology	3	CUNY Read and Write Proficiency	EDU 4601 Professional Development Seminar	1	EDU 3601, EDU 3682
Term credit total:	15		Term credit total:	16	

Chapter 5 Funding Opportunities for Undergraduates

City Tech, in partnership with and with support from various agencies and programs, strive to provide student access to a variety of funding opportunities. These programs include the CUNY Research Scholars Program, Emerging Scholars Program, Honors Scholars Program, LSAMP Scholarship, Noyce Scholarship, NYC Men Teach, Federal Work Study Award and Success via Apprenticeship.

5.1 CUNY Research Scholars Program

The CUNY Research Scholars Program (CRSP) funds year-long research experiences for associate degree students at all seven CUNY community colleges and three comprehensive schools. The goal of the program is to encourage undergraduate participation in authentic research and to increase persistence in STEM disciplines. Students receive 300 hours of mentoring from faculty members and participate in biweekly workshops, including sessions on ethical research conduct, public speaking, and poster preparation. Students receive stipends for their participation and present their work at a year-end, CUNY-wide undergraduate research celebration.

5.2 Emerging Scholars Program

The Emerging Scholars Program provides students with an opportunity to apply what was learned in the classroom to discover new knowledge, solve real-world problems and develop professionally while working with faculty to advance their scholarly endeavors. The program includes specially designed workshops for students offered by the Undergraduate Research Committee, preparation of an abstract and participation in the Honors/Emerging Scholars poster session. Participating students must complete online training through Collaborative Institutional Training Initiative (CITI) within the first six weeks. The Emerging Scholars Program provides a \$500 stipend for full-time students (enrolled for 12 or more credits) and a \$250 stipend for part-time students (enrolled in 11 or fewer credits) for conducting research with a faculty member. Some funding for student travel to professional conferences to present results is available. For more information, check the following website.

5.3 Honors Scholars Program

The program focus is on serving the needs and recognizing the accomplishments of highly motivated and academically accomplished students. The most accomplished students need greater challenges and they also merit special recognition. We provide students with the opportunity to join the Honors Scholars Program and to be nominated for the National Society of Collegiate Scholars (NSCS). This program is open for any student who completed at least 12 credits and has a minimum GPA of 3.4 or higher. For more information, check the following website.

5.4 LSAMP Scholarship

The Louis Stokes Alliances for Minority Participation (LSAMP) program is an alliance of 12 CUNY campuses, funded by the National Science Foundation. The 2-year LSAMP program provides supports for freshman (30 Apprentices) and sophomore (10 Fellows) students at City Tech to conduct research. The goals are to support highly motivated students in science, technology, engineering and math (STEM) majors through research training, academic support, development of innovative pedagogies, so that they are prepared for the rewarding careers and/or graduate school. For more information, check the following website.

5.5 Noyce Scholarship

The overarching goal of the Noyce program is to increase the number of highly qualified STEM teachers in high need school districts in Brooklyn and the New York metropolitan area. Students at City Tech and BMCC participate in teaching internships at local middle schools and high schools in NYC and/or with Professors. Scholarships are also available and students participate in a STEM summer program. For

additional information, please contact Professor Fangyang Shen, Computer Systems, at fangyang.shen92citytech.cuny.edu.

5.6 NYC Men Teach

The CUNY NYC Men Teach program provides academic and financial supports to program participants, with the goal of supporting them through the teachers certification and hiring process so they can enter the NYC teaching workforce as effective urban educators.

NYC Men Teach at City Tech is an active program that currently supports NYC Men Teach fellows from the two City Tech teacher degree programs—the Mathematics Education and the Career and Technical Teacher Education—as well as other students oriented towards a teaching career. Program fellows receive monthly metro cards, free certification exam vouchers and other financial incentives, as well as access to a dedicated program counselor who offer advisement and other academic supports. NYC Men Teach program fellows also convene for a semester-long seminar focused on culturally-responsive education. For more information, check the following website.

5.7 Federal Work Study Award

Students who wish to be considered for need based scholarships must file the current year's Free Application for Federal Student Aid (FAFSA). The Federal Work-Study (FWS) program provides part-time jobs for students as part of their financial aid package determined by FAFSA. While most FWS jobs are performed for offices at a student's college, students may now apply to external jobs outside of CUNY through the new FWS XSITE initiative. In particular, all clinical experiences hours can be compensated by a FWS award. For more information, check the following website. Prof. Masuda is responsible for managing FWS timesheets.

5.8 Success via Apprenticeship

The Success Via Apprenticeship (SVA) Program was established in 1984 as a collaborative project of the New York City Department of Education, the United Federation of Teachers (UFT), and the City University of New York (CUNY). The program is designed to prepare highly motivated graduates of CTE high schools to become CTE teachers over a five-year period. The program has three major components: three years of industry work experience, two years of classroom teacher training, which combine to provide teacher candidates with 5 years of post-secondary study through a state-approved teacher training program.

Chapter 6 Clinical Experiences

6.1 Clinical Requirements

Technology Education students pursuing their Initial Certification need to complete two stages of clinical experiences:

- 168 hours of field observation (seven weeks in a middle school and seven weeks in a high school) for 12 hours per week as part of the requirements of the Internship in Career and Technology Teacher Education (EDU 3681) course.
- Fourteen complete weeks of full-time student teaching for the length of the school days or a total of 350 hours as part of the requirements of the Student Teaching (EDU 4872) course. This time is divided into two placements, seven weeks in a middle school and seven weeks in a high school. Alternatively, students may be put into a single, 14-week placement in a classroom that serves both middle and high school students.

Technology Education students pursuing their Transitional C Certification need to complete one experience:

- Participate in school-based mentorship and be observed teaching a minimum of three times by a faculty field supervisor over the course of one semester as part of the requirements of the Student Teaching (EDU 4872) course.

Career & Technical Education students pursuing their Initial Certification need to complete two stages of clinical experiences:

- 168 hours of field observation (fourteen weeks) in a high school CTE program for a minimum of 12 hours per week as part of the requirements of the Internship in Career and Technology Teacher Education (EDU 3681) course.
- Fourteen complete weeks of full-time student in a high school CTE program for the length of the school days or a total of 350 hours as part of the requirements of the Student Teaching (EDU 4872) course.

Note: CTE students funded by the Success via Apprenticeship Program will participate in two paid, school year placements of mentored teaching. EDU 3681 and EDU 4872 can be taken at any time during these placements.

6.2 Funding field work:

There are several options for funding your time participating in fieldwork. Please contact the department for eligibility and details:

- Success via Apprenticeship (SVA) students are paid a salary and receive benefits.
 - Students who qualify financially, can be compensated for field observation and student teaching hours by a Federal Work Study Award, if the student qualifies for it. Currently, the hourly rate is \$17.
 - Students who are accepted to NYC Men Teach can receive a monthly travel stipend.
- only work primarily with NYC public schools, and our school network is mainly in Brooklyn and Manhattan. Occasionally, depending on several factors, it is possible to place students in other boroughs or in neighboring school districts. This should be discussed and planned with the clinical supervisor in advance.

Prior to each placement, at the beginning of the semester, students are required to attend an orientation session to discuss all the details and answer any questions.

6.3 Fingerprinting

All students need to be fingerprinted before they can start any clinical experiences. You will be registered in NYC DOE Personnel Eligibility Tracking System (PETS), so that you can receive a nomination letter. You will receive the nomination letter from the Applicant Gateway by email. Students are responsible for following the steps therein to make an appointment to get fingerprinted. Students must also pay the \$101.75 fee. The clinical supervisor will notify you when you receive security clearance and are allowed to enter schools.

6.4 Field Observation/Internship

In field observations, student interns spend 168 hours in their assigned school(s), during the semester they are enrolled in Internship in Career & Technology Teacher Education (EDU 3681). In addition to observing, student interns must independently teach two lessons during the semester. Student interns are encouraged to aid their cooperating teacher in classroom activities, including (at the discretion of the cooperating teacher):

- Assisting with small group work
- Providing individual support to students
- Co-teaching with the Cooperating Teacher
- Lesson planning
- Grading & student feedback

Student interns are required to keep a log of hours they are at the school, signed by their cooperating teacher, and submitted to their clinical instructor on a weekly basis.

A Partnership Agreement form needs to be signed by you and school representative and returned to your clinical instructor within the first week of your placement.

In order to enrich the student intern's experience, we ask the cooperating teacher to ensure that the intern spends at least 15 hours with students with special needs.

Student interns will be observed a minimum of two times by a field supervisor who is a member of the faculty in the CTTE department. Student interns will be evaluated by their field supervisor during each of their assignments. The faculty will complete a Lesson Plan and Teaching Evaluation Form during each observation and share it with the student intern in a debrief meeting directly following the observation.

Student interns must submit a written reflection that includes a synthesis of the feedback they received and next steps they will take based on that feedback.

Student interns and their cooperating teachers must also participate in three, three-way conferences.

- Initial 3-way conference to set expectations & pre-CPAST orientation (20 min)
- o Preparation: Field supervisor shares required paperwork and reference materials

- Midterm 3-way conference for feedback and goal setting (40 min)
- o Preparation: Student intern, cooperating teacher, and field supervisor fill out the Pre-CPAST rubric
- Final 3-way conference for feedback and reflection (40 min)
- o Preparation: Student intern, cooperating teacher, and field supervisor fill out the Pre-CPAST rubric

The Pre-CPAST is used for coaching and feedback purposes only, and does not affect the student intern's grade.

Upon completing a semester of mentorship, the cooperating teacher receives a certificate of 10 CTLE (Continuing Teacher & Leader Education) credits.

6.5 Student Teaching

Student teachers spend 350 hours in the classroom over 14 weeks (five hours per day, five days per week). Student teachers who are pursuing Technology Education, will divide this time between a middle school placement (7 weeks) and a high school placement (7 weeks) or be placed in a single (14 week) placement with a cooperating teacher who teaches both middle and high school classes. Student teachers are required to take EDU 4602 Professional Development Seminar and EDU 4872 Student Teaching concurrently during this semester.

Initially, the student teacher will observe teaching and learn from the cooperating teacher as well as familiarize themselves with the students, curriculum, and school. Following a gradual release model, the student teacher will advance to planning and teaching lessons independently. Student teachers are expected to take responsibility in:

- Lesson planning
- Instruction
- Incorporating feedback
- Other relevant professional duties.

Student teachers are required to keep a log of hours they are at the school, signed by their cooperating teacher, and submitted to their clinical instructor on a weekly basis.

A Partnership Agreement form needs to be signed by you and school representative and returned to your clinical instructor within the first week of your placement.

Student teachers must be observed a minimum of three times by a field supervisor who is a CTTE faculty member. The teaching and observation schedule is agreed on by the student teacher and cooperating teacher. Student teachers will be evaluated by their field supervisor during each of their assignments. The faculty will complete a Lesson Plan and Teaching Evaluation Form during each observation and share it with the student teacher in a debrief meeting directly following the observation. Student teachers must submit a written reflection that includes a synthesis of the feedback they received and next steps they will take based on that feedback.

The student teacher is also required to assemble a teaching portfolio, which includes a unit plan and 4 sample lesson plans with teaching materials, assessments, and copies of student work samples with written feedback. The student teacher is expected to plan the lessons, teach them, administer assessments, and organize the observation of the lessons.

Student teachers and their cooperating teachers must also participate in three, three-way conferences.

- Initial 3-way conference to set expectations & CPAST orientation (30 min)
 - o Preparation: Field supervisor shares required paperwork and reference materials
- Midterm 3-way conference for feedback and goal setting (50 min)
 - o Preparation: Student teacher, cooperating teacher, and field supervisor fill out the CPAST rubric
- Final 3-way conference for feedback and reflection (50 min)
 - o Preparation: Student teacher, cooperating teacher, and field supervisor fill out the CPAST rubric

While the midterm CPAST is used for coaching and support, the final CPAST is used as part of the Teacher Performance Assessment, a summative evaluation of the teaching candidate's readiness for certification.

Cooperating teachers are eligible to receive a certificate of 10 CTLE (Continuing Teacher & Leader Education) credits and a 3-credit CUNY tuition waiver, valid at any CUNY campus, at the completion of the student teaching.

6.6 Professionalism and Best Practices

Student interns and student teachers are representatives of the New York City College of Technology and a guest in the host school. The teacher candidates are expected to display professionalism at all times and are responsible for developing positive working relationships with administrators, faculty, staff, students, and parents within the assigned school setting.

Confidentiality is an important component of being in the classroom. This includes maintaining privacy regarding the personal information and academic records of K-12 students and their families. Teacher candidates are responsible for safeguarding any K-12 student data that they have access to through their field placements.

Below is a list of other important elements of professionalism that teacher candidates are expected to demonstrate:

- Introduce yourself to the school staff.
- Be on time.
- Be prepared.
- Be respectful.

- Maintain confidentiality
- Teachers are very busy, so be mindful of that. They are investing their time and resources mentoring you.
- Be proactive in the classroom. Seek out ways to contribute and to gain experience. You should never be sitting and doing nothing. Even if you are observing a lesson, you can set yourself a learning goal and take notes. There is always something that you can do.
- Communicate with the cooperating teachers and field supervisor regularly.
- Respond to emails promptly (within 24 hours, if possible, and no more than 48 hours). Use a professional tone when writing emails. Start with “Good morning/Dear Principal XXX or Assistant-Principal XXX or Ms./Mr. XXX” and that end with “Sincerely” or “Regards” followed by your name.
- Create an automatic signature:

[Your name]

Student Teacher

Career & Technology Teacher Education

New York City College of Technology (CUNY)

- Ask questions if you are not sure of something.
- Offer to help.
- Build positive, trusting relationships with the students.
- Utilize Culturally Responsive-Sustaining Practices
- Learn students’ names including the correct pronunciation and their pronouns. Use students preferred names. If you are unsure about a students’ name or pronouns, ask.
- If a student ever discloses experiences of abuse, intent to harm themselves or others, or anything else that concerns you, inform your cooperating teacher immediately and inform your field supervisor within 24 hours. Do not ask students to disclose this type of information. If you are concerned about a student, discuss this with your cooperating teacher and field supervisor.
- Never be alone with a student. If you are working one on one with a student, stay within eyeshot and earshot of your cooperating teacher or another school faculty member.
- Always notify your cooperating teacher in a timely manner if you need to be absent the next day.
- Be attentive to students’ needs (you may want to coordinate this with the cooperating teacher).
- Follow classroom norms including avoid eating, using cell phone, internet when students are present.

- Be 100% present
- Whenever possible, participate in parent-teacher conferences, after school programs, teacher professional development, and school events.
- When unsure what to do or how to respond in a situation, ask your cooperating teacher.
- Exhibit professional manners, habits, behavior and language.
- Present a professional image, including professional dress and appearance.
- Set aside judgement of your cooperating teacher and/or school site. Find ways to learn and grow even in situations that you may find difficult.
- Do not make negative comments about other schools that you have visited before or teachers that you have worked with. Never make negative comments about students or their families.
- Be open to suggestions.
- Practice being a reflective teacher. Learn from feedback and incorporate cooperating teacher's suggestions in your lesson plans and teaching.

It is important to learn about the schools where you have been placed. On the first week, ask about the school, students, students with special needs, the cooperating teacher expectations, information that you need to know, cooperating teacher's schedule, classes that he/she teaches. Share your expectations about goals you need to accomplish. Coordinate with the cooperating teacher and get their advice on tasks that you are given to complete; ask their opinion about planning and teaching; or about resolving issues with students. Familiarize yourself with the students and surrounding community. Learn all of your students' names (including the correct pronunciation and the pronouns that they use). Focus rapport building right away.

While it is not required to complete student teaching, we strongly advise student teachers to participate in parent-teacher conferences, after school programs, teacher professional development, and school events whenever possible. Inform your cooperating teacher of your desire to participate in these opportunities and ask them to help you to access them when possible.

Chapter 7 Certification

Students who complete the degree program of study will be recommended for the New York State initial teaching certificate. Furthermore, completion of the degree program of study fulfills the NYSTCE requirements. Our certification officers are responsible for recommending teaching certifications that are approved by the state education department. We recommend various teaching certification codes depending on the student's academic background and career goals.

7.1 Certification Codes

The following are the recommended certification codes for our teaching certification program:

CTE Initial Certificate: 39766

CTE Professional Certificate: 39767

Technology Education Initial Certificate: 23981

Technology Education Transitional C: 23983

Work-based Learning Extension: Same with CTE Initial Certification code.

Upon completing two WBL courses, we recommend a WBL certification with their certification code.

7.1.1. Certification Requirements

It's important to familiarize yourself with the certification requirements for each program. The New York State Education Department website provides a helpful resource to check certification requirements at <https://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

Please note that we do not verify work experience. State Education Department does.

7.1.2 Certificate officer system

Our certification officers use the Teach Online Services system to recommend students for teaching certifications. Using the applicant's SSN, the officer can access the applicant's information, and enter the approved program recommendation, and verify if the students complete all required courses or the degree program.

7.1.3 Issuing/recommending teaching certification

Students may apply for a teaching certification through the State Education Department website. Once a student has completed all the requirements, our certification officers will recommend the appropriate certification.

7.2 Licensure Exams

7.2.1 CST (118 Technology)

In order to obtain a **Technology Education Initial Teaching Certification** or the **Transitional C Certification in Technology Education**, students must pass the CST exam. CST is a computer-based test with 90 selected-response items and one constructed-response item. The former measure content knowledge and latter measures pedagogical content knowledge. The constructed-response item is scenario-based and requires candidates to describe an instructional strategy to help students achieve a specific learning goal or an instructional intervention to address a specific learning difficulty, and to provide a rationale for employing that instructional strategy or intervention. The selected-response items count for 80% of the total test score and the constructed response item counts for 20%, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score

derived from the constructed-response item is also indicated in the table that follows. The selected response items are chosen from the following areas of technology: Fundamentals of Technology and Engineering Education, Technological and Engineering Design, Manufacturing, Construction, and Materials, Information and Communication, Transportation and Energy and Biotechnology and Environmental Quality. Currently, the passing score is set at 520.

7.2.2. EAS (Education All Students)

In order to obtain a **Technology Education Initial Teaching Certification**, the **Transitional C Certification in Technology Education**, or **Professional Teaching Certification in Career and Technical Education**, students must pass the EAS exam. This test consists of selected-response items and constructed-response items. Each constructed-response item will share scenario-based stimulus material with several selected response items. The selected-response items count for 70% of the total test score and the constructed response items count for 30%, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score is derived from each of the constructed-response items. The selected-response items are chosen from the following areas: Diverse student population, English language learners, students with disabilities and other special needs, Teacher responsibilities, School-Home relationships. The constructed-response items are drawn from the first three areas. Currently, the passing score is set at 520.

7.2.3. NOCTI (National Occupational Competency Testing Institute) Teacher Testing Exams

Students can obtain 30 credits of the content core by passing two National Occupational Competency Testing Institute (NOCTI) teacher assessments. NOCTI's teacher assessments are designed to measure an individual's knowledge of higher-level concepts, theories, and applications in specific technical areas and to evaluate individuals with a combination of education, training, and work experience. NOCTI works with Area Test Center (ATC) Coordinators to help create a program that includes training materials for coordinators, proctors, and evaluators.

How to prepare for the exam

Students will need to be familiar with the assessment blueprint for your occupational teaching subject.

The blueprint paper can be found from

https://www.nocti.org/credentials/blueprints/?_sft_nocti_blueprints_category=teacher#blue-print-index

For the written test, a good study guide is the test blueprint. Textbook in the subject area including those used in high school and technical programs. For the performance, trade experience from high school and industry experience from your work sites can be useful. Sample questions in the test blueprint will also give you an idea about the kinds of question that you might find on the performance test.

Scoring

All NOCTI is a standardized criterion-referenced test. Therefore, teacher assessments are scored against the NOCTI Criterion-referenced Cut Score (NCRCS). If your score meets the NCRCS you pass and will issued a certificate of performance for each portion – written and performance.

7.3 Workshops

7.3.1 Dignity For All Students Act

Dignity for All Students Act (DASA) workshop is required for **Initial Certification in Technology Education, Transitional C Certification in Technology Education, Initial Certification in Career and Technical Education** certifications. For detailed information go to:

<http://www.highered.nysed.gov/tcert/certificate/dasa.html>

Teacher candidates must complete the Dignity for All Students Act (DASA) training workshop for educator certification in New York State. The training addresses harassment, bullying, and discrimination prevention and intervention in schools. The length of the training is at least six clock hours. Individuals could contact approved DASA training providers to find out if their training will be offered entirely online. The TEACH system will automatically credit the workshop to your TEACH account when the college recommendation is submitted to TEACH. Students need to check the TEACH account regularly to see when the workshop is entered by going the Account Information page in the Workshops section. After the workshop has been entered, it will immediately appear as verified on your application.

The information that you submit to the workshop provider must be an exact match to the identifying information in your TEACH account (social security number, date of birth, full name). Please make sure that the information in your TEACH account and matches the information that you submit to the workshop provider. If it does not match, the processing of your workshop will be delayed. If you have questions about the information the workshop provider has on file, you can contact the provider to make sure that it can submit your workshop correctly.