

**Brooklyn College  
School of Education**

**Childhood, Bilingual & Special Education (CBSE)**

# **Bilingual Graduate Programs HANDBOOK**

**+ Advanced Certificate in Bilingual Extension  
(Birth-12)**

**+MSEd in Childhood Education with a Bilingual  
Extension (Birth-12)**

# Addresses and Contacts

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## **Dean, School of Education**

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## **Office of the Registrar**

West Quad Building Entrance Hall

(718) 951-5693

## **Office of Graduate Admissions**

1602 James Hall

## **ID Office**

West Quad Building Entrance Hall

## **Health Records Immunization Office**

Basement, James Hall

(718) 951-4505

FAX: (718) 951-4278

## What is a Bilingual Extension?

The advanced certificate in bilingual extension (Birth-12) applies to all current and future certifications. It is a non-graded certification. NYSED's definition of the bilingual extension is Birth-12, therefore, *there are no specific bilingual extensions that apply to a specific grade band.*

For example, if you hold a Childhood Certificate now and complete a bilingual extension, you will be able to teach in a bilingual childhood classroom. If in the future you obtain either an Early Childhood (Birth-2) or 7-12 certificate, the bilingual extension will apply to those future certifications, and you would be able to teach in those grades. For that reason, *the bilingual extension is not grade specific.*

[NYSED](#) / [Higher Ed](#) / [OTI](#) / Certification / Types of Certificates and Licenses

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### Extension (Bilingual)

This type of certificate is **currently available for applicants** and is within the **Annotation and Extension** area of interest.

Extension (Bilingual)	
<b>Description</b>	An extension of this type is attached to a valid base certificate, authorizing the holder to teach bilingual education. The individual must hold the appropriate base certificate.
<b>Validity</b>	Valid as long as the base certificate remains valid.
<b>Application Fee</b>	\$50 based on completion of a New York State approved program \$100 using all other pathways.
<b>Paper Certificate Printed?</b>	No this certificate is <b>NOT printed</b> at the time of issuance. Verify this certification in the TEACH System. Holders of this type of extension may apply for a printed certificate.

## **Bilingual Education Program**

### **Vision:**

We envision graduates from the Brooklyn College Bilingual Programs to be at the forefront of practice and advocacy for bilingual students. We aim BC bilingual program graduates understand bilingual students' from multiple perspectives including their linguistic diversity, cultural background and heritage, race, religion, and educational history. We strive that all teachers and teacher candidates in the Brooklyn College Bilingual program understand the multiple dimensions of educating bilingual students and create classroom and school environments which support student learning while building on and fully integrating the linguistic and cultural resources of students, their families, and their communities. Lastly, we envision that teachers and teacher candidates within the bilingual program, while experts in a specific certification area, also master an understanding of bilingualism across the life-span.

### **Mission:**

The Bilingual Program at Brooklyn College supports the development of effective, exemplary and reflective bilingual teachers who know how to teach and advocate for the culturally and linguistically diverse bilingual student populations in urban communities. This is accomplished through a thoughtfully designed curriculum which emphasizes developmentally appropriate instruction for students, the role of home language in students' cognitive and emotional development, the role of cultural diversity in instruction, and the need to situate students within their families and community. The program also takes into consideration the knowledge and skills valued by the New York City Department of Education for bilingual teachers, where most students work, and is aligned to the New York State Association for Bilingual Educators Professional Standards for Bilingual Educators (2016). The Brooklyn College Bilingual Program provides teachers and teacher candidates with learning opportunities that allow them to connect theory to practice, to make connections with colleagues, and to develop both grade-specific and general knowledge about bilingualism.

NY State Requirements: An extension of this type is attached to a valid base certificate, authorizing the holder to teach bilingual education. The individual must hold the appropriate base certificate. Coursework required: theories of bilingual education, sociolinguistics or psycholinguistics, teaching English to English language learners, Teaching native language arts to English language learners, Teaching content to English language learners using native language and English.

**Program Goals of the Advanced Certificate in Bilingual Extension:  
(Aligned to inTASC Standards, New York State Association of Bilingual Educators (NYSABE), Professional Standards for Bilingual Educators, & Four Pillars of Bilingual Education)**

**Bilingualism & Multilingualism:**

Design learning activities and environments which reflect an understanding that language learning is a complex process which changes throughout the life-span and includes a dynamic relationship between language learning, personal factors, social and cultural contexts. (inTASC, Standard 4; NYSABE Standards, Domain 1: Bilingualism and Multilingualism; Pillar 1, Bilingualism and Biliteracy)

**Bilingualism & Multiculturalism:**

Compile resources to support student learning and identity development based on knowledge of how bilingualism and multiculturalism intersect. (inTASC, Standard ; NYSABE Standards, Domain 2: Bilingualism and Multiculturalism; Pillar 1 & 3, Bilingualism & Biliteracy & Sociocultural Competence).

**Multilingual Oracy and Literacy:**

Craft a variety of pedagogical decisions which intentionally and actively support students' bilingual literacy development through a variety of modalities (reading, writing, speaking, and listening). (inTASC, Standard ; NYSABE Standards, Domain 3: Oracy & Literacy; Pillars 1 & 2, Bilingualism and Biliteracy & High Academic Achievement)

**Content & Language of Academic Disciplines:**

Prepare and plan for instructional environments and lessons which support emergent bilinguals academic, social and linguistic development through the use students' resources (funds of knowledge, translanguaging) and multiple modalities across developmental levels (including play, art, digital literacies, etc) across developmental levels and the content areas in culturally and linguistically sustaining ways. (inTASC, Standard 5; NYSABE Standards, Domain 4: Content & Language of Academic Disciplines; Pillars 1 & 2, Bilingualism and Biliteracy & High Academic Achievement)

**Bilingual Assessment and Decision Making:**

Analyze and modify a range of informal assessment tools to accurately assess emergent bilinguals' growth in both content area skills as well as language, specifically a range of student levels to inform growth - across grade levels (inTASC, Standard 6; NYSABE Standards, Domain 5: Bilingual Assessment and Decision Making)

**Reflective Bilingual Pedagogy:**

Design and implement bilingual instruction across all content areas and daily practices to nurture learning, bilingualism, biliteracy, cross-cultural understanding,

and critical thought for students with different competencies (inTASC, Standard; NYSABE Standards: Domain 6 Reflective Bilingual Pedagogy).

Demonstrate competency in the language other than English (LOTE) as it relates to teaching literacy, disciplinary content, and communication with families and communities (inTASC, Standard ; NYSABE Standards, Domain 6: Reflective Bilingual Pedagogy)

### **Professionalism & Advocacy**

Collaborates with other colleagues to discuss, share, and lead to improve the educational lives of emergent bilingual students within a framework of equity alongside the collaboration of families and community members (inTASC, Standard 10, NYSABE Standards 7: Professionalism & Advocacy; Pillar 4, Equity).

Engage in frequent and collaborative professional development experiences that, at times, cuts across grade bands and languages, to develop an identity as a bilingual practitioner and advocate for bilingual education (inTASC, Standard 9, NYSABE Standards 7: Professionalism & Advocacy).

## Brooklyn College Bilingual Programs:

Brooklyn College's Bilingual Program prepares undergraduate and graduate students through BA, MA, and a 15 credit Advanced Certificate in Bilingual Extension program, to be effective, exemplary, and reflective teachers in multilingual and diverse urban communities. These programs are approved programs by the New York State Department of Education and students graduating from the programs are recommended by Brooklyn College for their certification and bilingual extension.

The core qualities that teacher candidates graduating from our programs possess are the following:

- 1) **Command of Bilingual Practices & Current Educational Reforms:** Teacher candidates have learned and practiced effective instructional techniques in various settings including fieldwork and student teacher experiences. Their repertoire of practices has been honed through discussions with professors, cooperating teachers, and fellow students.
- 2) **Experts in Bilingualism:** Teacher candidates understand the historical roots of bilingual education both internationally and in the US. They are able to assess current reforms and their effects on the emergent bilingual student population. Teacher candidates are knowledgeable about how bilingualism develops across all developmental stages (birth-adulthood) and are aware of the scope of cognitive benefits of bilingualism.
- 3) **Knowledge-makers:** Teacher candidates are committed to extending the knowledge acquired through the Brooklyn College program by studying their own students, reflecting upon their practice, establishing learning relationships with peers, and pursuing a variety of professional development opportunities throughout their career.
- 4) **Active in Family & Community Partnerships:** Teacher candidates understand that emergent bilingual students are part of families and communities. Emergent bilingual students' families and communities must be understood and sought out as partners in the education of students.
- 5) **Exhibit leadership:** Teacher candidates exhibit leadership in bilingual education through their role as exemplary teachers and/or as advocates for their emergent bilingual students and the programs that best suit them.
- 6) **Contribute to the educational community:** Teacher candidates are eager to contribute to the development of other educators through hosting fieldwork students and student teachers.

## **Program Overviews**

### **Course Requirements for a Masters Degree in Childhood Education with a Bilingual Extension**

**Program 610: Option A**

**Program 609: Option B**

**Dr. Laura Ascenzi-Moreno, Bilingual Childhood Education Program  
Coordinator**

The program in bilingual childhood education prepares candidates to teach in bilingual settings where two languages are used as the mediums of instruction. This program provides candidates with a solid foundation in the theory and practice of bilingual education; courses include the following topics: bilingualism, research, methodology, biliteracy, content instruction in bilingual settings and multicultural education.

**Option A (610)** is designed for candidates who already hold certification in Childhood Education.

**Option B (609)** is designed for career changers and includes an additional 18 credits of education course work as well as one semester of student teaching in a bilingual setting.

These courses of study include a 15-credit bilingual extension which can be taken as an advanced certificate (see Advanced Certificate in Bilingual Education).

Students will enroll in the appropriate course of studies listed below (Option A or B) based upon teaching experience, previous course work, and the teaching certificates they hold.

If you have questions, you should speak to Professor Laura Ascenzi-Moreno during advisement hours in Room 2103 James.



**Option A (36 Credits): Program 610**

Courses marked (\*) are courses required for the Bilingual Extension  
Courses marked (**fw**) require 25 hours of Fieldwork

**First Semester (Fall) (6 credits)**

CBSE 7350T – Bilingual and Multicultural Education \*

Puerto Rican and Latino Studies 7145 – Bilingualism: Characteristics and Practices  
\*

**Second Semester (Spring) (6 credits)**

CBSE 7351T – Methods and Research in Teaching English Language Arts to  
Emergent Bilingual Students\* **fw**

CBSE 7353 – Biliteracy and Content Instruction\* **fw (This course has home  
language assignments)**

**Summer Semester I (6 credits)**

CBSE 7355T – Mathematics, Science, and Technology for Linguistically Diverse  
Students Math 7141 – Number Systems and Algebra B

**Summer Semester II (3 credits)**

An approved graduate course in General Science

**Third Semester (Fall) (6 credits)**

CBSE 7200T – Contextualizing Literacy Instruction: Teacher/Learner Interactions  
AND

CBSE 7203 – Advanced Study of Pedagogy and Curriculum in Childhood Education  
1

**Fourth (Spring) (6 credits)**

CBSE 7202 – Seminar in Applied Theory and Research 2

CBSE 7204 – Advanced Study of Pedagogy and Curriculum in Childhood Education  
2

**\*\*\* One elective course (approved by the Bilingual Program Adviser)  
taken during any semester**

Electives are encouraged in Modern Languages, Special Education and School  
Counseling and Psychology \*\*\*

## Course Requirements for a Masters Degree in Childhood Education with a Bilingual Extension

### Option B (54 Credits): Program 609

Courses marked (\*) are courses required for the Bilingual Extension

Courses marked (**fw**) require 25 hours of Fieldwork

#### **Summer I Semester: (6 credits)**

CBSE 7205 – Social Discourses in Education: Integrating Social Sciences in Childhood Education (3 credits)

**20 hours field experience is required.**

CBSE 7216 – Literacy: Issues and Analysis (3 credits)

**20 hours field experience is required.**

#### **First Semester (Fall) (6 credits):**

CBSE 7440 – Teaching Mathematics in Childhood Education (3 credits)

**20 hours field experience is required.**

CBSE 7213 – Teaching and Learning Science in Childhood Education

(3 credits)

**20 hours field experience is required.**

#### **Second Semester: (Spring) (6 credits):**

CBSE 7671 – Children and Youth with Special Needs or an approved graduate course in Special Education (3 credits)

**20 hours field experience is required.**

CBSE 7885T – Human Development (3 credits)

**20 hours field experience is required.**

#### **Summer Semester II (6 credits)**

Math 7141 – Number Systems and Algebra B

An approved graduate course in General Science

#### **Third Semester (Fall) (6 credits)**

CBSE 7350T – Bilingual and Multicultural Education \*

Puerto Rican and Latino Studies 7145 – Bilingualism: Characteristics and Practices

\*

#### **Fourth Semester (Spring)(6 credits)**

CBSE 7351T – Methods and Research in Teaching English Language Arts to Emergent Bilingual Students\* **fw (hybrid)**

CBSE 7353 – Biliteracy and Content Instruction\* **fw (This course has home language assignments)**

#### **Summer Semester III (3 credits)**

CBSE 7355T – Mathematics, Science, and Technology for Linguistically Diverse Students

**Fifth Semester (Fall) (6 credits)**

CBSE 7471 – Childhood Education: Student Teaching in Grades 1-6 (3 credits)

***\*300 hours of continuous student teaching in a bilingual classroom is required Monday through Friday\****

CBSE 7200T – Contextualizing Literacy Instruction: Teacher/Learner Interactions  
AND

CBSE 7203 – Advanced Study of Pedagogy and Curriculum in Childhood Education  
1

**Sixth Semester (Spring) (6 credits)**

CBSE 7202 – Seminar in Applied Theory and Research 2

CBSE 7204 – Advanced Study of Pedagogy and Curriculum in Childhood Education  
2

## Advanced Certificate Program in Bilingual Extension at Brooklyn College

The Advanced Certificate Program in Bilingual Extension prepares professionals to be effective, exemplary, and reflective bilingual teachers in multilingual and diverse urban communities. Through course work that includes bilingualism and methods of teaching bilingual students in the content areas, teachers are equipped with theory and gain practical skills in working with bilingual students. The bilingual extension can be applied to all New York State Certifications including Teachers of Students with Speech and Language Disabilities (TSSLD). **The Advanced Certificate in Bilingual Extension is applies to Birth-Grade 12. The advanced certificate in bilingual extension (Birth-12) applies to all current and future certifications. It is a non-graded certification. NYSED's definition of the bilingual extension is Birth-12, therefore, there are no specific bilingual extensions that apply to a specific grade band.**

### Degree Requirements (15 Credits):

Fifteen credits of coursework achieved with a grade point average of B or better are required to earn the Advanced Certificate Program in Bilingual Extension.

This certificate can be completed in one academic year.

Five courses must be completed. Four of the courses are with the Childhood, Bilingual, and Special Education Department (CBSE). All of these courses are offered in an online format. One course is in the Puerto Rican and Latino Studies (PRLS) department. This course is offered online.

Puerto Rican and Latino Studies (PRLS) 7145 – Bilingualism: Characteristics and Practices
Study of the acquisition of two or more languages with special emphasis on Spanish-English bilingualism in the U.S. Philosophy and general practices related to bilingual programs in U.S. schools. International perspectives on bilingualism with selected case studies. Discussion of language policy and planning in developed and developing countries. Theories, writings, research studies in socio- and psycholinguistics. Application centered on the psycho-sociological background for language development in Puerto Rican and other Latino children. Independent research and professional development workshops.
Childhood Bilingual and Special Education (CBSE) 7353T – Biliteracy and Content Instruction <i>fw</i>
Examination of various methods used for literacy development in both the home language and the new language of emergent bilingual students through content area instruction, in particular social studies. Approaches to integrating the teaching of reading, writing, speaking and listening in the content areas for emergent bilingual students and those with special needs employing the use of both English and the home language.
CBSE 7355T – Mathematics, Science, and Technology for Linguistically Diverse

Students
Introduction to theory and methods of teaching emergent bilingual students science, mathematics, and technology content through use of both home language and English. Adaptation of curriculum for both emergent bilingual students and emergent bilingual students with special needs.
<b>CBSE 7350T – Bilingual and Multicultural Education</b>
Examination of theories of bilingual education and the development of models of bilingual education within a national and an international context. Multicultural perspectives in education with specific focus on the similarities and differences found in diverse cultures. Focus on developmental and educational needs of all emergent bilingual students, including those with special needs.
<b>CBSE 7351T – Methods and Research in Teaching English Language Arts to Emergent Bilingual Students <i>fw</i></b>
Introduction to methods and research in the teaching of English language arts to all emergent bilingual students using a variety of techniques and materials. Review of theoretical formulations that have shaped contemporary understandings of English language learning among linguistic minority students and those with special needs with an emphasis on effective pedagogical practices for these students within a variety of programmatic settings.

**TSSLD students must complete the following specialized track:**

<b>CBSE 7350T: Bilingual and Multicultural Education</b>
<b>See description above</b>
<b>CBSE 7351T: Methods and Research in Teaching English Language Arts to Emergent Bilingual Students <i>fw</i></b>
<b>See description above</b>
<b>CBSE 7353T: Biliteracy and Content Instruction <i>fw</i></b>
<b>See description above</b>
<b>SPEC 7535X/CBSE 7360: Introduction to Bilingual &amp; Second Language Acquisition</b>
Survey of bilingual and second language acquisition theory and research as it relates to differentiating speech and language difference from disorder. Examination of research associated with the socio- and psycho-linguistic, cognitive, and sociocultural dimensions of bilingual and second language development as well as bilingual education and multicultural perspectives. Data collection and analysis. Applications to educational and community settings. This course is the same as CBSE 7360X [EDUC 798X].
<b>SPEC 7536X/CBSE 7359: Assessment &amp; Intervention for Bilingual and Second Language Learners</b>
Examination of cultural/linguistic competencies necessary to provide appropriate assessment and intervention for bilingual and second language learners. Examination of qualitative and quantitative procedures with consideration to individual linguistic, cultural, and socioeconomic background to determine difference vs. disorder. Applications to educational and community settings. This course is the

same as CBSE 7359X [766.2X].

The following is an example of a path towards completion:

Fall:

CBSE 7350T & PRLS 7145X

Spring:

CBSE 7351T & CBSE 7153T (both classes require 25 hours of fieldwork each)

Summer:

CBSE 7355T

**Goals for Courses & Alignment to Assessments:**

**Fall Courses:**

**CBSE 7350T: Bilingual and Multicultural Education**

(Satisfies NY State Requirement, Theories of Bilingual Education & Sociolinguistics, Bilingual Education & Paired Course PRLS 7145X) (Aligned to NYSABE Standards, Domain 1: Bilingualism & Multiculturalism, Domain 7: Professionalism & Advocacy).

<b>Course Goal</b>	<b>Alignment to Assessment &amp; 'Practice'</b>
Teachers and school counselors will define the purpose for the inclusion of multicultural approaches to achieve their curricular or counseling goals.	Assignment #2 (MC Resources Project), Assignment #3 (Anti or pro education statement)
Draw upon theoretical arguments to substantiate claims, expanding understandings, and engage with classmates on issues of racial, socioeconomic and linguistic diversity.	Discussion Board
Identify aspects of a child's identity (race, ethnicity, social class, religion, gender and language-use) are enacted and emerge within their schooling experiences as a lens for pedagogical and counseling decision making.	Assignment #2 (MC Resources)
Create resources to reflect and support students' and their families intersectional identities	Assignment #2 (MC Resources)
Understand the role that society (at large) and schools (by proxy) have in either perpetuating or preventing institutionally harmful practices that discriminate against non-dominant learners.	Discussion Board
Use self-reflection, personal responsibility, and interactive engagement to contribute in building a	Assignment #1 (Linguistic Autobiography)

democratic spirit facilitative of free exchange of ideas.	
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**PRLS 7145X: Bilingualism: Characteristics & Practices**

(Satisfies NY State Requirement: Theories of bilingual education & Sociolinguistics or psycholinguistics) (Aligned to NYSABE Standards: Domain 1 Bilingualism & Multilingualism; Domain 2: Bilingualism & Multiculturalism; Domain 5: Bilingual Assessment & Decision-Making; Domain 6: Reflective Bilingual Pedagogy).

<b>Course Goal</b>	<b>Alignment to Assessment &amp; 'Practice'</b>
Analyze historical events and current issues, policies and debates centering around the education of emergent bilinguals in the U.S. Make connections between history, policy and bilingual education activism that inform their practice.	Mid term
Recognize and evaluate various theories and models of bilingual education.	Mid term
Identify the factors shaping bilingual students' language development and schooling experiences.	Bilingual Adult Interview
Apply research-based instructional approaches for working with emergent bilinguals.	Final Observation Paper
Observe and analyze a bilingual education classroom through the lens of history, policy, and theory	Final Observation Paper

**Spring Courses:**

**CBSE 7351T: Research and Methods in Teaching English to Emergent Bilinguals**

(Satisfies NY State Requirement: Teaching English to English Language Learners) (Aligned to NYSABE Standards: Domain 1 Bilingualism & Multilingualism; Domain 3: Multilingual Oracy & Literacy; Domain 5: Bilingual Assessment & Decision Making, Domain 6: Reflective Bilingual Pedagogy).

<b>Course Goal</b>	<b>Alignment to Assessment &amp; 'Practice'</b>
Understand the role of the home language in	Practice 2 & Assignments 2,

acquiring English proficiency within bilingual settings across children’s development.	3, 4, and 5 (Descriptive Review of the Child)
Gain a strong understanding of teaching literacy to emergent bilingual students within specific developmental levels.	Practices 3, 4, and 5 Assignments 2, 3, 4 and 5 (Descriptive Review of the Child)
Have the knowledge to set up supportive literacy learning environments that include respect for all learners, cultural backgrounds, and language abilities	Practice 1 and 2 and Assignment 1 and 4 (Create Instruction attuned to the Child)
Develop instructional plans that utilize different instructional approaches for emergent bilinguals at specific grade levels.	Practice 5 and Assignment 2 and 3
Understand the impact of standards on emergent bilingual students.	Action Research Presentation
Through descriptive review, study the learning of one bilingual child, in order to gain a deep understanding of “their strengths and capacities” as learners	Practices 1-5 and Assignment 1-4 (Action Research)
Develop strategies so that parents and teachers can become partners in the education of their children.	Action Research Presentation

**CBSE 7353T: Biliteracy and Content Instruction**

(Satisfies NY State Requirement for Native Language Instruction) (Aligned to NYSABE Standards: Domain 1: Bilingualism & Multilingualism, Domain 3: Multilingual Oracy & Literacy, Domain 4: Content & Language of Academic Disciplines; Domain 6: Reflective Bilingual Pedagogy).

<b>Course Goal</b>	<b>Alignment to Assessment &amp; ‘Practice’</b>
Illustrate competency and proficiency in the language other than English as it relates to teaching literacy, disciplinary content, and communication with families and communities	Assignment #5 (Letter to Parents in Home Language)
Develop lesson plans that meet the needs of diverse learners within specific developmental levels.	Assignment #3 (Lesson Plan) & Assignment #4 (Analysis of Student



	Language)
ustrate an understanding of diversity in the teaching and learning process which is reflected in practice.	Assignment #1 (Language Portrait)
ustrate knowledge of reading and writing processes and strategies for bilingual learners in two languages across and within specific developmental levels. *** Home language component	Assignment #2 (Language Analysis of Learning) Practice 1 and Practice 2
ustrate ability to develop strategic lesson plans for emergent, early, fluent and struggling bilingual readers. me language component	Assignment #4 (Lesson Plan)
ustrate ability to collaborate with fellow students and engage in reflection with respect to readings, fieldwork and lesson design	Discussion Board
ustrate knowledge of integration of Literacy across the curriculum and within specific developmental levels.	Assignment #5 (Chart & Explanation)

### Summer I Course:

#### **CBSE 7355T: Mathematics, Science and Technology for Linguistically Diverse Students**

(Satisfies NY State Requirement Teaching Content through English & LOTE)  
 (Aligned to NYSABE Standards: Domain 1: Bilingualism and Multilingualism; Domain 4: Content & Language of Academic Disciplines; Domain 7: Professionalism & Advocacy)

<b>Course Goal</b>	<b>Alignment to Assignments &amp; 'Practice'</b>
Demonstrate a strong understanding of the ISTE Standards and the TPACK framework and how these apply to the teaching of teaching science, math and technology to emergent bilingual students.	Assignment #2 (Lessons/Activities)
Have the knowledge to set up supportive literacy learning environments with technology that include respect for learners at different grade levels, cultural backgrounds, and language abilities.	Assignment #4 (Final Reflection)
Gain proficiency in using different technologies for	Assignment #1 (Self-intro

different purposes.

video) & Assignment #3  
(Ignite Presentation)

## **Roles & Responsibilities**

### **If you have a question ...**

- about an assignment? ..... your professor
- if you have to be absent in class? ..... your professor
- if you have a family circumstance? ..... your professor/advisor
- if you need advisement? ..... your advisor
- if you need to request permission ..... CBSE Administrative Assistant
- if you are ready to graduate? ..... Registrar/Degree Works
- if you are ready to be nominated? ..... Certification Specialist

### **Brooklyn College:**

- To provide rigorous and current academic experiences.
- To engage students in practical experiences that provide students with skills and habits to support emergent bilingual students.
- To provide advisement
- To provide resources about certification.
- To recommend graduates to the Bilingual Extension.

### **Students:**

- Attend class, complete assignments.
- Communicate in a timely fashion with Brooklyn College faculty.
- Register for classes.
- Keep track of academic progress.
- Maintain academic integrity.
- Exhibit professional dispositions of respect, communication, reflection
- To maintain professional boundaries
- Remove holds, settle bills, etc

## **Enrollment/Registration Procedures**

**First, pick a name, any name.** It is extremely helpful to use ONE NAME, and ONLY ONE NAME for all business here at Brooklyn College. In these days of hyphenated last-names, registering at the college with one name, then signing up for courses under another name, can be extremely confusing. Please be consistent, and use one name THROUGHOUT your days at the college.

**Transcripts.** To be fully matriculated at the College, you must provide a full set of official transcripts from all prior college work. The transcripts must be sealed—that is, bearing the original imprint of the college, not facs’s or online student copies. If we are receiving transcripts, which may have been issued under another name (such as your maiden name), let the Graduate Admissions Office know of your previous name.

## **Outline of Procedures**

### **Courses and Registration**

Class schedules for Summer and Fall terms are generally published immediately after Spring break vacation, and students register simultaneously for both terms. Schedules for Spring term are available shortly after Thanksgiving. Once MA students have determined which courses you wish to take, request a “permission” for education course through Karen Nicolson (KarenN@brooklyn.cuny.edu), then register online. Students in the Subsidized Bilingual Education Program (SBEP) in general will be registered for the department.

Permissions can be requested through a link sent to all students by Karen Nicholson.

Registration online is at the CUNYfirst Portal:

<https://home.cunyfirst.cuny.edu>

1. Go to [home.cunyfirst.cuny.edu](https://home.cunyfirst.cuny.edu)
2. Log in using your Username and Password, then click on the arrows
3. Click HR/Campus Solutions
4. Click on Self Service
5. Click Enrollment
6. Enrollment: Add classes
7. Choose the semester, and continue
8. Enter the Class Number (For summer the class number is four digits, and Fall the class number is five digits). You will have the class number if you received an e-mail from me informing you that permission has been entered.
9. Click enter
10. Click Next

11. If you are registering for more than one class, you would enter the next class number, and click enter. If you are only registering for one course, you would click on proceed to step 2 of 3
12. Lastly, click on Finish Enrolling

### **Drops and Withdrawals**

Once a student is registered in a course, he/she remains registered unless he/she processes a formal “drop” notice with the Registrar’s Office in the West Quad Building. Dates for “WA” or “Withdrawal-Authorized” are indicated in each semester’s online calendar. Students who do NOT officially drop a course by the stated deadline will receive a “WU” or “Withdrawal-Unauthorized” if they stop attending or do not make arrangements with an individual professor for an “Incomplete” grade. Authorized Withdrawal may ONLY be granted by the Registrar’s Office. Students in the SBEP program are not allowed to withdraw from classes without permission from the New York City Department of Education.

Students should get in the habit of checking their transcripts regularly online—making sure that they are registered in the right courses and making sure that grades are posted. Mistakes discovered early are the easiest ones to correct.

### **Grades and Grade Changes**

Grades are typically entered on students’ records within two weeks of the end of a semester. If a grade is NOT posted, the student should contact the professor IMMEDIATELY and request confirmation of the grade and ask that it be posted.

Incomplete grades must be cleared within one year of the time they were given. It is solely the student’s responsibility to contact the professor and complete required work. When the work is completed, the student should also ask the professor to file a “Change of Grade” form with the Teaching Fellows Office.

If a student disagrees with a grade, there are levels of appeal. First, the student should meet with the professor. If that meeting does not resolve the issue, an appeal to the Program Head may be filed, in writing, with the Program Head. If the Program Head is unable to resolve the dispute, an appeal to the Graduate Deputy should be filed, again, in Room 2105 James.

### **Immunization Information**

New York State Law requires that all students enrolling in institutions of higher education who were born after January 1, 1957, provide a record of immunization to the college before full-time enrollment can take place. A booklet detailing the requirements will be provided to you the first day of the program.

**FAILURE TO PROVIDE IMMUNIZATION INFORMATION WILL RESULT IN CANCELLATION OF REGISTRATION AND A FREEZE ON GRADES AND TRANSCRIPTS.** Proof of immunization should be sent directly to the Health Programs Office.

### **Brooklyn College IDs**

At the start of each term, we provide the Enrollment Services Desk in the West Quad Building with a list of Teaching Fellows. You may get your ID updated each term simply by going there and identifying yourself as a Teaching Fellow. It is advisable that you obtain your ID as soon as possible, as it is required for entrance into all campus facilities, including the library.

### **Parking**

Parking for students is occasionally available on campus through the Office of Auxiliary Accounting, West Quad Building. Students must pay an annual fee for parking, which is available on a first-come-first-served basis once faculty requests have been accommodated.

### **Certification**

#### **Obtaining an Initial Certificate (for MA students, Option A)**

There are several requirements for securing the certification:

- Successful completion of all courses in the program 610
- Completion of Child Abuse, Dignity for All Students, and Violence Prevention workshops
- Submission of transcripts for all previous college coursework, INCLUDING a transcript which confirms an undergraduate BA or BS degree.

In addition, the State Education Department requires other items:

- Fingerprinting (done by the Department of Education, with a waiver to permit sending the prints to Albany;
- Passing scores on the edTPA, Bilingual Education Assessment (BEA), Educating All Students (EAS), and appropriate Content Specialty Tests

The college cannot make recommendations for Initial or Professional Certification until the students' degrees have been conferred and appear on their transcripts.

## When should I take my exams?

1. All students in the Bilingual Programs should take the Bilingual Education Assessment (BEA) in their given language beginning after the end of the Fall semester or preferably after the end of the Spring semester. The test framework of the Bilingual Education Assessment can be found on the Pearson NYSED website.
2. You WILL need to take the **edTPA** (Teacher Proficiency Assessment) test (consisting of videos and portfolio assignments). You should plan to take this assessment while you are in student teaching.
3. You WILL need to take the Childhood **CST**. You should plan to take this test at the end of your second year in the program.
4. You WILL need to take the EAS. You should plan to take this test after completing at least half of your coursework and a course on Special Education.

Test Name	What is it?	When do I take it?
Educating All Students (EAS)	Assess students' understanding of working with diverse populations	After taking CBSE 7671
Childhood Content Specialty Test (CST)	Assesses English literacy and math abilities	After CBSE 7200 and CBSE 7440, Math 7141



edTPA	Assesses ability to plan and reflect on lesson planning and student learning ** requires video-taped lessons	During student teaching
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Bilingual Education Assessment (BEA)	Assesses language proficiency in language other than English and English & foundations of bilingual education	After CBSE 7350T and PRLS 7145X
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## **Graduation**

Graduation is not automatic. The term you plan to graduate, file a “Request to Graduate” form with the Registrar’s Office in the West Quad Building. That request will generate a degree audit process, checking your transcript against degree requirements. If your requirements have been completed, the Registrar lists your name with the faculty committee which approves graduation, and your degree can be awarded and posted on your transcript, normally about 30 days after the end of your graduation term. If the Degree Audit Office points up problems in your transcript, they will notify you, and you should contact your advisor.

## **Transcripts**

Each student has a “Degree Progress” page in the CUNYfirst, allowing you to check on progress towards your degree. A “comments” section at the bottom of your page details any specific requirements which have been individualized for your program.