

# School of Education as an Educator Preparation Provider (EPP) Graduate Initial Education Programs Policy Handbook

Admission, Progression, and Completion Policies for  
Graduate Programs leading to Initial Certification



# Part I: Introduction

## ***Mission of the School of Education as an Educator Preparation Provider***

The mission of the School of Education at Queens College is to offer a progressive education, preparing the next generation of educators to become leading citizens in an increasingly global, pluralistic, and inclusive society. The School of Education is guided by the shared commitment of its faculty to promote the core values of Equity, Excellence, and Ethics.

- Foster inclusive communities that nurture and challenge all learners (Equity).
- Demonstrate professionalism, scholarship, self-efficacy, and the use of evidence-based and reflective practices (Excellence).
- Embrace diversity, democracy, and social justice (Ethics).

These values serve as the foundation for the School of Education's Conceptual Framework, which centers around social justice, diversity, equity, inclusion, and advocacy. All programs are dedicated to developing and ensuring that every candidate embodies and reflects these Core Values, creating a unified approach across various disciplines and specialty certification areas.

While the School of Education houses the majority of educator programs for initial teacher certification, there are programs located in other Schools across the college. These programs include initial certification programs in physical education, music education, family and consumer sciences, school library media, speech language pathology, and teaching English to speakers of other languages (TESOL). These programs, together with those that reside in the School of Education, define the School of Education as an Educator Preparation Provider, or EPP. In this handbook, the term education program designates any EPP program that leads to initial licensure (see Appendix A for a list of Education Programs).

Upon admission to an education program, students are designated as **teacher education candidates**. This handbook caters to candidates enrolled in any EPP initial certification program. Additionally, this handbook functions as an agreement to ensure that the EPP provides candidates with a transparent guide outlining progression standards through four transition points<sup>1</sup>.

Candidates should read and acquaint themselves with the transition points: Admission into a Program (T1), Candidate Progression (T2), Program Completion (T3), and Post-Graduation Follow-Up (T4). Candidates will be requested to sign an acknowledgment form indicating their understanding of the information presented in the handbook.

## ***Our Model of Student Success***

Guided by the belief that our work is, and should be, interconnected, student-friendly, and mission driven, the Queens College School of Education has designed our admission and progression policies to “facilitate students’ progressive advancement toward program

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<sup>1</sup> See CAEP Standard R3.2 Monitoring and Supporting Candidate Progression

completion and positive post-college outcomes.”<sup>2</sup> From recruitment through graduation and employment, we aim to create a student-focused culture to facilitate success for all students at all phases of their college journey.



### ***Understanding the Process from Entry to Graduation and Beyond***

To ensure the successful completion of a degree program in Education, the EPP monitors candidates’ progress at four transition points from entry to graduation. The four points are:

- 1. Admission into the Program (T1)**
- 2. Candidate Progression (T2)**
- 3. Program Completion (T3)**
- 4. Post-Graduation Follow-Up (T4)**

Candidate success is always our ultimate and primary goal and begins upon college acceptance to Queens College. Each of these transition points offers an opportunity to evaluate the quality and the effectiveness of our teacher preparation programs allowing for continuous improvement of our programs.

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<sup>2</sup> McNair, T. B., Albertine, S., Cooper, M. A., Major Jr, T., McDonald, N., & Major, T. (2016). *Becoming a student-ready college: A new culture of leadership for student success*. Jossey-Bass.

# Part II: Transition Points

**Transition Point One:  
Admission into a Graduate Teacher Education Program**

## **T1: Requirements for Admission into a Program**

- Cumulative GPA of 3.0 or better.
- Meet all Graduate Admissions requirements for the education program.
- Active CAMS account
- Open a TEACH account with New York State:  
<https://www.highered.nysed.gov/tcert/teach/>
- Additional requirements may apply, depending on the program candidates are applying to.

### **Admission Guidelines**

The School of Education recommends that all graduate initial certification programs follow the requirements for admission listed in **Transition Point 1 (T1): Requirements for Admission into the Program**.<sup>3</sup> After being admitted into an education program through Graduate Admission, candidates are required to begin the fingerprinting process and to have an Anthology account.

### ***Fingerprinting***

Candidates must show proof that they have started the fingerprinting process with the New York City Public Schools (NYCPS) in the first 6 weeks from the time they are accepted into an education program. More information on the fingerprinting process can be found on the School of Education website. Candidates must have NYCPS fingerprinting clearance before being registered into student teaching, internship, or practicum. The process of obtaining this clearance starts with candidates entering their personal information into the NYCPS Personnel Eligibility Tracking System (PETS), and could take up to two months. See the FAQ in Appendix B or more information.

For candidates who do not have a social security number, please see the FAQ in Appendix C for more information on your eligibility to be fingerprinted and enrolled in student teaching, practicum, or internship. Please reach out to the Office of Field Placement if you have any questions.

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<sup>3</sup> New York State designates that graduate students must complete all courses that count towards the pedagogical core requirement with a C or better. For more information, see [Acceptable Grades and Grade Point Average \(GPA\)](#).

### ***Anthology Electronic Portfolio***

Anthology Portfolio is a web-based e-portfolio system required for all candidates in all teacher education programs at Queens College. Anthology Portfolio allows candidates to build an unlimited number of portfolios to showcase a collection of artifacts that highlight a variety of accomplishments, as well as display how they have fulfilled their assignments. Candidates can also use Anthology Portfolio to share their reflection on assessments and benchmark performance tasks required throughout their academic and professional careers. For program assessments, Anthology Portfolio allows instructors to collectively assess student work that is common across a program over time using the same set of criteria or rubrics. This provides a platform for instructors to assess individual candidate performance on course assignments and, at the same time, for candidates to demonstrate competencies for program review.

If you need further assistance, please reach out to us via email at [AnthologyQCSupport@qc.cuny.edu](mailto:AnthologyQCSupport@qc.cuny.edu).

## **Transition Point Two: Progression through a Program**

# **T2: Requirements for Candidate Progression**

### **• Progression through the Program**

- Recommended cumulative GPA of 3.0 or better
- Completion of required education courses with no grade lower than a B-
- Exhibit professional dispositions in and out of the classroom

### **• Progression into Student Teaching**

- Successful completion of all education prerequisite courses
- Successful completion of requirements as outlined in your education program
- Major GPA of 3.0 or better
- Acquired fingerprinting clearance
- Completion of all NYS Workshops required for certification: Child Abuse Identification and Reporting, Dignity for All Students Act (DASA), and School Violence Prevention and Intervention
- Completion of a Central Student Teaching Application (beginning for spring 2025 student teaching placements).

The requirements for program progression are listed in the **T2: Requirements for Candidate Program**.<sup>4</sup> Once admitted into an education program, candidates must maintain a level of academic rigor in order to progress through their programs. Additionally, candidates must exhibit professional dispositions that are consistent with both School of Education values and commonly accepted professional standards. Professional dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance”<sup>5</sup> and include behaviors such as: respectful communication with faculty, staff, and peers; timely submission of classroom and departmental materials; professional behavior during field observations and clinical experiences.

Prior to being enrolled into student teaching, candidates must complete and submit a School of Education central student teaching application. The application will be reviewed and candidates who are approved will be allowed to enroll in student teaching if they have cleared fingerprinting. Candidates who have not cleared fingerprinting will not be placed or registered in student teaching.

Candidates who do not meet all of the T2 progression requirements listed in the table will not be eligible to student teach and will not be registered for a student teaching course. Should this be the case, candidates will be notified immediately and informed of the reason. Subsequently, candidates will need to meet with their program advisor to create an academic plan.



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<sup>4</sup> Programs may have additional requirements for candidate progression. Check with your specific program advisor for these additional requirements. Students are required to upload evidence of fingerprinting clearance and successful completion of all NYS Workshops for certification into Anthology Portfolio for review and approval prior to being assigned to a student teaching placement. Failure to meet the progression requirements for student teaching will result in a delay in your ability to complete student teaching.

<sup>5</sup> Council for the Accreditation of Educator Preparation (CAEP). (2020). CAEP Accreditation Handbook. Retrieved from <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-handbook-final.pdf>.



## Transition Point Three: Program Completion

# T3: Requirements for Program Completion

- Cumulative GPA of 3.0 or better
- Exhibit professional dispositions in and out of the classroom
- Complete Student Teaching with a B or better
- Complete the QC Teacher Portfolio Assessment with a passing grade
- Apply for college graduation
- Complete required NYS workshops
- Completer Survey

**T3: Requirements for Program Completion** includes the requirements that candidates must meet to complete and be recommended for initial certification. The requirements for T3 are listed in the table above. It is important to note that additional requirements may be necessary to obtain a Queens College degree (e.g. requirements outside of the Education program) as well as for the college to recommend candidates for an initial teaching license.

### Applying for College Graduation

Before you can receive a college recommendation for certification, your degree must be awarded in CUNYfirst. You can apply for graduation through your CUNYfirst Student Center for the Fall, Spring and Summer semesters.

It is important that you adhere to the dates in the table to be certified in a timely manner. **A summer commencement conferral date may impact your timeline for certification and employment for the start of a school year.**

Semester	Filing Deadline	Awarded in CUNYfirst	Diploma Ordered	Conferral Date
Fall	Nov. 1	Apr. 1	Apr. 15	Jan. 1
Winter	Jan.1	Apr. 1	Apr. 15	Feb. 1
Spring	Mar. 1	Jul. 15	Aug. 1	Date of <a href="#">Commencement</a>

Summer (for <a href="#">commencement</a> )	Apr. 1	Oct. 15	Nov. 1	Sep. 1
Summer	Jul. 1	Oct. 15	Nov. 1	Sep. 1

## College Recommendation for Certification

The process for candidates to be recommended for NYS initial certification is described in the following diagram:



To be recommended by the Queens College Teacher Certification Office for NYS licensure, candidates must fulfill all Queens College program requirements for graduation. Once the criteria are met, eligible candidates must submit the College Recommendation Request Form to the Queens College Teacher Certification Office. The form can be found in your Anthology Portfolio. After conferral of the degree by the Office of the Registrar, the Office will submit a college recommendation to the New York State Education Department (NYSED).

After the college recommendation is submitted, candidates must follow NYSED’s guidelines to apply for teacher certification found on the [Certification from Start to Finish](#) page. To receive a



New York State initial certificate for teaching, candidates are required to achieve passing scores on all certification exams. The latest requirements for certification exams can be found here: [New York State Teacher Certification Exams page](#). These tests are designed to ensure that teachers are prepared to meet the New York State Teaching Standards.

**Transition Four:  
Post-Graduation Follow-Up**

## T4: Post Graduation Follow-Up

- Alumni Survey
- Employer Survey
- Alumni Impact Study
- Alumni Relations (networking events, PD, etc.)

The School of Education values the relationships that we maintain with our alumni who have an invaluable role in improving the quality of our teacher preparation programs. The School of Education uses a variety of tools to monitor candidate success after graduation. These tools are described below.

- The Alumni Survey is an instrument used to measure alumni satisfaction with their preparation.
- The Employer Survey is an instrument used to determine how employers perceive Queens College Education Program graduates' level of teaching readiness as a result of the preparation at Queens College.
- The Alumni Impact Study will be conducted to gather in-depth data from our graduates in an attempt to answer the following research question: How effective are our Education Programs in preparing teachers to work in schools?
- The School of Education Dean's Office will disseminate newsletters, networking events, professional development, like Continuing Teacher Leader Education (CTLE) courses, and other activities to alumnus each academic year.

Part III:  
Considerations for Successful Completion  
of an Education Program

The School of Education aims to ensure that candidates have positive learning experiences in their education programs. We also expect a high level of professionalism from candidates at all stages of their programs. Candidates are expected to be respectful in all manners of communication, including email.

If candidates do not display professional dispositions, the School of Education may recommend that candidates visit the Office of Student Affairs and Enrollment Management, the Queens College Career Center, and the Queens College Counseling Center to seek further assistance and support.

### **Program Dismissal**

Unfortunately, there are instances when candidates will not be able to progress through their programs. Candidates who do not meet the progression requirements listed in Transition Points 1, 2, and 3, as described in this document, will not be allowed to continue in the program.

The Graduate Catalog: <https://qc-graduate.catalog.cuny.edu/> outlines dismissal policies that the School of Education must follow. Other program dismissal criteria include:

- Candidates who receive any grade below a C or a grade of a W/WU/WA/FIN must apply to the Department Chairperson for permission to re-register for that course and meet with the Program Coordinator or Advisor to develop an academic plan.
- Candidates who have committed a substantial violation of CUNY's Academic Integrity Policy will be dismissed from the program.
- Candidates who have been reported a minimum of two times for unprofessional conduct by faculty or staff from Queens College and/or partner schools/sites may be recommended to the Office of Student Affairs for a student review for a violation in a code of conduct. The results in such a review may lead to dismissal from a teacher education program.

Candidates who are in jeopardy of program dismissal are reported to the Dean's Office using the Candidate Transition Point Monitoring Process. Integral to this process is documenting how program advisors and department chairs are providing candidate support. Reports are reviewed each semester by the Dean and the respective department chairs for possible follow-up actions.

# Part IV: Appendices

## Appendix A: Queens College Education Programs that lead to Graduate Initial Certification

PROGRAM NAME	IRP	ACAD PLAN
Library Media Specialist (For Non-Teachers)	34038	MEDSPN-MLS
Speech Language Pathology	26448	SPPTH-MA
Early Childhood Education, B-2	26435	EECHED-AC
Childhood/Spec.Ed B	32461	SEDCHD-MAT
Special Education Generalist B	32462	SEDGEN-MAT
Trans B Adolescent Ed English 7-12 Approved 2/2018	39466	TAE712-MAT
Trans B Adolescent Ed Science 7-12 (Biology, Chemistry, Physics, Earth Science) Approved 2/2018	39465	TAS712-MAT
Adolescent Visual Art Education, All Grades	36536	ARTED-MAT
Adolescent Science Education Grades 7-12 (Biology, Chemistry, Earth Science Physics)	37387	ASE712-MAT
Childhood Education w/Bilingual Education, 1-6	26441	CEDBL-MAT
Childhood Education, Grades 1-6 (MAT)	26436	CHDED-MAT
Childhood Education Special Education 1-6	33463	CHDEDS-MAT
Critical Languages	39276	CRL712-MAT
Early Childhood Education, B-2 (MAT)	26434	ECHED-MAT
Adolescent English Education, Grades 7-12	36535	ENGLED-MAT
Adolescent Math Education, Grades 7-12	36534	MATHED-MAT
Adolescence Education, Science 7-12 (Biology)	26868	AEBIO-AC
Adolescence Education, Foreign Language 7-12 (Chinese)	32707	AECHIN-AC
Adolescence Education, Science 7-12 (Chemistry)	26869	AECHM-AC
Adolescence Education, English 7-12	26864	AEENG-AC
Adolescence Education, Science 7-12 (Earth Science)	26870	AEESCI-AC
Adolescence Education, Foreign Language 7-12 (French)	26865	AEFRN-AC
Adolescence Education, Foreign Language 7-12 (Italian)	26866	AEITA-AC
Adolescence Education, Mathematics 7-12	26872	AEMAT-AC
Adolescence Education, Science 7-12 (Physics)	26871	AEPHY-AC
Adolescence Education, Foreign Language 7-12 (Spanish)	26867	AESPA-AC
Adolescence Education, Social Studies 7-12	26873	AESST-AC
Art Education, All Grades	26447	ARTED-AC
Childhood Education, Grades 1-6 (Post Bacc/AdvCert)	26437	CHDED-AC
Critical Languages	39277	CRL712-AC
Earth Science Teacher	28142	ESCIED-AC
Family & Consumer Science, K-12	26442	FNESED-AC
Music Education (PostBacc/AdvCert)	31639	MUSICED-AC
Physical Education	26416	PHYED-AC
TESOL: ITI	32258	TESOLIT-AC

## Checklist of Transition Points through an Education Program

### Checklist for Transition Point 1 (T1): Admission into the Program

Criteria for Admission to a Teacher Preparation Program

Name:

Date:

Semester:

Year:

Requirement	Incomplete	Complete	Comments
A minimum 3.0 GPA on a 4.0 point scale before applying for admission to the teacher preparation program.			
Opened a TEACH account			
Have Active CAMS account			
Purchased an Anthology Portfolio subscription. Visit the School of Education website for how to purchase an Anthology subscription.			

### Checklist for Transition Points 2-2

Transition Point	Date Met	Criteria
<b>T2: Candidate Progression through the Program</b>		Recommended cumulative GPA of 3.0 or better
		Completion of required education courses with no grade lower than a B-
		Exhibit professional dispositions in and out of the classroom
<b>T2: Candidate Progression into Student Teaching</b>		Successful completion of all education prerequisite courses
		Successful completion of requirements as outlined in your Education Program
		Exhibit professional dispositions in and out of the classroom
		Complete student teaching with a B or better
		Acquired fingerprinting clearance
		GPA of 3.0 or better



		Completion of a Central Student Teaching Application
<b>T3: Program Completion</b>		Cumulative GPA of 3.0
		Complete Student Teaching with a B or better
		Complete the QC Teacher Portfolio Assessment (QCTPA) with a passing grade
		Complete Child Abuse, Identification and Reporting Workshop
		Complete Dignity for All Students Act Workshop
		Complete School Violence Prevention and Intervention Workshop
		Completer Survey

**Appendix B:  
Fingerprinting Policy  
for All Teacher Education Programs  
(Starting Fall 2023)**

All candidates must start the fingerprinting process with the New York City Department of Education (NYC DOE) as soon as they are accepted into any of the Teacher Preparation Programs. Candidates must have received NYC DOE fingerprinting clearance before they register for student teaching, internship, or practicum. Candidates who are cleared for fingerprinting by New York State will be asked to get re-fingerprinted by the NYC DOE at their own expense.\* Students enrolled in online programs need to check with their programs about fingerprinting requirements.

The process of obtaining NYC DOE fingerprinting clearance could take up to two months and it involves a cost that is the financial responsibility of candidates. Candidates, including undocumented students, are encouraged to start the process of fingerprinting by contacting the Field Placement Office: <https://www.qc.cuny.edu/academics/se/fingerprinting-policies-procedures/>.

	<b>Procedures</b>	<b>Support</b>
1	<p>Candidates must upload to their Anthology portfolio accounts a proof of starting the NYC DOE fingerprinting process (proof is explained in Anthology) by:</p> <ul style="list-style-type: none"> <li>• October 1st for students admitted in the fall semester.</li> <li>• March 1st for students admitted in the spring semester.</li> </ul>	<p>Newly admitted candidates are sent reminders of this deadline to their QC email accounts by the Office of Professional Practice and Community Partnerships (PPCP) on 1st of April, May, June, July, August, November, Dec, and Jan.</p> <p>PPCP conducts review of proof in Anthology and emails a list of candidates with missing proof to program directors as well as emails reminders to the candidates directly on September 15th in the fall; February 15th in the spring.</p>
2	<p>Candidates must have received NYC DOE fingerprinting clearance by:</p> <ul style="list-style-type: none"> <li>• May 1st for professional practice starting in the fall semester.</li> <li>• December 1st for professional practice starting in the spring semester.</li> </ul>	<p>Candidates are sent reminders of this deadline to their QC email accounts through the Field Placement Office on April 1st and 15th for the fall semester, November 1st and 15th for the spring semester.</p>

3	Candidates who have NOT received fingerprinting by the above stated deadline will NOT be able to register for professional practice (student teaching, internship, or practicum).	
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\*As of 3/31/23, the NYC DOE policy that allowed teacher candidates to transfer their New York State fingerprinting clearance to the NYC DOE has changed. This policy is now valid strictly for onboarding NYC DOE employees.

## Appendix C: Fingerprinting FAQ

### For Students who are seeking the NYSED Teacher Certification and matriculated in the NYSED approved teacher education programs at Queens College

**Q1: I do not have an SSN and am not studying under an F1 International Student visa. Will I be able to obtain fingerprinting clearance to complete fieldwork or student teach in a NYC Department of Education (NYCDOE) school?**

- A1: For the NYCDOE, No. Students who do not have an SSN and are not studying under an F1 International Student Visa will not be able to be fingerprinted and cleared by the NYCDOE. As such, they will not be allowed to enter NYCDOE schools to complete field work or to student teach. <https://www.qc.cuny.edu/academics/se/field-placement/>
- A1: For NYS Public Schools, Maybe. Students who do not have an SSN and are not studying under an F1 International Student Visa may request a “Teach Access Number” at NYSED (please see Question 2 for details). Once cleared, the students will be allowed to do field work in the NYS public schools.

**Q2: I do not have an SSN. Can I still register a NYSED TEACH Account to complete fingerprinting?**

- A2: Yes. To create a NYSED TEACH Account students who do not have a SSN can request a “TEACH Access Number” by contacting the NYSED directly: <https://www.highered.nysed.gov/tcert/certificate/evalforeigncred.html>. Send an email to [otiaadmin@nysed.gov](mailto:otiaadmin@nysed.gov) with “TEACH Access Number” in the subject line requesting the nine-digit identifier and attach a PDF-formatted copy of either a valid passport or a valid visa to the email. Please remember that a SSN is still required by the NYCDOE for field work and student teaching.
- Once obtained the Teach Access Number, students can request the fingerprinting appointment via IdentoGo: <https://uenroll.identogo.com/workflows/14ZGQT>  
Please see “What Documents to bring to the appointment” webpage before making the fingerprinting appointment: <https://uenroll.identogo.com/workflows/14ZGQT/documents/documents>

**Q3: I do not have US citizenship, legal residency, or a SSN. Can I still be certified as an educator?**

- A3: Yes. You can be certified with an initial or provisional certification. The initial and provisional certificates are valid for 5 years. You, however, will not be able to work in the United States without securing a work permit.

**Q4: I do not have US citizenship, legal residency, or a SSN. Can I receive my professional or permanent certification?**

- A4: No. Citizenship or legal residence is required for initial/provisional certified educators to advance to the professional/permanent certification.

Social Security Number (SSN) Required	NYCDOE	NYSED
Fingerprinting	YES	YES
Creating a NYSED TEACH Account <a href="https://www.highered.nysed.gov/tcert/teach/home.html">https://www.highered.nysed.gov/tcert/teach/home.html</a>		YES
Registering for the NYS Certification Exams <a href="https://www.nystce.nesinc.com/">https://www.nystce.nesinc.com/</a>		YES
Registering for the NYS Mandated Workshops <a href="#">DASA, School Violence, Child Abuse</a>		YES
Applying for the Initial/Provisional Certification		YES
Legal to work in NYS	YES	YES