

School of Education as an Educator Preparation Provider (EPP) Undergraduate 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 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 student 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 points¹.

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

¹ See CAEP Standard R3.2 Monitoring and Supporting Candidate Progression

completion and positive post-college outcomes.”² 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)

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.

Student success is always our ultimate and primary goal and begins upon college acceptance to Queens College. The diagram below outlines the steps necessary for students to apply and be accepted into an undergraduate initial teacher education program.

Key Steps



1. Prior to admission to an education program, students declare an Intent to Major in Education (Undeclared-Education). Please contact the QC HUB for more information. This enables students to receive financial aid for education prerequisite courses needed for their education program. Students may also declare a content major or co-major.
2. After declaring Undeclared-Education, students will receive a Welcome Packet from the School of Education. A link to the Welcome Packet can be found in the Appendix.
3. Students must follow any individual education program requirements for acceptance into the program. We recommend that you meet with an education program advisor.
4. After students are admitted into a program, they will change their major to a specific education major and follow the transition point requirements outline in subsequent parts of this handbook. At this point, students are considered teacher education candidates.

² 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 an Undergraduate Teacher Education Program**

T1: Requirements for Admission into a Program

- Recommended cumulative GPA of 3.0 or better. Education programs take a holistic approach to admission decisions. A smaller number of candidates might be admitted with a GPA of 2.75+.
- Completion of an education program's prerequisite courses with no grade lower than a C. For a list of these courses, review the Undergraduate Bulletin: <https://qc-undergraduate.catalog.cuny.edu/>.
- Active CAMS account
- Resolution of all INCs
- Open a TEACH account with New York State: <https://www.highered.nysed.gov/tcert/teach/>
- Additional requirements may apply, depending on the program students are applying to.

Admission Guidelines

The School of Education recommends that all undergraduate initial certification programs follow the requirements for admission listed in **Transition Point 1 (T1): Requirements for Admission into the Program**.³ After being admitted into an education program, 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.

³ New York State designates that undergraduate 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.

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 C
- 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
- 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**.⁴ Once admitted into an education program, candidates must maintain a level of

⁴ 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

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”⁵ 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.



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.

⁵ 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
- 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 Commencement

Summer (for commencement)	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 Undergraduate Bulletin: <https://qc-undergraduate.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 Progress Reporting 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 Undergraduate Initial Certification

In the Department of Elementary and Early Childhood Education

- Childhood Education (Grades 1-6), BA (0802.00)

In the Department of Secondary Education and Youth Services

- Adolescent Education, Biology, Grades 7-12, PB (0401.01/13.1322)
- Adolescent Education: Chinese, Grades 7-12, BA (1107.01/13.1306)
- Adolescent Education: Chinese, Grades 7-12, PB (1107.00/13.1306)
- Adolescent Education: English, Grades 7-12, PB (1501.01/13.1305)
- Adolescent Education: French, Grades 7-12, PB (1102.01/13.1325)
- Adolescent Education: Italian, Grades 7-12, PB (1104.01/13.1306)
- Adolescent Education: Mathematics, Grades 7-12, PB (1701.01/13.1311)
- Adolescent Education: Social Studies, Grades 7-12, PB (2201.01/13.1318)
- Adolescent Education: Spanish, Grades 7-12, PB (1105.01/13.1330)
- Africana Studies: Social Studies, Grades 7-12, BA (2201.00/13.1318)
- Anthropology: Social Studies, Grades 7-12, BA (2201.00/13.1318)
- Art Education, BA, BFA, and PB (0831.00/13.1302)
- Biology, Grades 7-12, BA (0401.01/13.1322)
- Chemistry, Grades 7-12, BA and PB (1905.01, 13.1323)
- Earth Science Teaching, PB (1917.01/13.1337)
- Economics: Social Studies, Grades 7-12 (2201.00/13.1318)
- English, Grades 7-12, BA (1501.01/13.1305)
- French, Grades 7-12, BA (1102.01/13.1325)
- Family & Consumer Sciences, All Grades (1301.01/13.1308)
- Geology: Earth Sciences, Grades 7-12, BA (1917.01/13.1316)
- German, Grades 7-12 BA (1103.01/13.1326)
- History: Social Studies, Grades 7-12 (2201.00/13.1318)
- Italian, Grades 7-12, BA (1104.01/13.1306)
- Latin, Grades 7-12 (1109.01/13.1333)
- Latin American Area Studies: Social Studies, Grades 7-12 (2201.01/13.1318)
- Library Media Specialist, All Grades (1601.00/13.1334)
- Linguistics: TESOL, All Grades (1505.00/13.1401)
- Mathematics, Grades 7-12, BA (1701.01/13.1311)
- Music, All Grades (0832.00/13.1312)
- Physics, Grades 7-12, BA and PB (1902.01/13.1329)
- Physical Education, All Grades (0835.00/13.1314)
- Social Studies Teacher Education, BA
 - Political Science (2207.00/13.1318)
 - Sociology (2208.00/13.1318)
- Spanish, Grades 7-12, BA (1105.01/13.1330)
- Speech – Language Pathology, All Grades (0815.0051.0203)
- Urban Studies: Social Studies, Grades 7-12 (2201.00/13.1318)
- Critical Languages Education, Grades 7-12, PB (1199.01)
 - Arabic, Hindi, Korean, Mandarin, Russian, Urdu

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
Achieved a recommended minimum of a 3.0 GPA on a 4.0 point scale before applying for admission to the teacher preparation program.			
Completion of an Education Program's prerequisite courses with no grade lower than a C			
Have Active CAMS account			
Resolution of all INCs			
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
T2: Candidate Progression through the Program		Recommended cumulative GPA of 3.0 or better
		Completion of required education courses with no grade lower than a C
		Exhibit professional dispositions in and out of the classroom
T2: Candidate Progression into Student Teaching		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
	Major GPA of 3.0 or better
	Completion of a Central Student Teaching Application
T3: Program Completion	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/>.

	Procedures	Support
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"> • October 1st for students admitted in the fall semester. • March 1st for students admitted in the spring semester. 	<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"> • May 1st for professional practice starting in the fall semester. • December 1st for professional practice starting in the spring semester. 	<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 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 https://www.highered.nysed.gov/tcert/teach/home.html		YES
Registering for the NYS Certification Exams https://www.nystce.nesinc.com/		YES
Registering for the NYS Mandated Workshops DASA, School Violence, Child Abuse		YES
Applying for the Initial/Provisional Certification		YES
Legal to work in NYS	YES	YES