title II higher education act

2024 TITLE II REPORTS
National Teacher Preparation Data

NY CUNY Queens College
Traditional Report AY 2022-23
New York

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

190664

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

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SALUTATION

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	PG	
13.1202	Elementary Education	Both	
13.1	Special Education	PG	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

91

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

○ **Yes**
○ **No**

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	● Yes	○ No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	● Yes	○ No	● Yes	○ No

Element	Admission		Completion	
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: OPI test for Foreign Languages	○ Yes	● No	● Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

● Yes
○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No

Element	Admission		Completion	
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: OPI Test for World Languages	○ Yes	● No	● Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Are there programs with student teaching models?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	420

Are there programs in which candidates are the teacher of record?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	21
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	74
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	1050
Number of students in supervised clinical experience during this academic year	733

Please provide any additional information about or descriptions of the supervised clinical experiences:

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	2338
Subset of Program Completers	573

Gender	Total Enrolled	Subset of Program Completers
Male	619	114
Female	1712	457
Non-Binary/Other	0	0
No Gender Reported	7	2
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native	6	4
Asian	505	129
Black or African American	161	21
Hispanic/Latino of any race	396	95
Native Hawaiian or Other Pacific Islander	4	2
White	632	177

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	465	90
No Race/Ethnicity Reported	169	55

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	465	90
No Race/Ethnicity Reported	169	55

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:
>>   Teachers Prepared by Subject Area
>>   Teachers Prepared by Academic Major

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐   **No teachers prepared in academic year 2022-23**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	**Teacher Education - Special Education**	27

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	246
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	30
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	29
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	50
13.1306	Teacher Education - Foreign Language	17
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	6
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	25
13.1312	Teacher Education - Music	23
13.1314	Teacher Education - Physical Education and Coaching	37
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	46
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	9
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	15
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	17
13.99	Education - Other Specify: Library Media Specialist	7

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2022-23**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	27
13.1202	Teacher Education - Elementary Education	246
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	30
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	29
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	50
13.1306	Teacher Education - Foreign Language	17

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	6
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	25
13.1312	Teacher Education - Music	23
13.1314	Teacher Education - Physical Education and Coaching	37
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	46
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	9
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	15
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	17
13.99	Education - Other Specify: Library Media Specialist	7
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	

CIP Code	Academic Major	Number Prepared
54	History	
99	Other Specify:	

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. **Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

   ● Yes
   ○ No

2. **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

   ● Yes
   ○ No

3. **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

4. **Prospective general education teachers are prepared to provide instruction to students with disabilities.**

   ● Yes
   ○ No

5. **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

   ● Yes
   ○ No

6. **Prospective general education teachers are prepared to provide instruction to students from low-income families.**

   ● Yes
   ○ No

7. **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

   ● Yes
   ○ No

8. **Describe your institution's most successful strategies in meeting the assurances listed above:**

   We adhere to EPP's conceptual framework, specifically educating candidates to teach in diverse urban communities, focusing on values of excellence, ethics, and equity. In addition, we are accredited by CAEP (Council for the Accreditation of Educator Preparation). The EPP has built strong collaborations with partner schools in New York City Public Schools. Our closest partner NYC districts are District 24 and District 29, which are set in an urban setting with a high population of racially and ethnically diverse students and families, students with special needs, and linguistically diverse students. Districts 24 and 29 provide a clinical context to prepare future teachers to educate low-income families and teacher and work in diverse communities. To ensure the quality assurance of our programs and preparation of candidates, we have reviewed Educating All Students (EAS) data and developed and created workshops to improve candidates' knowledge, skills, and disposition on educating diverse student population with a focus on

special education and linguistically diverse student populations. These workshops supplement the special education course that is a required part of the EPP curriculum. The special education program is currently under revision to update curriculum to meet new NYS certification requirements and the growing need for special educators in schools. The EPP has a P-12 Advisory Board that is composed of our pre-K- 12th grade district partners. The P-12 Advisory Board plays a critical role in identifying hiring trends and the high needs and challenges of teachers in the field.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ⦿ Yes
- ◯ No

2. Describe your goal.

We should have approximately 30 student teachers in 2022-23. This number is lower since many candidates have changed their minds about teaching due to remote opportunities, and other trends in the field beyond Queens College.

3. Did your program meet the goal?

- ◯ Yes
- ⦿ No

4. Description of strategies used to achieve goal, if applicable:

No, because there were only 22 student teachers in 2023. We have been making greater use of technology and social media to better advertise our programs. As part of an SEYS video for all of our programs, the mathematics education program included a video specifically about our program. This has been posted on the SEYS Website and the College Website. TIME 2000 has a Facebook page and a Twitter account which we keep up-to-date. TIME 2000 also has its own Website: time2000@qc.cuny.edu. We have also been having the college help us by sending out email blasts to students who have good math grades or are registered in calculus classes, which we have recently done again. We continue to send out TIME 2000 brochures and we contact all of our teaching graduates, asking them to encourage their good math students to become mathematics teachers. We continue to see a major dip in enrollment (as the college at large did) due to the lingering effects of COVID. TIME 2000 continues to be an attraction for students to enter mathematics education. Although for two years we were not able to hold the annual TIME 2000 conference, we held it in Nov. 2022 and Nov. 2023. High school students attend the college for a day of celebrating mathematics. In November 2022 we had over 400 students and their mathematics teachers attend Queens College, and in 2023 we had even more high school students attend. At this conference, high school students attend workshops given by mathematics teachers who engaged the students in enjoyable mathematics activities and then gave the students encouragement to become

mathematics teachers. At the end of the day, the TIME 2000 students held a panel in which they promoted the program and mathematics teaching in general. We are hoping that given the current focus on STEM in the media and the widely noted shortage of mathematics teachers, the students will want to enter the field where they are assured of getting a teaching position. Our MAT Degree program which offers New York State Initial Certification has also dropped in enrollment as a result of the pandemic. This program attracts change-of-career graduates who are able to take 36-40 credits and get their New York State Certification and Master's Degree. We continue to offer three MSED programs: Master of Mathematics Education, Master of Mathematics and Bilingual Education, and Master of Teaching Mathematics and Computer Science. The computer science component of this latter program should soon make students eligible for certification to teach computer science. We draw most of our Master's Degree candidates (not the MAT program) from our undergraduate program, so we deem it essential to recruit at the undergraduate level as much as possible. We also make it very easy for our undergraduates to transition to the Master's program through a Fast Track program in which the college invites all potential graduates who have a B average or higher to apply for one of the three programs. If they do, they are immediately accepted without having to pay an application fee, write an essay, or get any recommendations. This makes taking our Master's degree very attractive to our undergraduates.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We are beginning work to develop a database of mathematics teacher education programs statewide with contact information so that we may better market our programs. Thus, for a mathematics major at a SUNY upstate who has recently graduated with a mathematics degree, but no teaching credentials, they can learn more about our programs. Further, those with initial credentials may be interested in our professional certification programs.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We currently have approximately 20 student teachers in 2023-24. This number is lower since many candidates have changed their minds about teaching due to remote job opportunities, and other trends in the field beyond Queens College. We are also still suffering from the side effects of the pandemic which hampered our ability to communicate with professionals and students in the schools and ultimately recruit students. It should be noted that this continues to be a nation-wide problem.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We hope to have 15 student teachers in 2024/2025. This is a 25% increase over the current year.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

To prepare highly qualified STEM teachers to support effective science learning in a variety learning environments.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

The program has used comprehensive recruitment strategies: (1) direct mail to alumni that targets recent graduates with a science degree and a minimum of a 3.0 GPA. (2) The development of an online website that contains all program options. (3) Outreach to community colleges to increase the possibility of transfer students. (4) Aggressive grantsmanship to provide scholarship funding to attract and enhance highly qualified science teacher candidates. (5) Held our in-person Reimagining Science and Technology Conference on campus and invited local high school students and teachers to attend and participate in the day's events. (7) Developed an innovated STEM initiative using drones as a curricula motivational focus to reinforce computational thinking as a cross cutting concept in science disciplines.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Potential candidates find that balancing college-related time requirements and the need to work to pay for college and daily expenses quite difficult. To assist in the effort to increase the number of highly qualified underrepresented science educators in the STEM teaching pipeline the program administrators have applied for and received a National Science Foundation's grant for approximately 1.2 million dollars to assist students with college related expenses. To increase the relevance of a college education the program has instituted a drone program as part of its technology requirement. The program has also instituted block scheduling to offer multiple courses for the program on a single night.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The program's goals and objectives remain consistent with the needs of the U.S. Government's desire to train and educate a productive STEM workforce. Therefore, we intend to prepare highly qualified STEM teachers to support effective science learning in a variety learning environments.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

To prepare highly qualified STEM teachers to support effective science learning in a variety learning environments.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

We will continue to use our recruitment strategies and adjust our programs to meet the needs of teacher candidates. Continued use of social media and multi-media platforms will be utilized to attach students from across the region. By offering fully online post master's programs, we are also trying to expand our recruitment to other parts of New York state. Additionally, we will continue to strengthen our partnerships with our local schools and with the NYC DOE. We are hoping to expand the extension program to include Adolescent program candidates along with Early Childhood.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

We did not actively recruit teacher candidates using social media and multi-media platforms. However, we offered fully online post master's programs in three age bands (B-2, 1-6, and 7-12) and hosted early post master's candidates from the NYC DOE. The college regularly held open houses for prospective students. Each time, the special education program sends representatives to these events. We also held informational sessions about our programs for undergraduate candidates before they take their internship courses and during their internship. We have active and long-lasting collaborative relationship with both public and private schools in the area, where applicants learn about our programs. We continue to look for ways to make our program more competitive. For example, we now offer spring admission and fully online post master's programs. Additionally, we have a partnership program with the NYC DOE to provide current teachers the opportunity to earn their Advanced Certificate through our Post Master's Early Childhood Special Education Program.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We will continue to use social media advertising and offer courses across a variety of formats (i.e., in-person, hybrid, and fully on-line). We are currently revising our entire programs to meet the requirements for the new NYS teaching certification, SWD in All Grades. The current program revisions include the reduction of credits in each program, new courses to meet the needs of teachers in inclusive classrooms, and changes to admission criteria for advanced certification program – requiring an initial teaching certificate, not master's degree. These changes will attract more candidates to special education

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We strive to recruit 100 new candidates.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Next school year, we may have to see the reduction to the quantity of candidates we will train in our programs because we will change our programs to meet the requirements for the new certification, SWD in all grades, and the current programs will be phased out. However, we will continue to strive to improve the quality of our programs through the new program development and revisions to become more competitive and attractive programs.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

To prepare 70 teachers for New York State TESOL certification pre-k through 12 grade

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

Formed Recruitment Committee in the LCD department to target prospective candidates through advertising and social media outlets. Continued communication with local school districts and the NYCDOE Central Office. Outreach to former TESOL graduates and Long Island school districts. Continued support to all teacher candidates in both semesters of student teaching clinical experiences.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Recruitment initiative includes outreach to NYC high schools, community colleges and international schools. We have taken steps to expand our outreach and increase our enrollment for BA Applied Linguistics/TESOL certification through significant marketing plans. We have also added an

additional cohort of TESOL candidates into our graduate admissions cycle.

6. Provide any additional comments, exceptions and explanations below:

We have taken significant steps to expand our recruitment efforts to increase our enrollment for BA Applied Linguistics/TESOL certification through significant marketing plans.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

To prepare 85 teachers for New York State TESOL certification pre-k through 12 grade

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

To prepare 85 teachers for New York State TESOL certification pre-k through 12 grade.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
160 -BIOLOGY CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
160 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2022-23	9			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2021-22	2			
160 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2021-22	9			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2020-21	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
160 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2020-21	8			
161 -CHEMISTRY CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
161 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2022-23	3			
161 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2021-22	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2021-22	2			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2020-21	2			
161 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2020-21	2			
162 -EARTH SCI CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
162 -EARTH SCI CST Evaluation Systems group of Pearson All program completers, 2022-23	2			
162 -EARTH SCI CST Evaluation Systems group of Pearson All program completers, 2021-22	2			
162 -EARTH SCI CST Evaluation Systems group of Pearson All program completers, 2020-21	1			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	131	523	116	89
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	29	510	22	76
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2022-23	441	529	419	95
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2021-22	552	527	527	95

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2020-21	566	528	548	97
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2020-21	258	262	254	98
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	9			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2022-23	46	539	42	91
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	39	534	30	77
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	46	531	36	78
116 -ESOL CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2022-23	14	547	14	100
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2021-22	31	553	31	100
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2020-21	23	547	22	96
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All program completers, 2022-23	6			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	2			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2021-22	1			
125 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2022-23	1			
125 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2021-22	1			
125 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2020-21	4			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2020-21	4			
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
074.1 -LIBRARY MEDIA SPECIALIST CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
074.1 -LIBRARY MEDIA SPECIALIST CST.1 Evaluation Systems group of Pearson All program completers, 2022-23	7			
074.1 -LIBRARY MEDIA SPECIALIST CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	11	567	11	100
074.1 -LIBRARY MEDIA SPECIALIST CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
127 -MANDARIN CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
127 -MANDARIN CST Evaluation Systems group of Pearson Other enrolled students	2			
127 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2022-23	2			
127 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2021-22	5			
127 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2020-21	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2021-22	1			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2022-23	19	553	19	100
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	38	547	35	92
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	39	544	38	97
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2022-23	13	1654	13	100
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2021-22	36	1628	32	89
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2020-21	33	1641	31	94
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2022-23	1			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2021-22	1			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	1645	10	91
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	2			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2022-23	127	1636	112	88
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2021-22	168	1630	151	90

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2020-21	180	1637	168	93
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2021-22	2			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2020-21	1			
165 -MUSIC CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	557	10	100
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2022-23	2			
165 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2022-23	20	561	20	100
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2021-22	4			
165 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2021-22	26	565	26	100
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2020-21	19	249	18	95
165 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2020-21	7			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson Other enrolled students	3			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2022-23	35	544	31	89
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	33	540	30	91
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	47	544	47	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
163 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2022-23	1			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2020-21	1			
128 -RUSSIAN CST Evaluation Systems group of Pearson All program completers, 2022-23	2			
128 -RUSSIAN CST Evaluation Systems group of Pearson All program completers, 2021-22	1			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2020-21	1			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2020-21	204	258	201	99
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	3			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	2			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	3			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2022-23	38	544	37	97
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2021-22	35	538	30	86
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2020-21	53	538	49	92
129 -SPANISH CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
129 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	1			
020 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	1			
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2022-23	4			
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2021-22	11	571	11	100
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2020-21	11	571	11	100
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2022-23	11	547	11	100
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	35	547	35	100
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	21	544	21	100
167 -VISUAL ARTS CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
167 -VISUAL ARTS CST Evaluation Systems group of Pearson Other enrolled students	1			
167 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2022-23	20	553	18	90
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2022-23	3			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2021-22	14	242	13	93
167 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2021-22	16	547	15	94

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2020-21	22	238	21	95
167 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2020-21	6			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2020-21	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	447	401	90
All program completers, 2021-22	558	494	89
All program completers, 2020-21	577	530	92

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☑ State
- ☑ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   The use of technology is integrated throughout EPP. Our Queens College classrooms are equipped with Smartboards, projectors, and hybrid technology. Our teacher preparation courses integrate a technology course in which candidates are asked to examine and integrate technology as a tool for curriculum and instruction. Teacher candidates gain knowledge and experience to incorporate technology into their classroom activities. A wide range of technologies are utilized including Smartboards, PowerPoint, hybrid and online courses, Blackboard, online surveys, computers, video flip cameras, tablets, etc.. Our programs have supported these technologies by providing training to full-time and adjunct faculty. In addition to the regular use of these technologies in all our courses, we evolve in how we integrate topics, like computer science, computational thinking, and artificial intelligence, into our program coursework. The EPP is working on an accreditation common assessment for computing and digital literacies and technology for our teacher preparation programs. The Elementary and Early Childhood Education Department received a significant grant to prepare teachers to teach coding and computational thinking and has piloted integrating these concepts in their teacher preparation programs. The Secondary Education and Youth Services Department created a fully online program on informational technology in the classroom and is in the process of creating an advanced certificate in computer science. These programs are designed to support our candidates in effectively integrating technology to improve teaching and learning. EPP candidates use a portfolio system, Anthology Portfolio, from the point of entry into a program. Candidates use Anthology to collect and manage their work. Candidates receive feedback, as well as reflect on their teaching and future planning through the portfolio system. Candidates are also trained in the use of specialized software. For instance, music education candidates are trained in SmartMusic. The EPP collects and analyzes candidate data through the portfolio system. Data on candidate learning and the use of technology at clinical sites are collected, analyzed,

and used to drive decisions regarding clinical supervision. These data inform future clinical placements and drive decisions regarding curriculum.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   All candidates in initial certification programs are required to take a Special Education course during their program progression. ECPSE 350/ECPSE 550 prepares teacher education candidates with the knowledge, skills, and dispositions necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum and prepares candidates with competencies to work collaboratively with colleagues. Coursework focuses on the historical and sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs (IEPs), participating in IEP meetings, and advocacy and collaboration are also addressed. Candidates are provided with multiple opportunities to engage in reflective practice regarding the implications of course. The EPP collects and analyzes Educating All Students (EAS) data to ensure that our candidates complete the EPP programs with an understanding of teaching students with disabilities. Based on the data, the EPP has created a supplemental workshop to support our candidates' knowledge, skills, and dispositions in this area.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   The historical and sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs (IEPs), participating in IEP meetings, and advocacy and collaboration are addressed in ECPSE 350/550. Candidates are provided with multiple opportunities to engage in reflective practice regarding the implications of course.

   c. **Effectively teach students who are limited English proficient.**

   Candidates are required to take course work that is intended to promote their understanding of language development, multilingual, multicultural, and biliteracy issues in education. Candidates learn about the nature of language acquisition, English language proficiency for academic purposes, cross-cultural understanding, second language development, and strategies for teaching subject matter knowledge to English Language Learners (ELL). Course content focuses on the characteristics and needs of ELL student populations and the literacy demands of content curricula in schools. The EPP collects and analyzes Educating All Students (EAS) data to ensure that our candidates complete the EPP programs with an understanding of teaching linguistically diverse students. Based on the data, the EPP has created a supplemental workshop to support our candidates' knowledge, skills, and dispositions in this area.

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   The dual certification Special Education and Childhood Education Masters of Arts in Teaching program prepares candidates to work with children

whose disabilities range from mild to severe. Upon completion of their program, graduates are eligible for initial New York State Certification in Special Education and Childhood Education. All special education courses contain field-based assignments, in which candidates are required to fulfill designated hours (as specified in each course) in educational settings that serve students with disabilities. Candidates are expected to demonstrate professional behaviors and dispositions at their field sites.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the** *Individuals with Disabilities Education Act.*

All candidates in the special education programs, including MSED, Post Master's, and MAT programs, are required to complete an internship in severe disabilities. This field-based course is designed to provide candidates with individualized supervision and regularly scheduled group seminars focused on educating students with severe intellectual disabilities, including students on the autism spectrum. This course offers an integrated approach to teaching which combines both knowledge and practice into a meaningful and comprehensive context. Each candidate is placed in a setting with an experienced teacher of special education and will participate in all classroom activities as assigned by the supervising teacher, the school, and college professors. Faculty will observe the candidate teaching a lesson at the internship site a minimum of three times.

c. **Effectively teach students who are limited English proficient.**

Candidates are required to take course work that is intended to promote their understanding of language development, multilingual, multicultural, and biliteracy issues in education. Candidates learn about the nature of language acquisition, English language proficiency for academic purposes, cross-cultural understanding, second language development, and strategies for teaching subject matter knowledge to English Language Learners (ELL). Course content focuses on the characteristics and needs of ELL student populations and the literacy demands of content curricula in schools.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Upon its founding in 1937, Queens College was hailed by the residents of New York City's five boroughs as "the college of the future," an idea that has become a hallmark of its identity and an organizing force in its ongoing evolution. Today, Queens College is one of 11 four-year colleges in the CUNY system, which is the largest urban university system in the nation. The college is consistently ranked among the leading institutions in the country for the quality of its academic programs and student achievement. The School of Education as an EPP provider is one of four main Schools in the College and is one of the largest schools of education in CUNY with the mission to prepare compassionate professionals to work in diverse urban communities. The core values of the EPP center on Equity, Excellence, and Ethics (the 3E's). These values create a unifying thread across its programs which are organized into three School of Education departments: Secondary Education and Youth Services, Elementary and Early Childhood Education and Educational and Community Programs. The EPP has several programs located in other departments and schools in the college. These departments are Graduate School of Library and Information Studies (GSLIS) in the School of Social Sciences; the Music Education Program in the Aaron Copeland School of Music (MUSIC) in the School of Arts and Humanities; the Physical Education Program and Consumer Sciences Education Program in the Family, Nutrition and Exercise Sciences Department (FNES) in the School of Mathematics and Natural Sciences; and TESOL in the Department of Linguistics and Communication Disorders (LCD) in the School of Arts and Humanities. The EPP is defined as the organizing structure for the registered academic programs leading to New York State Certification, preparing teachers and other school professionals, and is led by the Dean of the School of Education. These departments and programs share a common mission to prepare compassionate professionals to work in diverse urban communities. In total, the EPP supports 150 registered New York State programs. The EPP has the 3rd most popular undergraduate major (elementary education) and two of the top graduate majors (special education and early childhood education). The EPP is accredited by the Council for the Accreditation of Educator Preparation. The EPP has strong professional and community partnerships. The EPP strives to meet the professional development needs of its students, alumni, and members of the schools and organizations in the communities it serves. Collaborating with over 300 partners, most of which are located throughout the borough of Queens and on Long Island, they provide a rich array of aligned academic and professional experiences for their candidates. Committed to educating underrepresented populations, the EPP houses two diversity programs. The Teacher Opportunity Corp (TOC) aims to develop highly effective and caring teachers, who are culturally responsive in creating a social justice curriculum and teaching practices in K-12 schools that addresses the needs of our diverse school communities in Queens. The program provides mentoring to participants by Department of Education master teachers, in a 10-months internship. The duration of the internship is equivalent to 200 hours for 2 semesters or at minimum, students commit to 5 hours per week interning at a school site. NYC Men Teach is a partnership between the Office of the Mayor, the New York City Department of Education and CUNY which aims to improve the diversity of the NYC teaching workforce by adding 1,000 male teachers of color into the teacher pipeline. NYC Men Teach at CUNY builds upon our commitment to educate and support students in urban schools, and highlights the importance of deep clinical, culturally relevant, and restorative practice.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Sonia Rodrigues

TITLE:

Director of Assessment & Accreditation

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Beata Breg

TITLE:

Assessment Coordinator