



CUNY Queens College
Traditional Report AY 2018-19
New York



100% COMPLETE
STATUS: IN PROGRESS

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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

Rodrigues

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List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information 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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	PG	
13.1202	Elementary Education	Both	
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	
13.1331	Teacher Education - Speech	PG	

Total number of teacher preparation programs:

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="OPI test for Foreign Languages"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> 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

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="OPI Test for World Languages"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> 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. 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.)

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§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	<input type="text" value="100"/>
Number of clock hours required for student teaching	<input type="text" value="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	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

45

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

68

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

856

Number of students in supervised clinical experience during this academic year

551

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

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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

2018-19 Total	
Total Number of Individuals Enrolled	2430
Subset of Program Completers	476

Gender	Total Enrolled	Subset of Program Completers
Male	686	108
Female	1744	368
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	7	2
Asian	485	84
Black or African American	187	27
Hispanic/Latino of any race	832	120
Native Hawaiian or Other Pacific Islander	12	4
White	780	210

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	57	13
No Race/Ethnicity Reported	70	16

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.

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

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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 2018-19

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	<input type="text" value="18"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="149"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	26
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	21
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	37
13.1306	Teacher Education - Foreign Language	17
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	40
13.1312	Teacher Education - Music	10
13.1314	Teacher Education - Physical Education and Coaching	28
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	35
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	15
13.1323	Teacher Education - Chemistry	5
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	4
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	4
13.14	Teacher Education - English as a Second Language	64
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2018-19

If your program 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	18
13.1202	Teacher Education - Elementary Education	149
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	26
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	21
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	37
13.1306	Teacher Education - Foreign Language	17
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	40
13.1312	Teacher Education - Music	10
13.1314	Teacher Education - Physical Education and Coaching	28
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	35
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	15
13.1323	Teacher Education - Chemistry	5
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	4
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	4
13.14	Teacher Education - English as a Second Language	64
13.99	Education - Other Specify: <input data-bbox="289 1650 1256 1692" type="text"/>	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: 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

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:

Adhering to the conceptual framework of the Education Preparation Provider (EPP) of Queens College and CAEP (Council for the Accreditation of Educator Preparation), there is a great deal of collaboration with partner schools - all of which are in an urban setting with high populations of minorities, children with special needs, and ELL students. Our teacher candidates participate in these schools for both field work and student teaching. Further, a course in Special Education is part of the required curriculum. 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, informing pedagogical decisions are meaningful assessment of candidate learning along the framework applicable to CAEP and program standards.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

To add 25 prospective math teachers to our program.

3. Did your program meet the goal?

- Yes
 No

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

For our undergraduate program, the TIME 2000 program continues to send out palm cards to mathematics Assistant Principals and Guidance Counselors in local schools and offers \$1000 per semester tuition scholarships for students. TIME 2000 also hosted an annual conference in which over

400 high school students who are interested in mathematics attended. One third of our new students had attended the conference, so we know this is an effective recruitment effort. TIME 2000 also advertises on the Web with its own Web site which has been redesigned and better linked to the Queens College Web Site. We are also on Twitter and Instagram. Furthermore, TIME 2000 students visit the schools from which they graduated to recruit students. Besides TIME 2000 we have our undergraduate mathematics education program for students who either did not hear about TIME 2000 or did not want to join it for one reason or another. This is a healthy program with many students, many of whom are transfer students. Many students are well aware of the shortage of mathematics teachers and are eager to enter the profession, knowing that there is a high probability that they will find employment upon graduation. For our graduate program, as projected, we are now offering an MAT Degree along with the Initial Certifications, which has been attracting many more applicants. Change-of-career graduates are able to take 36-40 credits and get their New York State Certification and Master's Degree. We are now offering two new MSED programs to recruit more graduate students. One MSED is a Masters in Mathematics and Bilingual Education and the other is an MSED in Teaching Mathematics and Computer Science. Currently we have a large group of undergrads who are seniors who are taking the fast track into these programs. They don't have to pay an application fee or write an essay and with our recommendation they just get accepted. This is a big draw for our MSED programs. We are also involved in an Algebra for All Program that brings in elementary and middle school teachers who need to improve their mathematics understandings so that they are better prepared to teach their students. We have designed a 15 credit program for that and have a very healthy enrollment in those courses.

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

To continue to increase enrollment. We currently have 30 student teachers.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We will likely have about 40 student teachers during 2020-21.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

To increase the number of highly qualified underrepresented science educators in the STEM teaching pipeline.

3. Did your program meet the goal?

- Yes
 No

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

(1) The program is in its fourth year of a Robert NOYCE grant of approximately 1.2 million dollars. The program has aggressively been seeking underrepresented and nontraditional science education candidates. The program sponsored its second professional development conference that

attracted approximately 165 educators. The program also invited the students of our science education alumni and science education candidates. The program has established its own websites and integrates social media such as Instagram to help attract potential candidates. (2) Informal science learning opportunities have been incorporated into the program to enhance the prospective science educators' content knowledge. (3) We had a successful search for a second science educator and hired an additional faculty member to assist with program operations.

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

(1) A consistent concern is that it is extremely difficult to increase the undergraduate science education enrollment. Science education students at Queens College are true double majors in an area of science and secondary education. Undergraduate students find it quite difficult to complete all the required laboratory work and their respective science education fieldwork. (2) We are considering the development of a five year program that may make it easier to attract undergraduate science majors. (3) An outreach program to potential undergraduate science majors was established through our peer mentoring program. Members of the science education program conduct a peer mentoring program and use it as a platform to attract future candidates.

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

There is a concern about keeping science educators in the teaching profession. However, it is our observation that the current methods of measuring a teacher's effectiveness negatively impacts whether science educators remain in the field.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

To increase the number of highly qualified underrepresented science educators in the STEM teaching pipeline.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

To increase the number of highly qualified underrepresented science educators in the STEM teaching pipeline.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

To enroll between 90-100 new candidates.

3. Did your program meet the goal?

- Yes
 No

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

The college regularly held open houses for prospective students. Each time, the special education program sends representatives to these events. We have a program website with information regarding recruitment and admission criteria. Our website has recently been updated to make it more

accessible and user friendly. 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.

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).

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

Admissions seems to have stabilized to an average of about 100 candidates across all our GPSE programs. With continued engagement and advertising via social media, we are hoping to increase enrollment in future years. The impact of offering fully online programs should have a positive impact on enrollment.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We strive to recruit 100-115 new candidates.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We strive to recruit 100-115 new candidates.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

70 new teachers.

3. Did your program meet the goal?

- Yes
 No

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

Continued communication with local school districts, and the NYCDOE central office.

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

Continued communication with local school districts, and the NYCDOE central office.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

To prepare 70 teachers.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

To prepare 70 teachers.

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 Westat'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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006 -BIOLOGY CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	9			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2018-19	13	259	13	100
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2017-18	10	249	10	100
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2016-17	10	239	10	100
007 -CHEMISTRY CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -CHEMISTRY CST Evaluation Systems group of Pearson Other enrolled students	2			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2018-19	4			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2016-17	3			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson Other enrolled students	1			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	19	43	19	100
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	28	42	25	89
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	15	46	14	93
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson Other enrolled students	2			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2018-19	4			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	67	524	60	90
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	274	522	244	89
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2018-19	402	528	389	97
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2017-18	441	524	424	96
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2016-17	423	524	411	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	2			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2018-19	1			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2017-18	5			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	14	260	14	100
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	94	57	92	98
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	130	57	124	95
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	132	58	130	98
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	22	48	21	95
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	30	50	30	100
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	20	52	20	100
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson Other enrolled students	1			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2016-17	3			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	16	532	11	69
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	31	539	29	94
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	34	527	27	79
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	14	534	13	93
022 -ESOL CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
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 Other enrolled students	4			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2018-19	14	548	14	100
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2018-19	20	248	20	100
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2017-18	28	241	26	93
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2017-18	13	542	13	100
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2016-17	19	245	19	100
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2016-17	25	551	25	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP117 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson Other enrolled students	2			
TP117 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	4			
TP117 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	5			
TP117 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2016-17	5			
072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson Other enrolled students	1			
072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson All program completers, 2018-19	2			
072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson Other enrolled students	6			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	6			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	4			
121 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
125 -ITALIAN CST Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
125 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
125 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
016 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson Other enrolled students	5			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	12	52	12	100
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	14	51	14	100
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2016-17	14	52	14	100
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	27	44	26	96
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	34	45	32	94
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	21	46	21	100
074.1 -LIBRARY MEDIA SPECIALIST CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
074.1 -LIBRARY MEDIA SPECIALIST CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
074.1 -LIBRARY MEDIA SPECIALIST CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	2			
TP127 -LIBRARY SPECIALIST Evaluation Systems group of Pearson All program completers, 2018-19	4			
TP127 -LIBRARY SPECIALIST Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP127 -LIBRARY SPECIALIST Evaluation Systems group of Pearson All program completers, 2016-17	1			
127 -MANDARIN CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
127 -MANDARIN CST Evaluation Systems group of Pearson Other enrolled students	4			
127 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2018-19	3			
127 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
018 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
004 -MATHEMATICS CST Evaluation Systems group of Pearson Other enrolled students	1			
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2018-19	2			
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	32	553	30	94
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	26	553	25	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	22	552	22	100
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	36	548	36	100
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson Other enrolled students	17	1618	12	71
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2018-19	27	1615	19	70
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2017-18	27	1615	22	81
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2016-17	19	1635	17	89
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	1			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2017-18	3			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	1634	17	94
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	31	1615	19	61
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2018-19	116	1638	103	89
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2017-18	151	1622	137	91
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2016-17	147	1618	134	91
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
075 -MUSIC CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
075 -MUSIC CST Evaluation Systems group of Pearson Other enrolled students	15	243	14	93
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2018-19	11	246	11	100
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2017-18	14	255	14	100
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2016-17	14	251	14	100
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson Other enrolled students	18	536	15	83
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	26	543	25	96
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	35	542	32	91
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	24	545	24	100
009 -PHYSICS CST Evaluation Systems group of Pearson Other enrolled students	3			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2018-19	2			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
903 -SAFETY NET ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
903 -SAFETY NET ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
972 -SAFETY NET FAMILY & CONSUMER SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
972 -SAFETY NET FAMILY & CONSUMER SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	3			
904 -SAFETY NET MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson Other enrolled students	3			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2017-18	17	233	13	76
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2016-17	7			
976 -SAFETY NET PHYSICAL ED Evaluation Systems group of Pearson Other enrolled students	1			
976 -SAFETY NET PHYSICAL ED Evaluation Systems group of Pearson All program completers, 2017-18	1			
976 -SAFETY NET PHYSICAL ED Evaluation Systems group of Pearson All program completers, 2016-17	2			
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2016-17	2			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	5			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2018-19	2			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2017-18	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	31	263	31	100
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	23	49	23	100
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	24	47	23	96
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	11	48	10	91
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	5			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	30	47	29	97
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	25	45	25	100
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	35	47	35	100
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	7			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	28	43	27	96
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	19	43	19	100
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	24	45	24	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	18	43	18	100
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	8			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	8			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	8			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	9			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2018-19	3			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2018-19	32	535	27	84
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2017-18	27	538	26	96
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2017-18	4			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	13	533	12	92
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	29	240	28	97
129 -SPANISH CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
020 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	1			
129 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	7			
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2018-19	14	575	14	100
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2017-18	9			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2017-18	3			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2016-17	5			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2016-17	3			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	5			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	16	550	15	94
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	20	548	20	100
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	28	545	28	100
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	15	53	15	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	9			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	10	47	10	100
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson Other enrolled students	9			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2018-19	17	237	15	88
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2017-18	13	238	11	85
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2016-17	15	229	12	80
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson Other enrolled students	2			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	14	39	13	93
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	15	37	15	100
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	3			

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 Westat'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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	424	377	89
All program completers, 2017-18	463	406	88
All program completers, 2016-17	455	427	94

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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.

Elementary & Early Childhood Education: All of our teacher education courses incorporate the regular use of 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 continue to provide specialized technology courses that enable our teacher candidates to delve further into appropriate technology use to support teaching and learning in all curriculum areas.

Secondary Adolescence Education: The undergraduate and graduate courses offered by the Secondary Education and Youth Services Department use technology to enhance the teaching and learning in all our teacher education programs. Online hybrid courses are offered in the Literacy Education, Art Education, Science Education and Education Foundations courses. At the unit level, Chalk & Wire is the electronic system for the collection, management and analysis of data to assess and evaluate the implemented standards by CAEP for all our teacher education programs. The usage of Chalk & Wire builds on the college's mission and strategic plan to create exceptional quality programs. This system allows faculty to assess students' performance at different transition points in the academic experiences and to give timely feedback to candidates' work. The ability to add portfolios allows both candidates and faculty to review candidates' work over their entire program. We also use the system to submit candidates' edTPA (Teacher

Performance Assessment) portfolios to the State. _____ Music

Education: From the beginning of the teacher certification program, candidates are prepared in the use of the latest technology for the purposes of instruction, assessment and reflection. This process is built into our six primary methods courses. The instruction phase includes the basics of incorporating various forms of technology into the delivery of information from software to social media. Candidates are prepared to use systems such as Chalk and Wire and Excel to collect, manage and analyze data for the purpose of assessment of student work and feedback - as well as reflection on teaching and future planning. Candidates are also trained in the use of musical performance enhancement software delivery and feedback systems such as SmartMusic. _____

Education and Community Programs: In the Special Education program of the Educational and Community Programs Department, technology is a part of nearly every process. Data on Queens College candidate learning are collected, analyzed, and used to drive decisions regarding curriculum. In addition, data on student learning at student-teaching sites are collected, analyzed, and used to drive decisions regarding the student-teacher's supervision. This was recently demonstrated when we were reviewed for continuing CAEP accreditation. _____

A majority of the Queens College classrooms used in instruction are equipped with overhead projectors, and/or SmartBoards. Many also have computer carts and we have several computer labs. Candidates learn PowerPoint, use SmartBoards, and other important software needed to effectively assess disabilities, teach skills and content. In classes where candidates use technology, they become competent in articulating goals for use of technology and assessing to what extent technology enhanced the achievement of the intended goals. Candidates also learn to use technology to identify functional needs and limitations of children and to determine appropriate interventions, including those using technology. Candidates learn to use technology-related terminology, particularly with regards to IDEA and ADA requirements for education. Queens College candidates work with team members (e.g. speech-language pathologists, occupational therapists) to identify assistive and instructional technologies that can help children meet the demands placed upon them in their environments.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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. Teacher education candidates across certification areas and age-ranges are exposed to research-validated professional practices that result in the creation of effective instructional environments for all students, with specific focus on those students who are classified for special education services and supports with mild, moderate, and severe disabilities. 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.

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.

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

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*.

c. Effectively teach students who are limited English proficient.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

Founded in 1937, Queens College was hailed as the "College of the Future", and became part of the City University of New York (CUNY) system in 1961. CUNY is the nation's leading urban public university serving more than 480,000 students at 24 institutions in New York City, and the third-largest university system in the United States in terms of enrollment, behind the State University of New York (SUNY), and the California State University system. The CUNY system includes 11 senior colleges and seven community colleges. Its 163-year-old story is one of civic inspiration to public needs, and unshakable commitment to an idea that quality higher education should be accessible and affordable for all. CUNY has historically served a diverse student body, and with a particular focus toward those excluded from, or unable to afford private universities by offering a high quality, tuition-free education. The mission of Queens College is to prepare students to become leading citizens of an increasing global society. The College seeks to do this by offering its exceptionally diverse student body a rigorous education in the liberal arts and sciences under the guidance of a faculty that is dedicated to the pursuit of excellence and the expansion of the frontiers of knowledge. Students learn to think critically, explore various cultures, and effectively use the full array of technologies and information resources to address complex problems. The mission of the Educator Preparation Provider (EPP) at the College is to prepare compassionate professionals to work in diverse urban educational settings who will: a) build nurturing learning communities in which all students engage in challenging curricula; b) involve students in the democratic process and in responding to the demands of a global society; and c) focus on consistent improvement and renewal of education in diverse urban communities through reflective practice. The EPP prepares candidates to be life-long learners capable of reflection, evaluation, communication, and problem solving in response to education challenges. Through programs built on academically rigorous content knowledge obtained in the liberal arts and sciences, the EPP's programs combine strong philosophical foundations, evidence-based practices, and culturally diverse field experiences. As educational professionals, our candidates are prepared through programs and coursework that are carefully aligned with the EPP's Core Values that are shared across educator preparation programs of "promoting Equity, Excellence, and Ethics in urban schools and communities". More specifically, the EPP is committed to preparing teachers and educational professionals who: - Build inclusive communities that nurture and challenge all learners (Equity); - Demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practices (Excellence); and - Value diversity, democracy, and social justice (Ethics). Queens College is divided into five academic divisions each under the leadership of an academic dean, each with its own collection of departments, individual chairpersons and faculty members. The academic divisions are as follows: Arts and Humanities; Education; Mathematics and Natural sciences; and Social Sciences. The Division of Education works collaboratively to fulfill its mission with faculty from all other divisions. The three departments that comprise the Division of Education are the Department of Education and Community Programs (ECP), the Department of Elementary and Early Childhood Education (EECE), and the Department of Secondary Education and Youth Services (SEYS). In addition, there are several programs in departments in other divisions. These departments are Graduate School of Library and Information Studies (GSLIS) in the Division of Social Sciences; the Music Education Program in the Aaron Copeland School of Music (MUSIC) in the Division of Arts and Humanities; the Physical Education Program and Consumer Sciences Education Program in the Family, Nutrition and Exercise Sciences Department (FNES) in the Division of Mathematics and Natural Sciences; and TESOL in the Department of Linguistics and Communication Disorders (LCD) in the Division 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 Division of Education. Coordination of instructional programs offered in each department is the responsibility of the department chair. Each chair oversees the day-to-day departmental operations and serves as a liaison between the faculty and the Dean. The Dean of Education provides overall coordination and administration of Education is the leader of the EPP, a collaborative faculty driven team process is in place so that the majority of decisions reflect both top down and bottom-up implementation components, which in turn reflects the EPP's commitment to Equity, Excellence, and Ethics. Included within the EPP are undergraduate certification programs, post-graduate certification programs and graduate programs leading to Initial New York State Teacher Certification. The EPP also offers graduate programs leading to New York State advanced certification. Additionally, there are graduate level post-masters advanced certificate programs. The EPP at Queens College has been accredited by the Council for Accreditation of Educator Preparation (CAEP).

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:

TITLE:

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:

TITLE: