



CUNY Queens College
Traditional Report AY 2017-18
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

☐ **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

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year’s report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Advance Certification/Post Masters - Additional Certification in Childhood Education, Grades 1-6	No	
Advanced Certificate/Post Baccalaureate - 7-12 Bilingual Education Extension	No	
Advanced Certificate/Post Baccalaureate - Adolescence Education Biology, Grades 7-12	No	
Advanced Certificate/Post Baccalaureate - Adolescence Education Chemistry, Grades 7-12	No	
Advanced Certificate/Post Baccalaureate - Adolescence Education Chinese, Grades 7-12	No	
Advanced Certificate/Post Baccalaureate - Adolescence Education Earth Science, Grades 7-12	No	
Advanced Certificate/Post Baccalaureate - Adolescence Education English, Grades 7-12	No	
Advanced Certificate/Post Baccalaureate - Adolescence Education French, Grades 7-12	No	
Advanced Certificate/Post Baccalaureate - Adolescence Education Italian, Grades 7-12	No	
Advanced Certificate/Post Baccalaureate - Adolescence Education Mathematics, Grades 7-12	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Advanced Certificate/Post Baccalaureate - Adolescence Education Physics, Grades 7-12	No	
Advanced Certificate/Post Baccalaureate - Adolescence Education Social Studies, Grades 7-12	No	
Advanced Certificate/Post Baccalaureate - Adolescence Education Spanish, Grades 7-12	No	
Advanced Certificate/Post Baccalaureate - Art Education, All Grades	No	
Advanced Certificate/Post Baccalaureate - Bilingual Education Education	No	
Advanced Certificate/Post Baccalaureate - Bilingual Education: Intensive Teacher Institute	No	
Advanced Certificate/Post Baccalaureate - Childhood Education, Grades 1-6	No	
Advanced Certificate/Post Baccalaureate - Critical Languages	No	
Advanced Certificate/Post Baccalaureate - Early Childhood Education, Birth - 2nd Grade	No	
Advanced Certificate/Post Baccalaureate - Earth Science Teacher	No	
Advanced Certificate/Post Baccalaureate - Family & Consumer Science Education, All Grds	No	
Advanced Certificate/Post Baccalaureate - Music Education, All Grades	No	
Advanced Certificate/Post Baccalaureate - Physical Education, All Grades	No	
Advanced Certificate/Post Masters - Additional Certification in Early Childhood Education, B-2	No	
Advanced Certificate/Post Masters - Bilingual Pupil Personnel	No	
Advanced Certificate/Post Masters - Bilingual Pupil Personnel: Intensive Teacher Institute	No	
Advanced Certificate/Post Masters - Library Media Specialist	No	
Advanced Certificate/Post Masters - Literacy Birth-6th Grade	No	
Advanced Certificate/Post Masters - Secondary Education & Youth Services - Literacy Education 5-12	No	
Advanced Certificate/Post Masters - Special Education, Childhood Education, Grades 1-6	No	
Advanced Certificate/Post Masters - Special Education: Early Childhood, Birth-Grade 2	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Advanced Certificate/Post Masters - Teaching English to Speakers of Other Languages & Elementary Bil	No	
Advanced Certificate/Post Masters - Teaching English to Speakers of Other Languages, All Grades	No	
Advanced Certificate/Post Masters - Teaching Students with Disabilities Adolescent - Generalist 7-12	No	
Advanced Certification/Post Baccalaureate - TESOL: ITI	No	
Bachelor of Arts Degree - Africana Studies-Social Studies Education, Grades 7-12	No	
Bachelor of Arts Degree - Anthropology-Social Studies Education, Grades 7-12	No	
Bachelor of Arts Degree - Art Education Teacher, All Grades	No	
Bachelor of Arts Degree - Biology Education, Grades 7-12	No	
Bachelor of Arts Degree - Chemistry Education, Grades 7-12	No	
Bachelor of Arts Degree - Childhood Education, Grades 1-6	No	
Bachelor of Arts Degree - Economics-Social Studies Education, Grades 7-12	No	
Bachelor of Arts Degree - English Education, Grades 7-12	No	
Bachelor of Arts Degree - Family & Consumer Science Education, All Grades	No	
Bachelor of Arts Degree - French Education, Grades 7-12	No	
Bachelor of Arts Degree - Geology-Earth Science Education, Grades 7-12	No	
Bachelor of Arts Degree - History- Social Studies Education, Grades 7-12	No	
Bachelor of Arts Degree - Italian Education, Grades 7-12	No	
Bachelor of Arts Degree - Latin American Studies-Social Studies Education, Grds 7-12	No	
Bachelor of Arts Degree - Latin Education, Grades 7-12	No	
Bachelor of Arts Degree - Linguistics-TESOL Education, All Grades	No	
Bachelor of Arts Degree - Macaulay Honors College: Anthropology 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: Art Education	No	
Bachelor of Arts Degree - Macaulay Honors College: Biology 7-12	No	

Total number of teacher preparation programs: 124

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Bachelor of Arts Degree - Macaulay Honors College: Chemistry 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: Economics-Social Studies 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: Elementary & Early Childhood Education	No	
Bachelor of Arts Degree - Macaulay Honors College: English 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: French 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: German 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: History and Social Studies 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: Italian 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: Latin 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: Latin American Area Studies - Social Studies 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: Mathematics 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: Music Education	No	
Bachelor of Arts Degree - Macaulay Honors College: Physics 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: Political Science - Social Studies 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: Sociology - Social Studies 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: Spanish 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College: Urban Studies 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College:Adolescent Chinese Ed Grades 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College:African Studies 7-12	No	
Bachelor of Arts Degree - Macaulay Honors College:Family & Consumer Science Teacher Education	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Bachelor of Arts Degree - Macaulay Honors College:Linguistics: TESOL	No	
Bachelor of Arts Degree - Macaulay Honors College:Political Science and Education	No	
Bachelor of Arts Degree - Mathematics Education, Grades 7-12	No	
Bachelor of Arts Degree - Music Education Teacher, All Grades	No	
Bachelor of Arts Degree - Physics Education, Grades 7-12	No	
Bachelor of Arts Degree - Political Science & Goveerment - Social Studies Education, Grades 7-12	No	
Bachelor of Arts Degree - Sociology-Social Studies Education, Grades 7-12	No	
Bachelor of Arts Degree - Spanish Education, Grades 7-12	No	
Bachelor of Arts Degree - Urban Studies-Social Studies Education, Grades 7-12	No	
Bachelor of Arts Degree- German Education, Grades 7-12	No	
Bachelor of Arts Degree-Adolescent Chinese Ed, Grades 7-12	No	
Bachelor of Science Degree - Macaulay Honors College: Physical Education	No	
Bachelor of Science Degree - Physical Education, All Grades	No	
Masters of Art in Teaching - Critical Languages	No	
Masters of Arts Degree - Speech Language Disabilities, All Grades	No	
Masters of Arts in Teaching - Adolescent English Education, Grades 7-12	No	
Masters of Arts in Teaching - Adolescent Math Education, Grades 7-12	No	
Masters of Arts in Teaching - Adolescent Visual Art Education, All Grades	No	
Masters of Arts in Teaching - Childhood Education & Special Education (Grades 1-6)	No	
Masters of Arts in Teaching - Childhood Education With Bilingual Extension, Grades 1-6	No	
Masters of Arts in Teaching - Childhood Education, Grades 1-6	No	
Masters of Arts in Teaching - Early Childhood Education, Birth - 2nd Grade	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Masters of Arts in Teaching-Adolescent Science Education, Grades 7-12 (Bio, Chem, Earth Sci, Phys)	No	
Masters of Library Science - Library Media Specialist Education, All Grades (Non-Teachers)	No	
Masters of Library Science - Library Media Specialist for Certified Teachers, All Grades	No	
Masters of Science in Ed-Teaching Stud With Disabilities Adol Generalist, Grades 7-12	No	
Masters of Science in Education - Adolescence Education Biology, Grades 7-12	No	
Masters of Science in Education - Adolescence Education Chemistry, Grades 7-12	No	
Masters of Science in Education - Adolescence Education Earth Science, Grades 7-12	No	
Masters of Science in Education - Adolescence Education English, Grades 7-12	No	
Masters of Science in Education - Adolescence Education French, Grades 7-12	No	
Masters of Science in Education - Adolescence Education Italian, Grades 7-12	No	
Masters of Science in Education - Adolescence Education Mathematics, Grades 7-12	No	
Masters of Science in Education - Adolescence Education Physics, Grades 7-12	No	
Masters of Science in Education - Adolescence Education Social Studies, Grades 7-12	No	
Masters of Science in Education - Adolescence Education Spanish, Grades 7-12	No	
Masters of Science in Education - Art Education Teacher, All Grades	No	
Masters of Science in Education - Childhood Education with Bilingual Extension, Grades 1-6	No	
Masters of Science in Education - Childhood Education, Grades 1-6	No	
Masters of Science in Education - Early Childhood Education, Birth - Grade 2	No	
Masters of Science in Education - Family & Consumer Sciences Education, All Grades	No	
Masters of Science in Education - Linguistics-TESOL Education, All Grades	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Masters of Science in Education - Literacy Teacher, Birth - Grade 6	No	
Masters of Science in Education - Literacy Teacher, Grades 5-12	No	
Masters of Science in Education - Mathematics and Bilingual Education	No	
Masters of Science in Education - Music Education Teacher, All Grades	No	
Masters of Science in Education - Physical Education Teacher, All Grades	No	
Masters of Science in Education - Special Education, Childhod Education, Grades 1-6	No	
Masters of Science in Education - Special Education, Early Childhood Education Birth - 2nd Grade	No	
Masters of Science in Education - Teaching Mathematics & Computer Science	No	
Total number of teacher preparation programs: 124		

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

THIS PAGE INCLUDES:

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

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Junior year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- ☒ Yes
- ☐ No

3. Provide a link to your website where additional information about admissions requirements can be found:

http://www.qc.cuny.edu/Academics/Degrees/Education/Pages/default.aspx

4. Please provide any additional information about or exceptions to the admissions information provided above:

Students apply and are accepted into both Advanced Certificate Post Baccalaureate Programs and Masters of Arts in Teaching Programs leading to Initial Certification.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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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
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>OPI test for World Languages</div>	<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 was the median GPA of individuals accepted into the program in academic year 2017-18?

3.099

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.413

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

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>OPI Test for World Languages</div>	<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

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.43

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.858

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. [\(§205\(a\)\(1\)\(C\)\(iii\), §205\(a\)\(1\)\(C\)\(iv\)\)](#)

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	420
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	15
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	64
Number of students in supervised clinical experience during this academic year	760

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

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

THIS PAGE INCLUDES:

>> [Enrollment](#)

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	2487
Unduplicated number of males enrolled in 2017-18	688
Unduplicated number of females enrolled in 2017-18	1786

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	739
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	19
Asian	415
Black or African American	175
Native Hawaiian or Other Pacific Islander	14
White	821
Two or more races	52

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](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

What are CIP Codes?

☐

 No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text" value="0"/>
13.10	Teacher Education - Special Education	<input type="text" value="0"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="175"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="50"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="0"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="0"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	21
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	48
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	14
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	39
13.1312	Teacher Education - Music	23
13.1314	Teacher Education - Physical Education and Coaching	46
13.1315	Teacher Education - Reading	42
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	43
13.1319	Teacher Education - Technical Education	0
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	12
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	2

CIP Code	Subject Area	Number Prepared
13.1330	Teacher Education - Spanish	<input type="text" value="14"/>
13.1331	Teacher Education - Speech	<input type="text" value="16"/>
13.1332	Teacher Education - Geography	<input type="text" value="0"/>
13.1333	Teacher Education - Latin	<input type="text" value="0"/>
13.1335	Teacher Education - Psychology	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="1"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="80"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text" value="41"/>
13.99	Education - Other Specify: <input type="text" value="Ed Leadership, School Media Specialist"/>	<input type="text" value="51"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

☐ No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text" value="0"/>
13.10	Teacher Education - Special Education	<input type="text" value="87"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="175"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="50"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="21"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="48"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="6"/>
13.1307	Teacher Education - Health	<input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="14"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="39"/>
13.1312	Teacher Education - Music	<input type="text" value="23"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="46"/>
13.1315	Teacher Education - Reading	<input type="text" value="42"/>
13.1316	Teacher Education - General Science	<input type="text" value="0"/>
13.1317	Teacher Education - Social Science	<input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="43"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	<input type="text" value="12"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="3"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="0"/>
13.1325	Teacher Education - French	<input type="text" value="1"/>
13.1326	Teacher Education - German	<input type="text" value="0"/>
13.1328	Teacher Education - History	<input type="text" value="0"/>
13.1329	Teacher Education - Physics	<input type="text" value="2"/>

CIP Code	Academic Major	Number Prepared
13.1330	Teacher Education - Spanish	<input type="text" value="14"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1332	Teacher Education - Geography	<input type="text" value="0"/>
13.1333	Teacher Education - Latin	<input type="text" value="0"/>
13.1335	Teacher Education - Psychology	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="1"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="80"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text" value="41"/>
13.03	Education - Curriculum and Instruction	<input type="text" value="0"/>
01	Agriculture	<input type="text" value="0"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text" value="0"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
45.01	Social Sciences	<input type="text" value="0"/>
09	Communication or Journalism	<input type="text" value="0"/>
45.02	Anthropology	<input type="text" value="0"/>
11	Computer and Information Sciences	<input type="text" value="0"/>
45.06	Economics	<input type="text" value="0"/>
12	Personal and Culinary Services	<input type="text"/>
45.07	Geography and Cartography	<input type="text" value="0"/>
14	Engineering	<input type="text" value="0"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text" value="0"/>
45.10	Political Science and Government	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
45.11	Sociology	<input type="text" value="0"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text" value="0"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text" value="0"/>
24	Liberal Arts/Humanities	<input type="text" value="0"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text" value="0"/>
27	Mathematics and Statistics	<input type="text" value="0"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text" value="0"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
40.01	Physical Sciences	<input type="text" value="0"/>
42	Psychology	<input type="text" value="0"/>
40.02	Astronomy and Astrophysics	<input type="text" value="0"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text" value="0"/>
40.05	Chemistry	<input type="text" value="0"/>
46	Construction	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text" value="0"/>
47	Mechanic and Repair Technologies	<input type="text"/>
40.08	Physics	<input type="text" value="0"/>
50	Visual and Performing Arts	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text" value="0"/>
54	History	<input type="text" value="0"/>
99	<div>Other Specify:<div>Ed Leadership, School Media Specialist</div></div>	<div><input type="text" value="51"/></div>

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	841
2016-17	929
2015-16	881

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

25

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ☒ Yes
- ☐ No
- ☐ Not applicable

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 school

teachers who need to learn enough mathematics to teach in the middle school. 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:

We will continue to do the active recruitment for TIME 2000 undergrads. Our excellent Computer Lab Technician has helped in developing a greater presence on social media (e.g., facebook, twitter, instagram). By doing such recruitment we not only attract attention to the TIME 2000 program but for the general mathematics education program as well, as many students who cannot commit to the constraints of the TIME 2000 program. We will continue to do mailings and email blasts to students who have high mathematics SAT scores and have been accepted to QC, as well as send out palm cards, do Facebook advertising, and visit local schools. Every year more high school students attend the TIME 2000 Conference, which is an excellent recruitment effort in that students who never thought about teaching consider it as a career option. In addition more and more students who have our high quality graduates as their teachers apply to our program, as they have excellent mathematics teachers as role models. We now have attractive brochures for our new MAT program in mathematics education that has helped with our advertising of the program. Additionally we have our MSED program in Mathematics and Bilingual Education and MSED program in Teaching Mathematics and Computer Science which have both been increasing enrollments as they have begun to become more well known.

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

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

25

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

35

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

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

25

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ☒ Yes
☐ No
☐ Not applicable

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

(1) The program is in its third 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 first professional development conference that attracted approximately 120 educators. 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) A search was authorized and conducted to hire an additional faculty member to assist with program operations and a candidate was selected and hired.

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

(1) The first lesson learned 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) 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:

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

25

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

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

30

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

The positive impact of federal capacity building grants cannot be overestimated for public institutions. We have found that such grants have provided our candidates with career options that would not otherwise be possible. Further, it should be noted that publically funded higher education institutions can maximize the benefit of awards due to lower rates of tuition and therefore service more clients.

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

120

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ☐ Yes
- ☒ No
- ☐ Not applicable

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

The college regularly holds 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.

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

We will continue to explore new and innovative recruitment strategies to attract top candidates to our program. We have created a social media account for (e.g. facebook) for recruitment purposes. Additionally, we have actively explored the use of hybrid and online course offerings to allow for easier access the programs.

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

The new admission policy mandated by the NY State Education Department, which requires all teacher candidates take a standardized graduate school admission test (i.e., GRE) is still likely impacting overall enrollment but to lower overall applications. The policy was introduced and implemented immediately in the spring semester of 2016. Many of our applicants were not prepared for this new mandate. It was speculated that our enrollment were adversely affected by this new requirement.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

90

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

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

90

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

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

70

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ☒ Yes
☐ No
☐ Not applicable

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:

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

70

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

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

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

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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.

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.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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 (%)
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2015-16	239	527	188	79
006 -BIOLOGY CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
006 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	4			
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
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2015-16	12	254	12	100

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 All enrolled students who have completed all noncl	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson Other enrolled students	1			
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			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	22	42	20	91
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	15	46	14	93
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	12	49	12	100
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	139	527	121	87
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	168	520	146	87
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2017-18	430	523	399	93
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2016-17	420	524	404	96
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2015-16	389	524	374	96

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 All program completers, 2017-18	5				
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	13	262	13	100	
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	19	256	19	100	
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	6				
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	109	57	105	96	
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	125	58	122	98	
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	115	59	115	100	
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson Other enrolled students	2				
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	29	49	28	97	
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	20	52	20	100	
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	20	54	20	100	
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson Other enrolled students	2				
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2016-17	3				
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2015-16	3				
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	19	536	14	74	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	20	535	18	90
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	34	526	25	74
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	14	534	13	93
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	24	528	21	88
022 -ESOL CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
022 -ESOL CST Evaluation Systems group of Pearson Other enrolled students	3			
116 -ESOL CST Evaluation Systems group of Pearson Other enrolled students	3			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2017-18	11	544	10	91
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2017-18	27	240	23	85
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2016-17	25	551	25	100
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2016-17	15	244	15	100
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2015-16	22	248	21	95
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, 2017-18	4			
TP117 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2016-17	5			

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 All program completers, 2015-16	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, 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	1			
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			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	2			
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
125 -ITALIAN CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	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			
016 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson Other enrolled students	4			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	14	51	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2016-17	14	52	14	100
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2015-16	12	48	12	100
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	31	45	30	97
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	21	46	20	95
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	29	48	29	100
074.1 -LIBRARY MEDIA SPECIALIST CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
074.1 -LIBRARY MEDIA SPECIALIST CST.1 Evaluation Systems group of Pearson Other enrolled students	1			
074.1 -LIBRARY MEDIA SPECIALIST CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
074.1 -LIBRARY MEDIA SPECIALIST CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	2			
074.1 -LIBRARY MEDIA SPECIALIST CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	3			
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			
TP127 -LIBRARY SPECIALIST Evaluation Systems group of Pearson All program completers, 2015-16	2			
127 -MANDARIN CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
127 -MANDARIN CST 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 (%)	
018 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2017-18	1				
018 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2015-16	1				
004 -MATHEMATICS CST Evaluation Systems group of Pearson Other enrolled students	5				
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	30	547	26	87	
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	12	560	12	100	
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	22	552	21	95	
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	36	548	36	100	
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	13	548	13	100	
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	1626	11	79	
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson Other enrolled students	5				
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2017-18	26	1608	19	73	
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2016-17	19	1631	16	84	
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2015-16	13	1608	9	69	
002 -MULTI-SUBJECT 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 (%)
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	5			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2017-18	4			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2015-16	6			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	32	1635	24	75
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	20	1618	18	90
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2017-18	136	1619	113	83
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2016-17	137	1619	124	91
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2015-16	132	1631	121	92
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2015-16	2			
075 -MUSIC CST Evaluation Systems group of Pearson Other enrolled students	6			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2017-18	14	254	13	93
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2016-17	14	251	14	100
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2015-16	14	254	13	93
076 -PHYSICAL EDUCATION 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 (%)
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 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson Other enrolled students	4			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	32	540	28	88
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	24	545	24	100
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	31	537	29	94
009 -PHYSICS CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
009 -PHYSICS CST Evaluation Systems group of Pearson Other enrolled students	1			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
903 -SAFETY NET ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
903 -SAFETY NET ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	5			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
972 -SAFETY NET FAMILY & CONSUMER SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	3			
904 -SAFETY NET MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
904 -SAFETY NET MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	5			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson Other enrolled students	6			
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			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2015-16	12	237	12	100
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			
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2015-16	1			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	8			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2017-18	9			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	31	263	31	100

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, 2015-16	17	255	17	100
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	5			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	23	47	22	96
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	10	48	9	90
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	20	47	20	100
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	6			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	23	45	23	100
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	31	47	31	100
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	29	46	29	100
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	11	45	11	100
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
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	15	44	15	100
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	5			
TP006 -SECONDARY SCIENCE 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 (%)
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	8			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	9			
115 -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 Other enrolled students	10	528	8	80
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	10	221	7	70
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2017-18	27	538	25	93
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	12	535	12	100
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	30	237	28	93
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2015-16	37	228	29	78
129 -SPANISH CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
020 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	1			
129 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	5			
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2017-18	8			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2017-18	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 All program completers, 2016-17	5				
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2015-16	2				
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1				
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1				
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	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 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2015-16	1				
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	11	547	10	91	
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	17	547	17	100	
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	28	545	28	100	
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	23	547	23	100	
TP015 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	6				
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	7				
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	8				

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, 2015-16	8			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
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, 2017-18	13	238	11	85
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2016-17	15	229	12	80
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2015-16	13	230	11	85
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson Other enrolled students	1			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	13	37	12	92
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	3			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	4			

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.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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, 2017-18	457	368	81
All program completers, 2016-17	453	417	92
All program completers, 2015-16	407	332	82

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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:

>> [Low-Performing](#)

Low-Performing

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

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
- ☒ NCATE
- ☐ TEAC
- ☒ CAEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ☐ Yes
- ☒ No

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.

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

☒ Yes

☐ No

b. participate as a member of individualized education program teams

☒ Yes

☐ No

c. teach students who are limited English proficient effectively

☒ Yes

☐ No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Across our Elementary & Early Childhood Education Program, Secondary Education Programs, Special Subject Area K-12 Education Programs, and our Educational and Community Programs all subject area are now taking a 3 credit course encompassing the following special subject information preparing 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 practice 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 supported 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 content to their specific educational disciplines in terms of personalizing instruction and building classroom communities that support the full diversity of learners. Fifteen hours of field work focusing on meeting the needs of students with disabilities within candidates' certification area or age-range required.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Our Graduate Programs in Special Education prepare special education teachers to teach students with disabilities effectively through our carefully designed course sequence that address the above mentioned pedagogical areas. Coarse sequences across 8 of our programs are: Foundations of Special Education, Language and Literacy - Principles and Practices in each specific area (Early Childhood Education, Childhood Education, and Adolescent Education), Introduction to Assessment in each specific area (Early Childhood Education, Childhood Education, and Adolescent Education), Collaboration with Families and School Based Teams, Applied Behavior Analysis and Positive Behavioral Support, Curriculum and Instruction in each of the specific areas (Early Childhood Education, Childhood Education, and Adolescent Education), Trends and Issues in the Education of Students with Severe Disabilities, Advanced Seminar in each specific area (Early Childhood Education, Childhood Education, and Adolescent Education), Internship in Severe Disabilities, Research in Special Education, and Advanced Research in Special Education.

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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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 National Council for the Accreditation of Teacher Education (NCATE) based on the continuous improvement model (going to target on Standard 2: Assessment) during its most recent site visit and institutional review in the fall 2012. In addition, during the visit, the EPP also agreed to pilot-test the proposed Council for Accreditation of Educator Preparation (CAEP) Standards. In spring 2013, based on the pilot testing of the proposed CAEP Standards, the EPP at Queens College became the first college or university in the country to receive CAEP accreditation based on the continuous improvement review model.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **2487**.

Number of program completers from Section I: Program Information, Program Completers is **841**.

For a total enrollment of **3328**.

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:

Beata Breg

TITLE:

Assessment Coordinator

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:

Sonia Rodrigues

TITLE:

Director of Assessment & Accreditation