



AAQEP Annual Report for 2025

Provider/Program Name:	Dominican University New York/Teacher Education Program
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	Spring 2031

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The Teacher Education Program is grounded in the tenets of the DUNY Mission and Vision, in particular the aspects of respect for the individual and concern for the community. These tenets are present in the Twenty Competencies that our students must accomplish in order to successfully complete the program. In preparing students in our undergraduate and graduate programs who are qualified to teach in the following areas: Early Childhood, Childhood, Childhood/Students with Disabilities, Adolescence, Adolescence/Students with Disabilities, and Teachers of the Blind/Visually Impaired our focus is the pillars of the University: Community, Study, Service, and Spirituality.

We provide a student-centered environment that empowers them to “excel, lead, and serve with integrity and to engage responsibly in the pursuit of a more just, ethical, and sustainable world,” as stated in the University’s Mission. This is also achieved through our students’ successful completion of our program’s Twenty Competencies.
 This review covers the undergraduate and graduate classes for the Spring 2025 and Fall 2025 Spring semesters.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

www.duny.edu/academic-divisions/division-teacher-education

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending mm/yy)	Number of Completers in most recently completed academic year (12 months ending mm/yy)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts	Initial Certification Childhood Education (1-6)	12	4
	Initial Certification Early Childhood/Childhood Education (1-6)	5	4
	Initial Certification Childhood/Students with Disabilities (1-6)	7	1

	Initial Certification Adolescence Education (7-12): Biology, English, Mathematics, Social Studies	12	3
	Initial Certification Childhood with 7-9 Extension (1-9)	2	0
	Initial Certification Childhood/Adolescence Education (1-12)	0	0
	Initial Certification Adolescence Education/Students with Disabilities (7-12) Biology, English, Mathematics, Social Studies	3	2
Master of Science in Education	Initial Certification Childhood Education (1-6)	1	1
	Initial Certification Childhood Education/Students with Disabilities (1-6)	16	7
	Initial Certification Adolescence Education (7-12)	3	0
	Initial Certification Adolescence Education/Students with Disabilities (7-12)	1	1
	Initial Certification Students with Disabilities - Severe/Multiple	3	1
	Initial Certification Teachers of the Blind/Visually Impaired	4	2
Total for programs that lead to initial credentials		69	26
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Science in Education	Professional Certification Childhood Education (1-6)	1	1
	Professional Certification Childhood Education Students with Disabilities (1-6)	1	7

	Professional Certification Adolescence Education (7-12)	0	0
	Professional Certification Adolescence Education/Students with Disabilities (7-12)	1	1
	Professional Certification Teachers of the Blind/Visually Impaired	2	2
	Professional Certification Students with Disabilities Severe/Multiple	1	1
Certification Pathway	TVI	9	2
Total for programs that lead to additional/advanced credentials		15	14
<i>Programs that lead to P-12 leader credentials</i>			
Total for programs that lead to P-12 leader credentials		0	0
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
Total for programs that lead to specialized professional or no specific credentials		0	0
TOTAL enrollment and productivity for all programs		84	40
Unduplicated total of all program candidates and completers		78	28

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

We have developed four approved courses to meet NYS Education requirements for a bilingual certification extension; these 12 credits are for non-matriculants who are not degree-oriented but who are seeking additional certifications. Also, we have developed and are approved to offer three Residency certification programs through NYS Ed: one in Childhood Education (Grades 1-6); Adolescence Education (Grades 7-12) and Childhood Education/Students with Disabilities (Grades 1-6).

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.																											
84																											
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.																											
28																											
C. Number of recommendations for certificate, license, or endorsement included in Table 1.																											
40																											
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.																											
100%																											
E. Summary of state license examination results , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.																											
<table border="1"> <thead> <tr> <th>NYSTCE Tests</th> <th>Examinees</th> <th>DUNY Pass Rate</th> <th>NYS Pass Rate</th> </tr> </thead> <tbody> <tr> <td>EAS</td> <td>38</td> <td>100%</td> <td>93%</td> </tr> <tr> <td>MS (1-6)</td> <td>67</td> <td>78%</td> <td>88%</td> </tr> <tr> <td>MS (B-2)</td> <td>31</td> <td>94%</td> <td>90%</td> </tr> <tr> <td>MS (7-12)</td> <td>31</td> <td>81%</td> <td>89%</td> </tr> <tr> <td>SWD</td> <td>12</td> <td>83%</td> <td>82%</td> </tr> </tbody> </table>				NYSTCE Tests	Examinees	DUNY Pass Rate	NYS Pass Rate	EAS	38	100%	93%	MS (1-6)	67	78%	88%	MS (B-2)	31	94%	90%	MS (7-12)	31	81%	89%	SWD	12	83%	82%
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Other individual test scores from Content Specialty Tests (Biology, Social Studies, Math, English) have insufficient numbers (N<10) and are not counted in the NYS Ed Department calculations but have been individually presented below:

Biology (N=2) DUNY Pass Rate—100% State Pass Rate—81%

TVI (N=5) DUNY Pass Rate—80% State Pass Rate—79%

English (N=3) DUNY Pass Rate—100% State Pass Rate—81%

Mathematics (N=1) DUNY Pass Rate—100% State Pass Rate—63%

Social Studies (N=8) DUNY Pass Rate—100% State Pass Rate—77%

N = 18 DUNY Teacher Performance Assessments (TPAs) from Spring 2025 and Fall 2025 with a mean score of 28.6/30.

F. Explanation of evidence available from program completers, with a characterization of findings.

Student teachers complete the Student Teaching Program Exit Survey during the final week in Seminar. The survey uses a 1 (Strongly Disagree) to 5 (Strongly Agree Likert scale as well as qualitative narrative to substantiate responses and asks for: 1) Evaluation of total student teaching experience; 2) Success with each student teaching placement providing requisite skills/practices; 3) Cooperating teachers' level of support; 4) Faculty supervisors' level of support; 5) Course effectiveness in preparing student teachers for their student teaching experiences.

G. Explanation of evidence available from employers of program completers, with a characterization of findings.

Since 2016 we have collected employer data using the survey developed by the Mid-Hudson School Study Council (MHSSC) entitled, *MHSSA & Higher Education Joint Research Project: MHSSC Employer Survey*. The survey is designed in two parts: the purpose of Part 1 is to evaluate how well-prepared first year teachers are for the expectations of the job, and the purpose of Part 2 is to examine actual hiring data in the Hudson Valley, and projected hiring needs. The tables that follow focus on the results of Part 1 of the survey. The 2024-2025 survey had a 73% response rate from the school districts. The data below is from the most recent survey results.

Teacher Preparedness	Mean	SD	N
Classroom Management	3.44	0.7	9
Parent Engagement	3.22	0.8	9
Collaboration with Colleagues	3.67	0.7	9

Blended Learning	3.22	0.8	9
Project Based Learning	3.11	0.7	9
Inquiry Method of Instruction	3.22	0.6	9
Pedagogy & Differentiation of Instruction	3.22	0.6	9
Designing Valid Student Assessments (including SLOs)	3.33	0.7	9
Understanding & Interpreting IEP/504s	3.22	0.9	9
Benchmarking of Student Progress	3.44	0.8	9
Working with Diverse Students/Learners	3.44	0.8	9
Culturally Responsive Educational Practices	3.33	1	9
Content Knowledge	3.56	0.7	9
Engagement in Opportunities for Professional Growth	3.44	0.8	9
Using Data to Inform Instructional Decision-making	3.22	0.6	9
Ability to Teach within their Curriculum/Subject Area			
Mean	SD	N	
Reading	3.38	0.5	8
Writing	3.38	0.7	8
Technology	3.25	0.7	8
STEM	3.25	0.7	8
Critical Thinking	3.38	0.9	8
Overall Teacher Quality			
Mean	SD	N	
Take on responsibilities to contribute to the professional community of educators	3.88	0.8	8
Seen as an asset to our educational program	3.88	0.6	8
Have a positive impact on student learning	3.88	0.6	8
We actively seek out teachers from this institution	3.25	0.7	8
Are able to cultivate international and global perspectives in their students	3.50	0.7	8
Collaboration			
Mean	SD	N	
Responsive to teacher candidate questions and requests	3.86	0.8	7
Responsive to district questions and requests	3.86	0.5	7
Communicates developments or future directions of district	3.71	0.7	7
Involves district in evaluation of their (college) programs	3.29	0.9	7

Seeks input from district on improvement of their (college) program	3.43	0.7	7
Involves district in identifying models of excellence of practice used in schools/districts	3.57	0.7	7
H. Explanation of how the program investigates employment rates for program completers , with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.			
The survey from the Mid Hudson School Study Council data from 2024-2025 (see Section G above) indicates which school districts who responded employ Dominican University graduates, and our Ticket to Leave which is completed in Student Teaching Seminar asks what students plan to do to enhance their skills in the upcoming five years. Narrative results from the Ticket to Leave underscore the need for lifelong learning and students state that they will be seeking further certifications as well as advanced graduate work to meet employment and certification requirements.			
I. Explanation of how the staffing capacity for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.			
As indicated in our QAR we continue to be understaffed with only 2 full time in the undergraduate program and 2 full time faculty in the graduate programs and a loss of 1 full time and 1 part time assistant; at this point we have only 1 part time administrative assistant who handles both programs with no plans to hire in any position—faculty or staff.			

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Competency 1 - Lesson plans display knowledge of pedagogy and ensure that students are intellectually engaged independently and in groups, using a full range of critical thinking skills	<p>Display knowledge of research-based strategies and lesson planning beginning in our introductory class (ED 330) and extending through student teaching.</p> <p>Students work through project-based focus, lesson planning structure and content incorporated early on in the program</p>	Students will maintain a mean score of 4.4 on Cooperating Teacher and University Supervisor Student Teaching Evaluations for both Undergraduate and MSED students
Competency 2 - Creates plans that practices which reflect extensive knowledge of content and of the structure of the discipline	<p>Students will be expected to incorporate high standards in lesson presentations and unit planning in all our Methods classes, which will reflect a depth of knowledge in each of the content areas</p> <p>We will review transcripts to ensure that content area (major) grades are C+ or higher</p>	Students will maintain a mean score of 4.4 on Cooperating Teacher and University Supervisor Student Teaching Evaluations for both Undergraduate and MSED students

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Competency 8 - Relates content to real world issues by asking essential questions and scaffolding information to stimulate critical and divergent thinking	Students' depth of knowledge in making connections between content and real world. Students will use NYSED Social Emotional Learning Benchmarks and Culturally Responsive Framework in lesson planning	Students will maintain a mean score of 4.5 on Cooperating Teacher and University Supervisor Student Teaching Evaluations for both Undergraduate and MSED students

	Students will document strategies acquired with respect to developing on the job analytical/critical thinking skills	
Competency 11 - Respects diversity and cultural differences by treating all students equitably. Values individual differences, including race, gender, ethnicity, ability, socioeconomic status, and sexual orientation, allowing all students to participate equally	Students will participate in a variety of multicultural and diversity awareness activities throughout the TED curriculum	Students will maintain a mean score of 4.3 on Cooperating Teacher and University Supervisor Student Teaching Evaluations for both Undergraduate and MSED students
Competency 14 - Create meaningful learning experiences by using a variety of teaching techniques including problem solving, technology, cooperative learning demonstrations, discussion, and lecture	Students will display knowledge of varied research-based teaching and technology strategies beginning in the lower level course and continuing throughout the program	Students will maintain a mean score of 4.3 on Cooperating Teacher and University Supervisor Student Teaching Evaluations for both Undergraduate and MSED students

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Despite fewer faculty and staff, our quest to expand capacity with enrollment has yielded higher numbers of applicants in the undergraduate programs and a sustained number in the graduate programs. We have worked diligently with the Offices of Admissions and Marketing to increase enrollment.

We developed the coursework for development of the bilingual certification extension pathway (non-matriculated) and had three Residency programs (Childhood, Childhood Students with Disabilities and Adolescence Education) approved by the NYS Education Department with a fourth in Adolescence Education/Students with Disabilities being developed.

We have also entered into many affiliations with local school districts and BOCES agencies to develop Memoranda of Understanding to provide enriched clinical experiences for our future educators, and we have worked closely with St. Dominic's School as a direct service provider for students in our special education programs at both the graduate and undergraduate levels. We have been instrumental in helping to develop the preschool program for students with disabilities at St. Dominic's as well and have provided professional guidance and personnel to work in those programs.

Dominican University blended the Division of Teacher Education with the Social Work Program to form one new Division. We plan to collaborate to provide robust professional opportunities for growth.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Incorporate/monitor of DUNY’s newly-developed and NYS Education Department approved Teacher Performance Assessment (TPA) as exit evidence detailing growth, and development of the skills and dispositions required for successful professional practice
Actions	Encourage candidates to use stronger exemplars of performance based on strengths/challenges encountered in the planning, implementation, and assessment of instruction as well as development of their professional responsibilities in both their weekly reflective journals and their specific classroom observations/lessons
Expected outcomes	Strengthen the Teacher Performance Assessment rubric
Reflections or comments	This past semester we have provided more individual guidance for students that connect what they do in their student teaching performance during the semester with the anticipated outcomes and measures.
Standard 2	
Goals for the 2025-26 year	1. Provide our cooperating teachers with clearer and more definitive guidelines for the activities that will provide the best outcome for each of the Twenty Competencies 2. Ensure our candidates can successfully complete the competencies.
Actions	1. We will prepare a list of examples of directed activities related to each competency’s expectations. These would include interaction with families, conferencing with parents, collaboration with related services, involvement in extracurricular activities, etc. 2. We will review course syllabi to investigate opportunities to integrate these topics into the coursework and into the curriculum maps
Expected outcomes	Actions are meant to strengthen our professional relationships with school district personnel and to foster more cooperation and involvement with highly effective teacher mentors.

Reflections or comments	We have secured district commitment to providing mentorships for our candidates and have greater interest demonstrated by mentors who are contemplating retirement and who wish to become more professionally connected with Dominican.
Standard 3	
Goals for the 2025-26 year	<ol style="list-style-type: none"> 1. Ensure that all course syllabi indicate alignment of the Twenty Competencies with the course objectives 2. Expand our reach to include more collaboration with private/parochial, charter schools, and other educational agencies such as Head Start to build a more diverse repertoire of experiences for our teacher candidates
Actions	<ol style="list-style-type: none"> 1. We will standardize the procedure so that all courses demonstrate connections not only with the University ALOs, but with our Twenty Competencies 2. Invite members of these diverse communities, along with our public school partners to join a DUNY Teacher Education Advisory Council
Expected outcomes	Student teachers who have completed their experiences have been narrating in their reflective journals how they are undertaking the task of becoming more proficient planners and assessors. While we have a professional community of advisors through the Mid Hudson School Study Council, we are formulating invitations for a more local Teacher Education advisory committee that would specifically connect local school districts who work with our students.
Reflections or comments	We continue to develop these objectives and hope to have further information in the upcoming school year.
Standard 4	
Goals for the 2025-26 year	<ol style="list-style-type: none"> 1. Initiate a postgraduate professional learning community wherein graduates actively engage with current students in providing mentoring and support as their pursue their vocation 2. To increase course enrollments in both the Undergraduate and Graduate Programs we will work to ensure that our cooperating teachers use the voucher for a free course that they receive after mentoring one of our student teachers
Actions	<ol style="list-style-type: none"> 1. Strengthen our affiliation with the DUNY Office of Alumni Affairs, as well as collecting personal email information and cell phone numbers for all students while they are in the program 2. We will provide a list of courses/descriptions that are available and guide them to appropriate selections predicated on their individual circumstances.
Expected outcomes	We anticipate that all of these actions will result in amplified and stronger connections with alumni and grow a professional learning community that will encompass present and past students.
Reflections or comments	We have already started conversations with the Office of Alumni Affairs to accomplish these goals and continue to provide individual counseling and transcript evaluation for students who wish to pursue program and transcript evaluation pathways to certification.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

Since this was a concern with our QAR we are in communication with the Office of Institutional Research to ensure stronger data collection attempts across multiple measures.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

Concern: The institution relies on one measure to support the aspects of Standards 1 and 2: this measure does not provide perspective from employers, which precludes triangulation of evidence. The requirement of evidence from multiple measures and perspectives is not met.

Action Related to the Concern: We will align our 20 Competencies with the TPA rubric to inform outcomes in relation to those competencies, data from the supervisor’s TPA rubric will be compared to the student self-evaluation of their TPA using the same rubric, develop a mid-student teaching supervisor narrative evaluation as a formative assessment of student teaching progress, develop and administer an alumni survey to assess if alumni felt prepared for successful entry into the field in their first year of teaching

Condition: The institution’s locally designed direct-measure quality assurance system requires sufficiently rigorous evidence of data quality

Action Related to the Condition: We will investigate and develop criteria that will improve the quality of our data in terms of reliability, validity, and fairness in consultation with the University’s Institutional Research department

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Our greatest barrier to any improvements and innovations appears to be with staffing reduction and workforce responsibilities as both teaching and administrative faculty; yet, in our tradition to provide individual relationship building with quality programming we work feverishly to continue to provide a quality teacher education program at both the undergraduate and graduate levels for our students.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Diane DiSpagna, Director, Division of Teacher Education	Dr. Kevin Hermberg, Academic Dean

Date sent to AAQEP:	12/29/2025
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