



Fordham Univ. Lincoln Ctr/Rose Hill
Traditional Report AY 2016-17
New York



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

113 West 60th Street

Room 1121

CITY

New York

STATE

New York

ZIP

10023

SALUTATION

Dr.

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Anthony

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

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
Master of Science in Teaching - Early Childhood Education	No	
Master of Science in Teaching - Exceptional Adolescents with Subject Area Extension	No	
Master of Science in Teaching - Teaching Early Childhood Exceptional Students	No	
Master of Science in Teaching Adolescence Biology 7-12	No	
Master of Science in Teaching Adolescence Biology/ Conservation Life Science 7-12	No	
Master of Science in Teaching Adolescence Chemistry 7-12	No	
Master of Science in Teaching Adolescence Earth Science 7-12	No	
Master of Science in Teaching Adolescence English 7-12	No	
Master of Science in Teaching Adolescence Mathematics 7-12	No	
Master of Science in Teaching Adolescence Physics 7-12	No	
Master of Science in Teaching Adolescence Social Studies 7-12	No	
Master of Science in Teaching Adolescence Special Education w/disabilities (generalist)	No	

Total number of teacher preparation programs: 19

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Master of Science in Teaching Bilingual Childhood Education	No	
Master of Science in Teaching Childhood Education	No	
Master of Science in Teaching Childhood Special Education	No	
Master of Science in Teaching Early Childhood and Childhood Education	No	
Master of Science in Teaching Early Childhood Exceptional Students	No	
Master of Science in Teaching English to Speakers of Other Languages PreK-12	No	
Master of Science in Teaching General & Exceptional Adolescents	No	
Total number of teacher preparation programs: 19		

Program Requirements

THIS PAGE INCLUDES:

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

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.

Admissions

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

Postgraduate



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.fordham.edu/academics/colleges__graduate_s/graduate__profession/education/admissions/inde

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

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
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

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

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

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.)

5. What was the median GPA of individuals completing the program in academic year 2016-17?

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 checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input 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 2016-17?

3.28

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 2016-17?

3.87

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

No additional information.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§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	400
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	28
Number of students in supervised clinical experience during this academic year	101

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

Fordham University requires an entire year of student teaching. The Field Specialist visits the candidate in his or her placement for supervision on a regular basis. Candidates work in the classroom of an assigned Cooperating Teacher (CT). They will observe the cooperating teacher carefully and will meet with her or him on a regular basis to talk about students, curriculum, instruction, and their growing role in the classroom. The student teaching experience for MST candidates is developmental. Candidates begin the fall semester for 14 weeks, combining focused observations with structured and supervised lesson implementation. During the fall semester, candidates are expected to plan and implement instruction for small groups and if appropriate for the whole class. Student teaching is coordinated with University course work, the goal being to provide candidates with a forum to reflect on their observation and practice and to begin to connect theory to practice. Candidates successful in the fall field placement and in the accompanying coursework will progress to the spring student teaching experience. Depending upon program guidelines, the fall and spring requirements are three to five full days each week, generally for 14 weeks. Both the fall and spring semesters include 50 hours of observation to allow candidates time to acclimate themselves to the school and classroom environment. Student teaching involves regular responsibility for the instructional needs of particular children in the classroom. Candidates are responsible for collaborative planning with their cooperating teacher on a regular and ongoing basis. During the student teaching experience, candidates will visit other learning sites in the school and acquaint themselves with other age levels and other learning settings (e.g., library, resource room, bilingual/ESL/TESOL classes, science lab, dance, art, music and science classes, gym, playground, etc.). Some of these observations are assigned formally for coursework; others are less formal and may be in response to a candidate's particular interests. As candidates become more confident with the teacher's and school's routines, they are expected to begin to take on responsibility for individual and small-group instruction, and will work with large groups with the CT's guidance and support. Throughout the student teaching experience, candidates are required to spend time each day observing in and out of their assigned classroom. Once the candidate, the cooperating teacher, and the University Field Specialist are comfortable with the candidate taking on more responsibility, the candidate will make the developmental transition within the classroom. Expectations for Student Teaching may include:

- Observe/student teach 3 to 5 full days a week for 14 weeks each semester
- Work one-to-one or in a small group with struggling learners
- Plan daily routine and activities with the cooperating teacher and independently
- Lead both small group activities and whole class instruction
- Plan and teach ELA, Math, Science and Social Studies lessons
- Integrate art and technology into planned lessons
- Complete their edTPA during the spring semester

Candidates are required to meet with both their Field Specialist and Cooperating Teacher on a regular basis. Throughout the semester, candidates reflect on progress and performance, and they make plans for strengthening areas or weakness. At several points in the term, written reports will be completed and submitted to the program coordinator about the candidate's performance in the field. These observation reports and evaluations are discussed with the candidate prior to submission. In cases where the candidate has not shown adequate growth, additional hours or even an additional semester of field experience or full-time student teaching may be required at the discretion of the Field Specialist in collaboration with the Coordinator or Advisor. The spring field placement builds from the fall field experience. In the spring, candidates will take on considerable responsibility within the classroom, increasing as confidence and skills increase. The determination of candidate-readiness will be made by the Cooperating Teacher, with input from the Field Specialist and the Program Coordinator. The candidate will move to whole-group instruction, with full-day teaching responsibilities by the middle of the term. Most student teachers will teach whole units on their own. In most classrooms, the student teacher will be wholly responsible for all instruction over periods of two-three weeks.

Enrollment

THIS PAGE INCLUDES:

>> [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.

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 2016-17	<input type="text" value="173"/>
Unduplicated number of males enrolled in 2016-17	<input type="text" value="33"/>
Unduplicated number of females enrolled in 2016-17	<input type="text" value="140"/>

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\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="41"/>
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

0

Asian

1

Black or African American

2

Native Hawaiian or Other Pacific Islander

0

White

19

Two or more races

0

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text" value="4"/>
13.10	Teacher Education - Special Education	<input type="text" value="50"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="65"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="42"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="18"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="18"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="18"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	7
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	4
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	3
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	3
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	4
13.10	Teacher Education - Special Education	50
13.1210	Teacher Education - Early Childhood Education	65
13.1202	Teacher Education - Elementary Education	42
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	18
13.1205	Teacher Education - Secondary Education	18
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	7
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	4
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	3
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	3
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 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.

2016-17	126
2015-16	94
2014-15	70

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/ope/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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

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

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

5

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes
- No
- Not applicable

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

(1) One goal was to connect prospective graduates with old in order to create a support network for our graduates. We engaged in Lesson study, bringing together recent alumni from our program, current students, professional teachers in the area as well as prospective students. (2) Another strategy was to have the program coordinator of the Mathematics Education program has also regularly visited the math club at Fordham University to attract current math teachers. (3) Finally, we broadened our recruitment efforts to and are redesigning our admissions requirements for mathematics education to make them more clear and streamlined, so that prospective students can easier understand which coursework is required.

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

We have increased the size of lesson study and have begun to strategically chose the location so as to attract the attention of students most likely to attend Fordham.

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

No additional comments.

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

5

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

No additional comments.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

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

6

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

A grant related to the Mathematics Education Program finishes next year and there is a chance this will cause a dip in enrollment since fewer students will be financially supported.

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route 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/ope/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 2016-17

1. Did your program prepare teachers in science in 2016-17?

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

2. How many prospective teachers did your program plan to add in science in 2016-17?

7

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes
- No
- Not applicable

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

GSE Marketing and Outreach

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

Outreach to schools, school districts and 4 year colleges.

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

Three scholarships were awarded to prospective science teachers

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

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

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

4

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

The goal was to add 8.

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

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

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

8

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

No additional comments.

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/ope/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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

25

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- Yes
 No
 Not applicable

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

Faculty in the Special Education programs have been successfully writing grants and they secured federal funding to provide scholarships to teachers who are interested in a Master's degree and a certification in students with disabilities. From 2016 to 2017, a cohort of 22 students was recruited and began their program in Early Childhood Special Education.

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

The lessons learned are to work collaboratively with NYC public schools and to be in touch with alumni. The flyers that were sent out via fax and email reached out to the principals who shared the information about these scholarship programs. This has yielded much interest in NYC teachers who are interested in a 30 plus credits beyond a Master's degree.

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

No additional comments.

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

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

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

35

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

No additional comments.

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

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

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

35

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

No additional comments.

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/ope/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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- 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 2016-17?

10

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- Yes
- No
- Not applicable

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

Due to the legislation for the capacity of certified teachers to serve English language learners and funding from NYS, many currently certified teachers are trained to have the advanced certificate in ESL or bilingual extension.

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

Our TESOL and Bilingual Education programs have worked with the Center for Educational Partnerships and reached out to the NYC districts' superintendents office. We have developed cohort programs to serve teachers on their sites. This approach has yielded the result of training many cohorts of currently certified teachers to have the competency to serve English language learners in NYC.

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

Cost of tuition is a factor that works against enrollment.

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- 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 2017-18?

15

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

We use the cohort model to recruit and support school districts in the training of teachers to work with English language learners. With the push from the legislation and funding from NYS, the cohort model to train the currently certified teachers to work with English language learners seems to be effective.

Academic year 2018-19

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

- 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 2018-19?

15

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

No additional comments.

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:

The programs in the Division of Curriculum and Teaching prepare teachers, at the initial and advanced levels, who are committed to personal and academic excellence. The programs are designed to develop teachers' knowledge, understanding, and skills to enable them to be successful, reflective practitioners. All of our programs emphasize concern for students' language and culture and respect the multiple voices of the urban classroom. We encourage teachers to collaborate with other teachers, administrators, students, parents, and community members in strengthening curriculum and learning environments, including the integration of technology as appropriate and available. Enrollment in dual certification programs enables candidates to consider more opportunities to serve as teachers in local schools.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

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	52	539	48	92
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2014-15	50	541	47	94
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2016-17	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2014-15	2			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	14	530	12	86
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2016-17	34	534	32	94
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2015-16	49	533	49	100
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2014-15	53	538	52	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	2			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	1			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	5			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2014-15	9			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	3			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	4			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	3			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	1			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson Other enrolled students	1			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	4			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
116 -ESOL 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 (%)
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2016-17	3			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson Other enrolled students	2			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2015-16	2			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2014-15	10	250	10	100
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	2			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	4			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	1			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	6			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2015-16	6			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	2			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2015-16	2			

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 All program completers, 2014-15	21	251	20	95
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	4			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2016-17	17	1669	17	100
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2015-16	18	1664	18	100
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2014-15	15	1639	14	93
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
904 -SAFETY NET MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2015-16	6			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2014-15	1			
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2015-16	1			
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2014-15	1			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2014-15	3			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	6			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	2			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	3			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	2			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	4			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	7			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	3			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	3			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	1			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	1			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	3			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2014-15	4			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	5			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2014-15	7			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	3			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	12	552	11	92
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	26	544	25	96
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	26	543	25	96

Summary Pass Rates

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	36	33	92
All program completers, 2015-16	61	55	90
All program completers, 2014-15	68	62	91

Low-Performing

THIS PAGE INCLUDES:

>> [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.

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

Use of Technology

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

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

THIS PAGE INCLUDES:

[>> Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

Our teacher education candidates are getting greater exposure and support as they become technologically competent to integrate technology in their instructional planning, assessment, and other ways of using technology to enhance teaching. As our University upgrades technology hardware and software, our students can access many different kinds of tools (i.e., dropbox, google drive, google hangout) as they work on and present presentations collaboratively, and meet in class and in virtual space for class meetings, etc. Many of them also take hybrid and online courses that help them learn and use technology. We offer several courses (i.e., CTGE 6260-Media Technology Math/Science, CTGE 6261-Media Literacy Technology). In our special education classes, we work with our students to explore assistive technology in classes that help them understand universal design for learning and provide different types of accommodations to address the needs of students with disabilities. As they work on EdTPA, our students learn to develop videotapes of their teaching, edit them, and submit them for this comprehensive exam. We use different platforms (i.e., Blackboard, TK20) to collect data from students, cooperating teachers, and other constituents. Through these different types of activities and supports, our students and faculty are getting increasingly more comfortable and competent to use technology in instructional planning, assessment, improving teaching and increasing student achievement.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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.

Our teacher education programs from Early Childhood to Adolescent Education programs are designed to provide our teacher candidates with various experiences with working with students with disabilities, and students with limited English proficiency. These experiences include courses such as CTGE 5155: Special Education Foundations; CTGE 5420: Teaching Culturally and Linguistically Diverse Students; CTGE 5534: Beginning Reading and Writing in Inclusive Classrooms; Student Teaching and Reflective Seminar. As our teacher candidates take classes, they learn about addressing the needs of students with disabilities, and students with limited English proficiency. As they do student teaching, they work with their cooperating teachers, design lessons and activities, and demonstrate their ability to learn and teach children with disabilities and children with limited English proficiency through providing modifications and individualizing and differentiating instruction for their students. Our teacher candidates have 600 clock hours of student teaching, which provide them with a lot of classroom experiences to learn and apply strategies to modify lessons and activities for students with different needs and abilities. Moreover, through preparing EdTPA, they need to demonstrate their knowledge and skills related to working with students with diverse abilities and abilities.

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.

Special Education teacher candidates take a variety of courses and experiences to learn about ways of working with students with disabilities, and students with English proficiency, including participating in IEP team meetings. They take courses to prepare them to develop an understanding of students with different types of disabilities and conditions, provide differentiated instruction, to assess students with disabilities, to collaborate with other professionals, and to provide positive behavior supports. As they take courses, our teacher candidates are immersed in 600 hours of student teaching experiences to learn along side their cooperating teachers, so that teacher candidates will design lessons and activities to address the IEP goals and objectives of their students with disabilities, to monitor the educational progress using the IEP, and assess the student's academic and social and emotional developmental outcomes. Key assessments from courses and student teaching will provide evidence of our teacher candidates' abilities to support students with disabilities and student with limited English proficiency. At the end of the program, student prepare for their EDTPA so that they share about their experiences and abilities to plan instruction, assess instruction, and using the results of assessment to inform teaching and learning as they work with students with diverse abilities and disabilities.

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.

Fordham University GSE teacher education programs are prepared to work with school settings that are diverse and inclusive. Because of the intensive student teaching experiences and their preparedness, NYE DOE leaders have a very strong interest in hiring our graduates. We have a higher percentage of graduates who stay and serve in high-need districts in NYC.

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 **173**.

Number of program completers from Section I: Program Information, Program Completers is **126**.

For a total enrollment of **299**.

I certify the total enrollment shown above is correct.

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:

Anthony P. Cavanna

TITLE:

Associate Dean for Academic Affairs

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:

Virginia Roach

TITLE:

Dean of the Graduate School of Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	136	173	27.21%
Male Enrollment	17	33	94.12%
Female Enrollment	119	140	17.65%
Hispanic/Latino Enrollment	31	41	32.26%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	1	
Black or African American Enrollment	3	2	-33.33%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	16	19	18.75%
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	100	100	0.00%
Average number of clock hours required for student teaching	400	400	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1	2	100.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	20	28	40.00%
Number of students in supervised clinical experience during this academic year	90	101	12.22%
Total completers for current academic year	94	126	34.04%
Total completers for prior academic year	70	94	34.29%
Total completers for second prior academic year	87	70	-19.54%