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Fordham Univ. Lincoln Ctr/Rose Hill
Traditional Program

2017 | Title II Reports

Section VIII Report Certification

AY 2015-16

Report Card Certification

Information in this report has been certified as accurate and complete by:
Lori Wolff
Associate Dean for Academic Affairs

This submission was reviewed and certified as accurate and complete by:
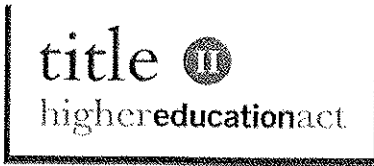Carolyn Velazquez-Atis
Assistant to the Dean

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	160	136	-15.00%
Male Enrollment	27	17	-37.04%
Female Enrollment	133	119	-10.53%
Hispanic/Latino Enrollment	21	31	47.62%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	1	3	200.00%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	20	16	-20.00%
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	1	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	39	20	-48.72%
Number of students in supervised clinical experience during this academic year	88	90	2.27%
Total completers for current academic year	70	94	34.29%
Total completers for prior academic year	87	70	-19.54%
Total completers for second prior academic year	132	87	-34.09%

Section VIII Report Certification

AY 2015-16

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Fordham Univ. Lincoln Ctr/Rose Hill
Traditional Program

2017 | Title II
Reports

Complete Report Card

Institution Information

Name of Institution: Fordham Univ. Lincoln Ctr/Rose Hill
Institution/Program Type: Traditional
Academic Year: 2015-16
State: New York

Address: 113 West 60th Street
Room 1121
New York, NY, 10023

Contact Name: Dr. Lori Wolff
Phone: 212-636-6410
Email: lwolff3@fordham.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a 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 http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Master of Science in Teaching - Early Childhood Education	No
Master of Science in Teaching - Exeptional 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
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	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
Yes

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

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

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

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.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.3

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.95

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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.

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 2015-16:	136
Unduplicated number of males enrolled in 2015-16:	17
Unduplicated number of females enrolled in 2015-16:	119

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	31
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	16

......	...
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

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	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	20
Number of students in supervised clinical experience during this academic year	90

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

Full-time equivalent adjunct faculty include field specialists, cooperating teachers and supervisors. Students have school-based support in all field-based experiences

Inclusion of PreK-12 staff in this accounting significantly increases the number of people who supervise our students' experiences.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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))

Subject Area	Number Prepared
Education - General	5
Teacher Education - Special Education	59
Teacher Education - Early Childhood Education	72
Teacher Education - Elementary Education	38
Teacher Education - Junior High/Intermediate/Middle School Education	22
Teacher Education - Secondary Education	21
Teacher Education - Multiple Levels	21
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	6
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	4
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	

Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	2
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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))

Academic Major	Number Prepared
Education - General	5
Teacher Education - Special Education	59
Teacher Education - Early Childhood Education	72
Teacher Education - Elementary Education	38
Teacher Education - Junior High/Intermediate/Middle School Education	22
Teacher Education - Secondary Education	21
Teacher Education - Agriculture	21
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	6
Teacher Education - Science	
Teacher Education - Social Science	4
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	2

Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2015-16: 94

2014-15: 70

2013-14: 87

Section II 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 http://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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

7

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

5

Provide any additional comments, exceptions and explanations below:

Section II 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 http://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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

5

Did your program meet the goal for prospective teachers set in science in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

In process of restructuring adolescence programs and seeking ways to increase funding for students.

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

7

Provide any additional comments, exceptions and explanations below:

3 scholarships will be offered to prospective science teachers

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

7

Provide any additional comments, exceptions and explanations below:

Section II 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 http://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 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

75

Did your program meet the goal for prospective teachers set in special education in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Enrollment in our programs is influenced by access to tuition awards. We seek to support applicants in their quest for teaching certification, particularly in special ed.

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

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

35

Provide any additional comments, exceptions and explanations below:

Section II 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 http://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 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

20

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

The demand for teachers in this area must be met by institutions like Fordham University - We seek any assistance, particularly financial assistance, in fulfilling this goal.

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

Tuition is a factor that works against enrollment.

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Continue to seek funding for our students.

Section II Assurances

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

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

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

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

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

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

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

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

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

Section III 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 Other enrolled students	39	535	33	85
202-ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2015-16	55	537	47	85
202-ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2014-15	52	540	48	92
202-ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2013-14	52	540	47	90
006-BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
006-BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2013-14	1			
007-CHEMISTRY CST Evaluation Systems group of Pearson Other enrolled students	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	24	515	17	71
201-EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2015-16	49	532	49	100
201-EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2014-15	55	537	54	98
201-EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2013-14	50	536	48	96
090-ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	1			
090-ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2014-15	2			
090-ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2013-14	11	262	11	100
TP110-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
TP110-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	3			
TP110-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
TP115-ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	1			
TP115-ENGLISH AS AN ADDITIONAL LANGUAGE	4			

Evaluation Systems group of Pearson All program completers, 2013-14				
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-ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2013-14	4			
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			
022-ESOL CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
022-ESOL CST Evaluation Systems group of Pearson All program completers, 2013-14	5			
001-LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2013-14	13	257	13	100
004-MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2013-14	5			
004.1-MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	1			
004.1-MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	6			
004.1-MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
1211-MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson Other enrolled students	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	5			
002-MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
002-MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2014-15	21	251	20	95
002-MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2013-14	34	253	33	97
1221-MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	5			
1221-MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2015-16	18	1657	17	94

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	4			
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, 2014-15	1			
091-SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2014-15	1			
091-SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2013-14	4			
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			
TP003-SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
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			
TP004-SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	3			
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	7			
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	5			
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			
TP006-SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	1			
005-SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	1			
005-SOCIAL STUDIES CST	2			

Evaluation Systems group of Pearson All program completers, 2015-16				
005-SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2014-15	4			
005-SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2013-14	5			
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			
TP012-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	6			
060-STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson Other enrolled students	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-STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2013-14	28	251	28	100
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, 2015-16	25	542	23	92
060.1-STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	25	544	24	96
060.1-STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2013-14	4			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	59	51	86
All program completers, 2014-15	66	59	89
All program completers, 2013-14	66	57	86

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

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)?
No

Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

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.

As part of the programmatic portfolio requirement candidates provide evidence of their integration of technological resources in their teaching. Within each candidate's portfolio, for example, candidates are required to utilize the Internet in preparation of lesson plans, securing materials for lessons, making technologically enhanced presentations in classes, and utilizing the online repository (Tk20) for submitting course materials and evaluations. This is particularly true to complete the edTPA assessment system used in New York State.

Technology instruction is infused in most of the courses in the programs. Candidates become adept at utilizing/integrating a variety of technological tools for instruction, learning, and assessment. Recognizing the importance of media literacy in the 21st Century, Fordham's ITE program includes core courses in media/technology (e.g., CTGE 6260-Media Technology Math/Science; CTGE 6261-Media Literacy Technology). Candidates demonstrate integration of technology in instructional planning while exploring the newer technologies as potential resources for instructor and individual student learning.

Further, all ITE program exit project, the Professional Portfolio and Teacher's Work Samples, are aligned with INTASC standards. Data pointing to candidates' integration of technology in their teaching have been aggregated under the sixth standard ("Communication"). Candidates' utilization of their knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom are assessed during the portfolio review.

Using funds from Project REACH, candidates benefited by use of a website-in-development for use in their assessment of students' progress and in designing appropriate instructional strategies for the specific students in their respective classrooms. Candidates apply the principles of Universal Design in their development of instructional materials and strategies, reflecting on the effectiveness of these approaches and materials, thereby constantly improving on the impact on student learning.

Section VI 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.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

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.

The Early Childhood, Childhood, and Adolescent Education programs are distinguished by exceptionally strong field experiences and a carefully coordinated sequence of courses progressing from foundations and teaching methods to the development of a professional portfolio. Candidates develop knowledge regarding effective teaching strategies in University-based courses as well as in their field-experiences. Both settings are rich learning opportunities with candidates constantly considering options and reflecting on the impact of their decisions on students' growing proficiencies. Candidates are supported by expert faculty, master teachers and field advisers/mentors. Fordham Graduate School of Education is a nationally accredited teacher education institution in New York City.

There are numerous required courses and experiences in the program to prepare our general education candidates to work with students who have limited English proficiency. For example, courses such as CTGE 5247 – Teaching Linguistically and Culturally Diverse Students, CTGE 5534 – Beginning Reading and Writing in Inclusive Classrooms, and CTGE 5554 –Reflective Practice and Student Teaching in an Inclusive Classroom. These are required experiences which enrich the knowledge base of our candidates to prepare them to address the needs of students with limited English proficiencies.

Another aspect of the general education teacher-candidates' knowledge and skill evolves from their supervised practice of working with students with disabilities in required courses such as CTGE 5161- Differentiating Instruction for Children with Diverse Needs and PSGE 5500 – Psychological Factors in Children with Disabilities. Candidates gain the knowledge and skills they need to succeed supported by expert faculty, master teachers, and field advisers/mentors.

Recently, with the addition of new degree programs and extension programs in special education, most of our candidates elect (with our advisement) to obtain dual certification both as a traditional classroom teacher as well as a teacher of students with disabilities.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

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.

Historically, graduates from our programs are employed in programs which include students with disabilities. Our reputation for our graduates succeeding in these contexts enables more of our graduates to obtain placements in local school districts.

To enable children and adolescents identified with disabilities to reach their personal and academic potential caring teachers who have expertise in learning and development, curriculum content and pedagogy, and the specialized knowledge and skills to adapt learning environments and experiences essential to meeting each individual learner's needs. The program in Childhood Special Education for Grades 1-6, for example, prepares such teachers through a rigorous academic program tha builds on a foundation of childhood education and psychology, and provides a strong sequence of field experiences. Candidates gain the knowledge and skills they need to succeed supported by expert faculty, master teachers, and field advisers/mentors.

The Teaching English to Speakers of Other Languages (TESOL) program prepares individuals to effectively teach and assist students in developing proficiency in spoken and written English. TESOL students learn to identify and implement appropriate teaching strategies, design and evaluate curriculum, and become familiar with instructional materials to meet the needs of English language learners. The programs emphasize sound educational practices leading to cognitive and linguistic proficiency in speaking, listening, reading, and writing in English. The programs prepare individuals to work with all age levels: children, adolescents, and adults from linguistically and culturally diverse backgrounds. They also prepare candidates to support immigrants succeed in public and non-public schools in the United States and internationally. Also GSE programs include instruction on promoting high achievement for all learners using diverse instructional strategies and resources.

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The Fordham Graduate School of Education is a nationally accredited teacher education institution in New York City. In a study conducted by Eduventures (2016) 82% of our graduates noted they felt "very prepared" or "prepared" to integrate technology in their teaching while 68% noted confidence in using assessment strategies to evaluate student learning. Our program graduates excel on the NYSTCE teacher examinations with an annual pass rate of 94% or better.

Supporting Files

Complete Report Card