

Title II

Higher Education Act

SUBMIT REPORTS

[Contact Us](#) - [Glossary](#) - [Log out](#)

Fordham University - Westchester Campus

Traditional Program

2011-12

Section VIII Report Card Certification

Information in this report has been certified as accurate and complete by:

Rita S. Brause

Associate Dean for Academic Affairs

This submission was reviewed and certified as accurate and complete by:

Carolyn Velazquez-Atis

Executive Secretary to the Dean

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	57	79	38.60%
Male Enrollment	6	16	166.67%
Female Enrollment	51	63	23.53%
Hispanic/Latino Enrollment	4	1	-75.00%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	2	2	0.00%
Black or African American Enrollment	3	8	166.67%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	29	60	106.90%
Two or more races Enrollment	23	3	-86.96%
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%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0	0	
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	38	8	-78.95%
Number of students in supervised clinical experience during this academic year	30	14	-53.33%
Total completers for current academic year	56	32	-42.86%
Total completers for prior academic year	13	56	330.77%
Total completers for second prior academic year	23	13	-43.48%

Fordham University - Westchester Campus

Traditional Program

2011-12

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act

OMB Control No.: 1840-0744 (exp. 12/31/2015)

Title II Higher Education Act

SUBMIT REPORTS

[Contact Us](#) - [Glossary](#) - [Log out](#)

Fordham University - Westchester Campus
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: Fordham University - Westchester Campus
Institution/Program Type: Traditional
Academic Year: 2011-12
State: New York

Address: 400 Westchester Ave

West Harrison, NY, 10604

Contact Name: Dr. Rita S. Brause
Phone: 212-636-6410
Email: brause@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/oij/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/oit/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Master of Science in Teaching - Adolescence Biology 7-12 Education	No
Master of Science in Teaching - Adolescence Biology/Conservation Life Science 7-12 Education	No
Master of Science in Teaching - Adolescence Chemistry 7-12 Education	No
Master of Science in Teaching - Adolescence Earth Science Education 7-12	No
Master of Science in Teaching - Adolescence English Education 7-12	No
Master of Science in Teaching - Adolescence Mathematics 7-12 Education	No
Master of Science in Teaching - Adolescence Physics 7-12 Education	No
Master of Science in Teaching - Adolescence Social Studies 7-12 Education	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 and Special Education	No
Master of Science in Teaching - Early Childhood Education	No
Master of Science in Teaching - Teaching English to Speakers of Other Languages K-12	No
Master of Science in Teaching - Teaching Exceptional Adolescents 7-12 (generalist)	No
Master of Science in Teaching - Teaching General and Exceptional Adolescents (Dual Certification)	No
Master of Science in Teaching Bilingual K-12	No
Master of Science in Teaching Exceptional Adolescents w/ Subject specialization	No
Master of Science in Teaching General & Special Education	No
Total number of teacher preparation programs: 20	

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 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		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other		

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 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

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	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	No	No
Other		

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 2011-12

3.46

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

3.7

Section I.c Program 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.

Total number of students enrolled in 2011-12:	79
Unduplicated number of males enrolled in 2011-12:	16
Unduplicated number of females enrolled in 2011-12:	63

2011-12	Number enrolled
---------	-----------------

<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	8
Native Hawaiian or Other Pacific Islander:	0
White:	60
Two or more races:	3

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

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	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	8
Number of students in supervised clinical experience during this academic year	14

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

Number of full-time equivalent adjunct faculty drawn from Fordham faculty and PreK-12 staff include field specialists, cooperating teachers, and supervisors in the advanced literacy programs. Childhood and advanced literacy candidates each have a school-based cooperating teacher or supervisor. Childhood candidates also have field specialists who support their field/clinical activities.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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	
Teacher Education - Special Education	4
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	43
Teacher Education - Junior High/Intermediate/Middle School Education	28
Teacher Education - Secondary Education	28
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	

Teacher Education - Business	
Teacher Education - English/Language Arts	2
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	16
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	23
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
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	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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	

Teacher Education - Special Education	4
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	43
Teacher Education - Junior High/Intermediate/Middle School Education	28
Teacher Education - Secondary Education	28
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	2
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	16
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	23
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
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	
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:

2011-12: 32

2010-11: 56

2009-10: 13

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

2

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

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:

We will focus all our Mathematics teacher education students at our Lincoln Center programs.

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

No

How many prospective teachers did your program plan to add in mathematics in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

No

How many prospective teachers does your program plan to add in mathematics in 2013-14?

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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

1

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

We will focus all science applicants to enroll in programs at our Lincoln Center campus.

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 2012-13

Is your program preparing teachers in science in 2012-13?

No

How many prospective teachers did your program plan to add in science in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

No

How many prospective teachers does your program plan to add in science in 2013-14?

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 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

3

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

all candidates, regardless of specialization, enroll in at least one course which provides information and experience in the instruction of students designated as needing special education. In addition, we offer courses which lead to certification as a special educator. We have increased the number of dual programs we offer to better prepare teachers for the reality of the job market.

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

Design additional dual certification programs.

Provide extension programs for previously certified teachers to obtain additional (dual) certification and expertise in much needed areas.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

8

Provide any additional comments, exceptions and explanations below:

offering dual certification programs and extension programs to encourage preparation as special education teachers along with certification as a childhood or early childhood educator, for example.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

we will particularly emphasize extension programs for experienced, and previously certified teachers.

Section II. Annual Goals - LEP

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 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

NA

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 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

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 of the Division of Curriculum and Teaching educate and challenge 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.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006 -Biology CST Evaluation Systems group of Pearson All program completers, 2010-11	1			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	10	274	10	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	20	271	20	100
090 -Elementary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	28	264	28	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	15	263	15	100
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2011-12	1			
003 -English Language Arts CST Evaluation Systems group of Pearson All program completers, 2010-11	1			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	1			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	12	264	12	100

001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2011-12	23	268	23	100
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson All program completers, 2010-11	33	266	33	100
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2009-10	15	257	15	100
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2011-12	6			
065 -Literacy CST Evaluation Systems group of Pearson All program completers, 2010-11	4			
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2009-10	2			
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2011-12	1			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2011-12	16	256	16	100
002 -Multi-Subject CST Evaluation Systems group of Pearson All program completers, 2010-11	26	256	26	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2009-10	14	254	14	100
009 -Physics CST Evaluation Systems group of Pearson All program completers, 2010-11	1			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	2			
091 -Secondary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	7			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	1			

005 -Social Studies CST Evaluation Systems group of Pearson All program completers, 2010-11	4			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2011-12	12	240	12	100
060 -Students With Disabilities CST Evaluation Systems group of Pearson All program completers, 2010-11	17	245	16	94
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2009-10	10	244	10	100

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	26	26	100
All program completers, 2010-11	37	36	97
All program completers, 2009-10	17	17	100

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. 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 technological expertise integrated into their teaching activities. Within the portfolio preparation itself, for example, candidates are required to utilize the computer 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. In addition, they use electronic resources to store, review, and analyze data on standardized measures as well as informal measures. Students in candidates' classes develop proficiency in accessing and utilizing digitized resources for diverse activities.

Technology instruction is infused in most of the courses in the programs. Candidates become adept at utilizing/integrating a variety of technology tools for instruction and learning. 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, the ITE program's exit project, the Professional Portfolio and Teachers' 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.

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.

Both the 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 and apply knowledge learned

in courses during their field experiences. They are supported by expert faculty, master teachers and field advisers/mentors. The programs are recognized by the related professional associations including the Association of Childhood Education International (ACEI), NCTE, NCTM, and NCSS. 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 and CTGE 5534 – Beginning Reading and Writing in Inclusive Classrooms and CTGE 5554 – Reflective Practice and Student Teaching in an Inclusive Classroom 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.

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.

To enable children and adolescents identified with disabilities to reach their personal and academic potential requires 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 to meet individual student's needs. The program in Childhood Special Education for Grades 1-6 prepares such teachers through a rigorous academic program that 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) programs prepare individual 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 prepared candidates to support immigrants in public and non-public schools in the United States as well as abroad.

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.

All of Fordham's specialization programs have achieved National Recognition from the specialization organizations in the process of achieving NCATE accreditation. These include the Association of Childhood Education International (ACEI),

NAACE, Council for Exceptional Children (CEC), Teachers of English to Speakers of Other Languages (TESOL), International Reading Association (IRA), National Council of Teachers of English (NCTE), National Council of the Social Studies (NCSS), National Council of Teachers of Mathematics (NCTM), and the National Science Teachers Association (NSTA). All those who complete an initial certification program with us enroll in courses in TESOL or bilingual education. In addition, there are candidates who seek initial certification as either TESOL or Bilingual teachers with others serving as support teachers to colleagues who are specialists. And there are experienced teachers who seek extensions of their teaching certification to be TESOL instructors. We have programs that accommodate all these opportunities. The Fordham Graduate School of Education is a nationally accredited teacher education institution in New York City. In a study conducted by Eduventures (2012) 74% of our graduates noted they felt "very well 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 97% or better. All those who complete an initial certification program with us enroll in courses in TESOL or bilingual education. In addition, there are candidates who seek initial certification as either TESOL or Bilingual teachers with others serving as support teachers to colleagues who are specialists. And there are experienced teachers who seek extensions of their teaching certification to be TESOL instructors. We have programs that accommodate all these opportunities.

Supporting Files

Fordham University - Westchester Campus
Traditional Program
2011-12

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act

OMB Control No.: 1840-0744 (exp. 12/31/2015)
