Program Information

Name of Institution: College of New Rochelle - Main
Institution/Program Type: Alternative, IHE-based
Academic Year: 2010-11
State: New York
Address: 29 Castle Place
New Rochelle, NY, 10805
Contact Name: Dr. Marie Ribarich
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Email: mribarich@cnr.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	NA	Yes
Fee/Payment	NA	No
Transcript	NA	Yes
Fingerprint check	NA	No
Background check	NA	No
Experience in a classroom or working with children	NA	Yes
Minimum number of courses/credites/semester hours completed	NA	No
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	Yes
Minimum GPA in professional education coursework	NA	No
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	No

Minimum basic skills test score	NA	No
Subject area/academic content test or other subject matter verification	NA	No
Recommendation(s)	NA	Yes
Essay or personal statement	NA	Yes
Interview	NA	No
Resume	NA	No
Bachelor's degree or higher	NA	Yes
Job offer from school/district	NA	Yes
Personality test	NA	No
Other (specify:)	NA	No

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

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

Does your initial teacher certification program conditionally admit students? Yes

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

Section I.b 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 2010-11:	2
Unduplicated number of males enrolled in 2010-11:	0
Unduplicated number of females enrolled in 2010-11:	2

2010-11	**Number enrolled**
Ethnicity	

Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	0
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	0
Average number of clock hours required for student teaching	0
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	0

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

These students are working full-time and therefore this is their clinical experience. They are mentored by faculty.

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	0
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0

Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education- History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0

Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	0

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	0
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0

Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0

Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0

English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	0

Section I.e Program Completers

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

2010-11: 3

2009-10: 2

2008-09: 0

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2010-11 Goal: 0 Goal met? Yes Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Science	Academic year: 2010-11 Goal: 0 Goal met? Yes Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Special education	Academic year: 2010-11 Goal: 2 Goal met? Yes

	Description of strategies used to achieve goal: We worked with the students enrolled in this Transitional B program to assist them in completion of program requirements. Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Instruction of limited English proficient students	Academic year: 2010-11 Goal: 0 Goal met? Yes Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
N/A	Academic year: 2010-11 Goal: 0 Goal met? Yes Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
Yes

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Various courses within the Graduate School, such as Foundations of Education, Child Development and Differentiated Instruction incorporate the different learning characteristics of a variety of diverse populations including limited English proficient students, children from low-income families, and training to teach in urban and rural schools. The required graduate level course in differentiation incorporates strategies that use a variety of entry points to develop language proficiency. This includes, for example, using arts integration, kinesthetic representational instruction with specific scaffolding techniques which bridge the experience to new vocabulary and expressive language. We expose teachers to ways of how to use best practice models in consideration of educating culturally diverse groups of children to meet the needs of children in rural and urban school populations. Our students also become aware of how poverty affects cognitive and affective development and they incorporate this knowledge into their lesson plans throughout the program.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
002 -Multi-Subject CST Evaluation Systems group of Pearson All program completers, 2010-11	2				99	260
002 -MULTI-SUBJECT CST	2				100	256

Evaluation Systems group of Pearson All program completers, 2009-10						
060 -Students With Disabilities CST Evaluation Systems group of Pearson All program completers, 2010-11	2				98	249
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2009-10	2				99	248

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	2			100
All program completers, 2009-10	2			99
All program completers, combined 3 academic years	4			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:
State

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

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 how your program 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 how your program 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.

Within the Graduate School we require students to take various courses such as, Math, Science and Technology in the Classroom, and Computer Graphics and Technology in the Art Classroom that incorporate technology depending upon the specific certification program. Teachers are given instruction on how to use Smart Board technology within lesson planning, as well as, utilizing a variety of digital media within their own presentation of curriculum. The faculty also integrates technology within their courses by using the ANGEL Learning Management Suite for communication, dissemination of materials, and minimal instruction. In addition, some faculty members in the Graduate School have integrated the use of hybrid learning into several teacher education courses.

Section VI. Teacher Training

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 how your program 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.

At the graduate level, students are made aware of characteristics of students with learning and behavioral disabilities as outlined in IDEA and to use best practice instruction to serve the needs of all students within the classroom. We model instruction within our courses as a means of demonstrating a variety of strategies of how to teach children with disabilities. All lesson plans

within the methods courses and student teaching require students to include ways in which they will differentiate for children within a variety of disabilities. Also within the methods courses, students understand the laws and terminology of special education.

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 how your program 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.

Students who are training to become special education teachers have specialized courses that cover topics in learning and behavior disorders, autism and severe disabilities, testing and assessment, planning and implementation of effective programs, and student behavioral strategies in the classroom. Within these courses, students learn about differential diagnosis and collaborative teams, educational and curriculum planning, federal and state statutes, policies and processes, best practice models in consideration of educating culturally diverse groups, and how to select, administer, score and interpret formal and informal assessments. Students are required to work in educational settings or agencies that serve children with disabilities in a least restrictive environment under the supervision of faculty using best practices in the field.

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.

Supporting Files

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)