5-YEAR INTEGRATED TEACHER EDUCATION TRACK

The Fordham University Graduate School of Education (GSE) offers a 5-Year Integrated Teacher Education Track for students enrolled in one of the undergraduate colleges of the University. Programs are offered at the Lincoln Center campus. The 5-Year Track provides an opportunity for students to complete a B.A./B.S. and a 30 credit Master of Science in Teaching (M.S.T.) degree in Early Childhood Education, Childhood Education, or Adolescence Education (biology, chemistry, physics, earth science, mathematics, English, or social studies), or TESOL (Teaching English to Students of Other Languages). Dual certification and extensions may also be pursued in early childhood special education, childhood special education, early childhood/childhood education, bilingual Childhood education, and adolescence special education. Extensions are also offered in middle childhood education, TESOL, special education or bilingual education for additional credits.

Students interested in teaching English to students of other languages may pursue a program in TESOL for grades Pre K-12. There are specific language requirements for this program and consultation with the appropriate program adviser is necessary.

The five-year combined degree track consists of early admission to the GSE, integration of 12 GSE credits during senior year, the completion of a B.A./B.S. degree, and a fifth year as a full-time student completing the additional credits in coursework and two semesters of student teaching. Dual certifications are additional credits and might take longer to pursue. After completion of all program requirements, students receive an M.S.T. degree and are eligible for GSE endorsement for New York State Initial Teacher Certification. New York State Certification is reciprocal with many states.

Early advisement and coordination is an important feature of this track. Please note that any student who does not complete successfully all degree requirements will not be endorsed for New York State Initial Teacher Certification.

Program Activities

Field Experience

Once the Declaration of Interest is submitted, the coordinator will permit registration into the 1 credit Field Experience Seminar (CTGE 4200). Sophomores meet twice each semester, juniors meet three times each semester, and seniors meet once monthly. Seminars are held on both campuses except in senior year when they are held at Lincoln Center along with GSE courses. Field experience requires 30 hours per semester through senior year. The field hours are arranged according to the student's schedule. The field experience helps the student to examine interest in the teaching profession, gain experience working with children on different grade levels, allows education faculty to learn about student's suitability for teaching, and prepares the student for the fifth year student teaching experience.

Student Teaching Orientation

Prior to beginning fall student teaching, an orientation is held for students in all programs who are beginning this experience. Students are provided with extensive information, meet with their field specialists, and receive their school and grade assignment for the fall semester.

Student Teaching

In the 5th year, each student completes a full-time student teaching placement at two different sites in the grade levels of the certification area. Students are placed in schools that have partnerships with the GSE and with cooperating teachers that have more than three years of experience teaching. Each works with a field specialist who serves as a mentor and coach and who observes and evaluates the student in their student teaching placement site. A career adviser works specifically with students throughout the job search process. Field and student teaching placements provide more than 600 hours of comprehensive experience in public schools.

New York State Teacher Certification Exams and Workshops

Students are notified about New York State teaching certification requirements: certification exams, specialized workshops, fingerprinting, and application process. Extensive support is provided to students throughout this process.

Final Project

At the end of the fifth year, students prepare a capstone project as a culminating activity. This includes a theoretical and reflective essay highlighting teaching practice and knowledge gained. Adolescence education programs require the completion of a student work sample.