AAQEP Annual Report for 2023

Provider/Program Name:	Nazareth University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2027

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Institution origin. Currently an independent, co-educational, comprehensive institution, Nazareth University was established in 1924 by the Sisters of St. Joseph as a Roman Catholic college offering liberal arts and professional programs for women. Historically, it was known for its mission of preparing women to meet community needs in programs in teacher education, nursing, and social work, as well as in programs in foreign languages and the liberal arts. While maintaining many favorable connections with the founding religious congregation, Nazareth University has grown to be an inclusive, non-denominational, comprehensive institution. Nazareth proudly supports an array of liberal arts majors and professional programs that serve the Rochester region through degree programs in teacher education, business, and nursing, programming in the fine and performing arts, and on-campus clinics in reading, speech, music, art, and physical and occupational therapy.

Teacher Education Origin, Context, and Commitments

Teacher education program origins and context. Education programs have been an integral part of Nazareth University since its founding. Initially, education program options were offered at the undergraduate level. Graduate courses in Education were first offered in 1952, with new program options being approved throughout the ensuing decades. Course offerings in teacher education remained relatively stable during that time, providing undergraduate and graduate students choices across a range of certification foci and age levels.

In 2003, the Nazareth University Board of Trustees adopted an Academic Restructuring Plan which changed the institution's academic organizational structure from one of many independent departments to a College and three Schools, each with a Dean: the College of Arts and Sciences, the School of Education, the School of Health and Human Services, and the School of Management (renamed School of Business and Leadership in 2019).

In 2023, Nazareth University changed its name from Nazareth College to Nazareth University. With this change, the institution restructured into three colleges: College of Visual and Performing Arts, College of Interprofessional Health and Human Services, and College of Liberal Arts, Sciences, Business, and Education (CLASBE). Within CLASBE, there are two schools: School of Education and School of Business Leadership. This restructuring plan brought about administrative changes as well. CLASBE's administrative structure consists of one Dean who oversees the college, two Associate Deans (one for School of Education and one for School of Business Leadership), Department Chairs, and Program Directors. On October 20, 2023, the School of Education unanimously voted for the following administrative structure to be implemented Spring 2024:

CLASBE Dean
SoE Associate Dean
SoE Chair
Program Directors

The following undergraduate certification options are currently offered (all lead to initial certification):

- Inclusive Early Childhood/Childhood Education
- Inclusive Adolescence Education (Grades 7-12) in the following academic subjects: Biology, Chemistry, English, Foreign Languages (including Chinese, French, Italian and Spanish), Mathematics, Theatre/English, and Social Studies
- Art Education (Birth-Grade 12) [College of Visual and Performing Arts]

- Music Education (Birth-Grade 12) [College of Visual and Performing Arts]

The following graduate teacher certification options are offered:
- Art Education (Birth-Grade 12) (Initial and Professional certifications) [College of Visual and Performing Arts]
- Inclusive Education, Early Childhood (Birth-Grade 2) (Initial, Additional - Changing Developmental Levels, and Additional - Same Developmental Level, and Professional Level certifications)
- Inclusive Education, Childhood (Grades 1-6) (Initial, Additional - Changing Developmental Levels, Additional - Same Developmental Level, and Professional certifications)
- Inclusive Education, Adolescence (Grade 7-12) (Initial, Additional - Changing Developmental Levels, and Additional - Same Developmental Level, Professional certifications)
- Literacy Education (Birth-Grade 6 and Grades 5-12) (Additional certifications)
- Music Education (Birth-Grade 12) (Initial and Professional certifications) [College of Visual and Performing Arts]
- Teaching English to Speakers of Other Languages (Birth-Grade 12) (Initial, and Additional certifications)
- Speech-Language Disabilities (Birth-Grade 12) (offered through the Department of Communication Sciences & Disorders) (Initial) [College of Interprofessional Health and Human Services]

Two extension and one annotation program are offered (Bilingual Education, Gifted and Talented Education, and Students with Severe or Multiple Disabilities), as well as three certification-only programs (Post-Baccalaureate ACCESS program for career changers interested in teaching at the secondary level, and two Post-Masters' certification programs: Teaching English to Speakers of Other Languages, and Literacy Specialist). In addition, there are two Advanced Certificate programs offered: Rochester Scholars for Early Intervention (Project RISE) and the Interdisciplinary Specialty Program in Autism at Nazareth (ISPAN)

There also are two graduate programs in the School of Education which are designed to meet the needs of international students, and do not lead to teacher certification. One program is focused on TESOL, particularly in international contexts, and one program is focused on Inclusive Early Childhood/Childhood Education.

This overview of the teacher education program at Nazareth University gives a sense of the size and scope of the program and the close collaborative relationship of teacher education to the Nazareth University community. The foundation of liberal arts, the commitment to civic engagement, and the endeavor to recognize diversity defined in a multiplicity of ways are core to the university and to the program. Finally, the Nazareth University teacher education program options have continued to build programmatic offerings on current educational research and theory linked with practice in diverse educational settings.

The School of Education faculty made the decision to bundle all the teacher preparation certification options into one Quality Assurance Report, since all the individual certification program options share a common logic, structure, quality control system, and similar and comparable categories of evidence which will be explicated in the report.

Note, teacher education programs that are situated outside the School of Education are all accredited by another accreditor, and thus were not included as part of the AAQEP accreditation process: Art Education (National Association of Schools of Art and Design), Music Education (National Association of Schools of Music), and Speech-Language Pathology (Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association). Also, the two non-certification graduate programs offered within the School of Education were also not included.

School of Education mission. The mission of the School of Education is to prepare teachers who are educated in the liberal arts and committed to a life guided by intellectual, moral and ethical values. To carry out its mission, the School of Education:
- demonstrates the liberal arts' contribution to supporting and enhancing professional preparation;
- recruits faculty members who support the school's goals, are sensitive to the needs of individual students, are committed to teaching and scholarship, and connect practice to theory;
- provides curricula that challenge students to high academic achievement and prepare them to become ethical and reflective teachers;
- advances in its students the intellectual development necessary for critical thinking, problem-solving, and effective communication;
- promotes respect for diversity through culturally responsive study and instruction, diverse clinical placements, and a commitment to recruit a more diverse faculty and student population;
- employs technology to extend the professional expertise of both faculty and students;
- serves the community's children and families;
- supports dynamic collaboration between its faculty and the broader community of schools, agencies, and cultural institutions for mutual professional growth.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://www2.naz.edu/school-education/accreditation

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Note: Given that this is a publicly shared document, to protect teacher candidate privacy, we are only reporting data with N>10 throughout the Annual Report.
Note: "SwD" is the abbreviation for "Students with Disabilities"

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 08/23)	**Number of Completers** in most recently completed academic year (12 months ending 08/23)
Programs that lead to initial teaching credentials			
Bachelor of Science (Biology)	BS.BIO.ADOL-G Initial Certification in Biology 7-12 and SwD Generalist 7-12	N<10	N<10
	BS.BIO.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	No completers
Bachelor of Science (Chemistry)	BS.CHM.ADOL-G Initial Certification in Chemistry 7-12 and SwD Generalist 7-12 BS.CHM.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood	N<10	N<10

	Education B-2; Childhood 1-6; SwD Childhood 1-6		
	BS.CHM.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	No completers
Bachelor of Science (Theatre Arts)	BS.THA.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (American Studies)	BA.AMS.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	No completers
Bachelor of Arts (Anthropology)	BA.ANT.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	None enrolled	No completers
Bachelor of Arts (Chinese/Mandarin)	BA.CHN.ADOL-G Initial Certification in Chinese/Mandarin 7-12 and SwD Generalist 7-12	None enrolled	No completers
Bachelor of Arts (Communications Media)	BA.COMM_MEDIA.INCH	N<10	No completers

	Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6		
Bachelor of Arts (Communications Rhetoric)	BA.COMM_RHET.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	None enrolled	No completers
Bachelor of Arts (Community Youth Development)	BA.CYD.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	No completers
Bachelor of Arts (English)	BA.ENG.ADOL-G Initial Certification in English 7-12 and SwD Generalist 7-12	13	N<10
	BA.ENG.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	21	N<10
Bachelor of Arts (French)	BA.FRN.ADOL-G Initial Certification in French 7-12 and SwD Generalist 7-12	N<10	N<10

	BA.FRN.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	None enrolled	No completers
Bachelor of Arts (Global Studies)	BA.GLO.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	None enrolled	No completers
Bachelor of Arts (History)	BA.HIS.ADOL-G Initial Certification in History 7-12 and SwD Generalist 7-12	32	N<10
	BA.HIS.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (International Studies)	BA.INS.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	None enrolled	No completers
Bachelor of Arts (Italian)	BA.ITL.ADOL-G Initial Certification in Italian 7-12 and SwD Generalist 7-12	N<10	No completers

	BA.ITL.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	None enrolled	No completers
Bachelor of Arts (Mathematics)	BA.MTH.ADOL-G Initial Certification in Mathematics 7-12 and SwD Generalist 7-12	N<10	N<10
	BA.MTH.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (Modern Foreign Languages)	BA.MFL.ADOL-G Initial Certification in Language 7-12 and SwD Generalist 7-12	None enrolled	No completers
	BA.MFL.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	None enrolled	No completers
Bachelor of Arts (Political Science)	BA.PSC.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood	None enrolled	No completers

	Education B-2; Childhood 1-6; SwD Childhood 1-6		
Bachelor of Arts (Psychology)	BA.PSY.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	64	21
Bachelor of Arts (Religious Studies)	BA.RES.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	No completers
Bachelor of Arts (Sociology)	BA.SOC.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (Spanish)	BA.SPN.ADOL-G Initial Certification in Spanish 7-12 and SwD Generalist 7-12	N<10	N<10
	BA.SPN.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	No completers

Bachelor of Arts (Social Science)	BA.SSC.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	None enrolled	No completers
Bachelor of Arts (Social Science with Anthropology Specialization)	BA.SSC-ANT.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	None enrolled	No completers
Bachelor of Arts (Social Science with Psychology Specialization)	BA.SSC-PSY.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	None enrolled	No completers
Bachelor of Arts (Social Science with Sociology Specialization)	BA.SSC-SOC.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	No completers
Bachelor of Arts (Theatre Arts/English)	BA.THA.ADOL-G Initial Certification in English 7-12 and SwD Generalist 7-12	N<10	No completers
Bachelor of Arts (Theatre Arts)	BA.THA.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood	None enrolled	No completers

	Education B-2; Childhood 1-6; SwD Childhood 1-6		
Bachelor of Arts (Open Path)	BA.PATH.ADOL-G Initial Certification in Adolescence Content Area 7-12 and SwD Generalist 7-12	N<10	No completers
Bachelor of Arts (Open Path)	BA.PATH.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	20	No completers
Master of Science in Education (Inclusive Adolescence Education)	MSED.INAD.ICG Initial/Professional Certification in Adolescence Content Area 7-12; SwD Generalist 7-12	N<10	N<10
Master of Science in Education (Inclusive Childhood Education)	MSED.INCH.I Initial/Professional Certification in Childhood Education 1-6; SwD Childhood Education 1-6	23	N<10
Master of Science in Education (Inclusive Early Childhood Education)	MSED.INEC.I Initial/Professional Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2	N<10	N<10
Master of Science in Education (Teaching English to Speakers of Other Languages)	MSED.TESL.I.B-12	N<10	N<10

	Initial/Professional Certification in Teaching English to Speakers of Other Languages B-12		
Master of Science in Education (Teaching English to Speakers of Other Languages and Adolescence Education)	MSED.TSL.ADOL.I Initial/Professional Certification in Teaching English to Speakers of Other Languages B-12, and Adolescence Content Area 7-12	None enrolled	No completers
Total for programs that lead to initial credentials		246	67
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Science in Education (Inclusive Adolescence Education)	MSED.INAD.AG Initial/Professional Certification in SwD Generalist 7-12	N<10	N<10
	MSED.INAD.CG Initial/Professional Certification in Adolescence Content Area 7-12; SwD Generalist 7-12	N<10	No completers
	MSED.INAD.PG Professional Certification in Adolescence Content Area 7-12; SwD Generalist 7-12	N<10	N<10
Master of Science in Education (Inclusive Childhood Education)	MSED.INCH.S SwD Childhood 1-6	N<10	No completers
	MSED.INCH.C Initial/Professional Certification in Childhood Education 1-6; SwD Childhood Education 1-6	N<10	No completers

	MSED.INCH.P Professional Certification in Childhood Education 1-6; SwD Childhood Education 1-6	21	11
Master of Science in Education (Inclusive Early Childhood Education)	MSED.INEC.S Initial/Professional Certification in SwD Early Childhood Education B-2	N<10	No completers
	MSED.INEC.C Initial/Professional Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2	N<10	No completers
Master of Science in Education (Literacy)	MSED.LED.A.B-6 Initial/Professional Certification in Literacy Education B-6	21	13
	MSED.LED.A.5-12 Initial/Professional Certification in Literacy Education 5-12	N<10	N<10
Master of Science in Education (Teaching English to Speakers of Other Languages)	MSED.TESL.C.B-12 Initial/Professional Certification in Teaching English to Speakers of Other Languages B-12	N<10	N<10
Gifted and Talented Education Extension (Graduate)	ND.PMC.GTE Initial/Professional Certification in Gifted and Talented Education Extension	None enrolled	No completers
Bilingual Extension	ND.PMC.BIL	None enrolled	N<10

(Graduate)	Initial/Professional Certification in Bilingual Education Extension		
Students with Severe or Multiple Disabilities Annotation (Graduate)	ND.PMC.SMD Initial/Professional Certification in Students with Severe or Multiple Disabilities Annotation	N<10	N<10
TESOL Certification Only (Graduate)	ND.PMC.TSL Initial/Professional Certification in Teaching English to Speakers of Other Languages K-12	N<10	No completers
Literacy Education Certification Only (Post-Master's)	ND.PMC.LED B-6 Initial/Professional Certification in Literacy Education B-6	N<10	N<10
	ND.PMC.LED 5-12 Initial/Professional Certification in Literacy Education 5-12	None enrolled	No completers
ACCESS Certification Only (Post-Master's)	NC.PBA.I.***-G Initial/Professional Certification in Adolescence Education Content Area 7-12 (Biology, Chemistry, English, French, Italian, Mathematics, Physics, Social Studies, Spanish); SwD Generalist 7-12	N<10	No completers
Total for programs that lead to additional/advanced credentials		85	46
Programs that lead to credentials for other school professionals or to no specific credential			
	(None included as part of the AAQEP accreditation process.)		

Total for additional programs	0	0
TOTAL enrollment and productivity for all programs	331	113
Unduplicated total of all program candidates and completers	324	104

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

NA

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
324
B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
104
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
438
D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

Undergraduate Programs: 2017 Freshmen Cohort

These data only include first time freshmen who declared education during the fall of their freshmen year. Note, it does not include other students who entered education after their freshman year, nor does it include transfers. (This is consistent with our university-wide data reporting protocols.)

Program	N	4-Year Graduation	6-Year Graduation
Adolescence Education	21	61.9%	61.9%
Inclusive Early Childhood/Childhood Education	27	67.9%	71.4%

Source: IR, "Graduation Rate of SoE Freshmen Cohorts"

Graduate Programs: Retention and Graduation (Academic Years 2018 through 2023)

Most of our graduate teacher candidates do not move through the programs as cohorts. In addition, SoE graduate teacher candidates can enroll with full time status (9-12 credit hours per fall and spring semesters, and 3-6 credit hours per each of the two summer terms) or can enroll with part time status. It is up to the teacher candidate to determine what works best for them, given their personal and professional circumstances, therefore there is no "expected time frame" for completion. The data below shows the average time to degree completion for all candidates

Program	Certification	Avg Time to Degree Completion	
		Terms to Degree (including F, Sp, SuA, SuB)	Months to Degree
Inclusive Adolescence	Initial (48 cr hrs)	6.35	22.5
	Additional/Professional (36-39 cr hrs)	5.23	16.0

Inclusive Childhood	Initial (48 cr hrs)	7.48	29.7
	Additional/Professional (36-39 cr hrs)	5.40	18.5
Inclusive Early Childhood	Initial (48 cr hrs)	8.13	28.0
	Additional/Professional (36-39 cr hrs)	5.38	19.4
Literacy Education	Additional (33 cr hrs)	4.94	15.7
TESOL	Initial (43 cr hrs)	6.00	20.0
	Additional (36 cr hrs)	6.40	18.9

Source: IR, "School of Education Grad Program Retention/Completion"

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Below is a summary of state license examination results for the Educating All Students (EAS) test required for all candidates in initial certification programs), the Content Specialty Tests (required for all candidates in initial and additional certification programs). Data were aggregated to ensure N>10.

Educating All Students (EAS) Test Data: F22, Sp23, Su23 (Best Attempt; Data taken August 31, 2023)				
Program	N=# of Exams	N=# of Students	N=# of Students Passed	% of Students Passed

Undergraduate Subtotal (Initial certification programs: INEC/INCH, ADOL)	32	32	32	100.00%
Graduate Subtotal (Initial certification programs: INEC, INCH, INAD, TSL)	39	35	35	100.00%
Overall Total	71	67	67	100.00%
Not taken	30			
Total Initial Completers	97			
Submission Rate = (as of August 31, 2023)	69.07%			

Content Specialty Test Data: F22, Sp23, Su23 (Best Attempt; Data taken August 31, 2023)				
Program	**N=# of Exams**	**N=# of Students**	**N=# of Students Passed**	**% of Students Passed**
Undergraduate Subtotal (Initial certification programs: INEC/INCH, ADOL)	117	115	111	96.52%
Graduate Subtotal (Initial programs: INAD, INEC, INCH, TSL; Additional	121	109	100	91.74%

certification programs: INEC, INAD, TSL, LTED)				
Overall Total	238	224	211	94.20%

The data above represents the pass rate on 12 individual Content Specialty Tests. Which test(s) candidates take depends on their area(s) of certification. The pass rate on the vast majority of all individual Content Specialty Tests was 100%. The pass rate on one individual Content Specialty Test was below 80%. We are monitoring this to determine if there is a pattern. If so, the program curricula will be revised to address this content.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

The School of Education designed a *Program Completer Survey* and an *Alumni Survey*.

The Alumni Survey was last administered in Spring 2023 The data collection for the instrument is a three-year cycle (spring semester) and the instrument is sent to alumni one and five years out. 264 surveys were sent out in Spring 2023 and we received 15 responses, a 6% response rate. As a result, we have been developing other means for administering the alumni survey to increase our response rate (e.g., provide opportunities for alumni to complete it when they are on campus for various alumni events). There were seven participants from the 2020 cohort, two participants in the 2021 cohort, and 5 participants in the 2022 cohort. The mean scores for all items (across three year cohorts) were above 3.0, with a range of 3.0-3.5. Overall, these alumni rated their education programs as preparing them for teaching.

The Program Completer Survey is administered during all semesters in which capstone/senior seminar courses are offered. During 2022-2023, capstone/senior seminar courses were offered Spring 2023 and Summer 2023. During Spring 2023, 38 program completers completed the survey. During Summer 2023, 28 program completers completed the survey. Forty-two (42) items on the survey provide evidence of program completers' perception of aspects related to Standard 1. The mean of all items related to Standard 1 was 3.45. Twelve (12) items on the survey provide evidence of program completers' perception of aspects related to Standard 2. The mean of all items related to Standard 2 was 3.45.Twenty-five (25) of the items on the survey provide evidence of program completers' perception of aspects related to Standard 3.The mean of all items related to Standard 3 was 3.21. These means exceed the expectation of scores of "Proficient (3)."

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The School of Education designed an *Employer Survey* (modeled after the EPP-designed *Program Completer Survey* and *Alumni Survey*). The Employer Survey was last administered in Fall 2019 (results of which were included in our Quality Assurance Report). The data collection for the instrument is a three-year cycle (fall semester). The next administration was scheduled for Spring 2023, but due to leadership changes and institutional restructuring, the schedule will be extended to Spring 2024.

Although we do not have survey data specific to 2022-2023, we believe the strong percentage of program completers being employed (see H. below) demonstrates employers' perceptions of our program completers' competence and growth.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The university gathers First Destination Outcome data on program completers: the numbers of program completers who are employed, in graduate school, employed and in graduate school, seeking employment, or unknown. There is a multi-step process to gather First Destination Outcomes data that includes survey administration and data collection, utilization of Clearinghouse data, gathering of anecdotal reports, scrubs of social media, and phone calling.

First Destination Outcomes Data

The chart below demonstrates outcomes for our program completers (both Undergraduate and Graduate) from years 2020-2021, 2021-2022, and 2022-2023, as well as knowledge rates (the percentage of students for whom we have post-graduate information on their outcomes) for each year.

Year	UG or GR	Working	Graduate School	Working & Graduate School	Knowledge Rate
2022-2023	UG	28.6%	42.9%	6.1%	79.6%
	GR	75.0%			76.8%
2021-2022	UG	30.2%	35.8%	20.8%	86.8%
	GR	71.4%			75.7%

2020-2021	UG	17.5%	40.0%	42.5%	100.0%
	GR	77.8%			80.6%

We have high percentages of students for whom we have post-graduate information on. The university will continue to gather data on our most recent completers. These data reflect the variety of positions that our completers have taken post-graduation, including employment, graduate school, or both.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Educating All Students Test (EAS)	The EAS has a total test score range of 400 to 600; the minimum passing score is 520. The performance expectation is a passing score.	67 teacher candidates took the EAS (32 undergraduates and 35 graduates). 100.00% of the candidates passed the test.

The *Educating all Students Test* (EAS) is a proprietary assessment. It is one of the licensure tests Pearson VUE provides for the New York State Teacher Certification Examinations (NYSTCE). It is a requirement of initial teacher certification in New York State. The test focuses on five areas: diverse student populations, English language learners, students with disabilities and other special learning needs, teacher responsibilities, school-home relationships. A more detailed description of the test can be found here: Educating All Students Test.		The New York State Education Department requires that certification-granting institutions maintain a pass rate of 80% on certification examinations. The very strong pass rate of 100.00% demonstrated by candidates in 2022-2023 exceeds the state's requirements and is a testament to the preparation of the candidates in areas addressed by AAQEP Standard 1 specifically given that it addresses: diverse student populations, English language learners, students with disabilities and other special learning needs, teacher responsibilities, and school-home relationships.
Content Specialty Test(s) (CST) The *Content Specialty Test/s* (CST) is a proprietary assessment. It is one of the licensure tests Pearson VUE provides for the New York State Teacher Certification Examinations (NYSTCE). It is a requirement of initial and "additional" (initial/professional) teacher certification in New York State. Candidates are required to take a Content Specialty Test in each area of their certification (for example, if a candidate is applying for certification in Childhood Education and Teaching Students with Disabilities at the Childhood Level, they would need to take the Multi-Subject: Teachers of Childhood CST and the Students with Disabilities CST). A description of the test can be found here: Content Specialty Test.	The CSTs are in the process of being redeveloped. The redeveloped CSTs have a total test score range of 400 to 600; the minimum passing score is 520. The performance expectation is a passing score.	The overall passing rate on the CSTs was 94.20% (the passing rate for undergraduates was 96.52% and the passing rate for graduates was 91.74%). These data represent the passing rates on twelve different content specialty tests.

		The Content Specialty Tests (CST)(s) provide evidence of candidates' demonstration of 1.1, as it measures knowledge and skills in the content area of the candidate's field(s) of certification (for both initial and additional certification programs). Note, the newly revised CSTs also include knowledge of learners and/or pedagogical content knowledge competencies, and some include a constructed response assignment that provides an opportunity of demonstration of those competencies. The very strong pass rate of 94.20% demonstrated by candidates in 2022-2023 exceeds the state's requirements and is a further testament to the preparation of the candidates in areas addressed by AAQEP Standard 1.
Student Teaching/Graduate Practicum Assessment The *Student Teaching/Graduate Practicum Assessment* is an EPP-designed assignment. All programs' student teaching/graduate practicum rubrics contain 16 common, cross-programmatic constructs, and each program includes from 1 to 4 program-specific constructs. The Student Teaching/Graduate Practicum Evaluation Rubric is completed during the student teaching/graduate practicum semester. During the student teaching semester, teacher candidates are assessed with this	The rubric is a 4-point scale that includes numerical and descriptive proficiency level labels: Exemplary (4), Proficient for a Beginning Teacher (3), Developing (2), Not Yet Acceptable (1). The standard for demonstration of proficiency is "Proficient (3)," which is consistent across all programs, and explicitly indicates the criteria for success for candidates.	66 student teachers/graduate practicum students completed their culminating clinical experience in F22, Sp23 and Su23 (50 undergraduates and 16 graduate students). All items on the assessment are directly related to the aspects of Standard 1. The total mean score for all candidates on all item assessments demonstrating competencies related to Standard 1 was 3.62 (undergraduate student teacher mean was 3.64; graduate student teacher/practicum mean was 3.60). These

instrument two to three times during the semester. At the end of each placement, the school-based teacher educator (SBTE) assesses the candidate using this instrument. Additionally, at the end of the semester, the university-based supervisor also assesses the candidate. During the graduate practicum semester, teacher candidates are assessed with this instrument once by the school-based teacher educator (SBTE), and once by the university-based teacher educator (UBTE). Given that the assessment is given at the end of teacher candidates' programs, it provides evidence of both Standard 1 and Standard 2.		means exceed the expectation of scores of "Proficient (3)."

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Student Teaching/Graduate Practicum Assessment The *Student Teaching/Graduate Practicum Assessment* is an EPP-designed assignment. All programs' student teaching/graduate practicum rubrics contain 16 common, cross-programmatic constructs, and each program includes from 1 to 4 program-specific constructs. The Student Teaching/Graduate Practicum Evaluation	The rubric is a 4-point scale that includes numerical and descriptive proficiency level labels: Exemplary (4), Proficient for a Beginning Teacher (3), Developing (2), Not Yet Acceptable (1). The standard for demonstration of proficiency is "Proficient (3)," which is consistent across all programs, and explicitly indicates the criteria for success for candidates.	66 student teachers/graduate practicum students completed their culminating clinical experience in F22, Sp23 and Su23 (50 undergraduates and 16 graduate students). Nine items (seven common, cross-programmatic constructs) on the student teaching/graduate practicum assessment are directly tied to aspects of Standard 2. The total mean score for all

Rubric is completed during the student teaching/graduate practicum semester. During the student teaching semester, teacher candidates are assessed with this instrument two to three times during the semester. At the end of each placement, the school-based teacher educator (SBTE) assesses the candidate using this instrument. Additionally, at the end of the semester, the university-based supervisor also assesses the candidate. During the graduate practicum semester, teacher candidates are assessed with this instrument once by the school-based teacher educator (SBTE), and once by the university-based teacher educator (UBTE). Given that the assessment is given at the end of teacher candidates' programs, it provides evidence for Standard 2.		candidates on all seven common, cross-programmatic construct items, demonstrating competencies related to Standard 2 was 3.66 (undergraduate student teacher mean was 3.66; graduate student teacher/practicum mean was 3.65). These means exceed the expectation of scores of "Proficient (3)."
Portfolio Each of the School of Education programs, with the exception of the undergraduate inclusive adolescence education program, utilizes portfolio assessment as a component in evaluating candidates' learning. The faculty believes that portfolio assessment provides detailed qualitative and quantitative evidence that clearly reflects the complexity and multi-dimensionality of teaching and learning. The portfolios differ in structure and form from program to program, although all are linked to professional	The portfolios are assessed using a 4-point scale rubric that includes numerical and descriptive proficiency level labels: Pass with Distinction (4), Pass (3), In Progress (2), Not Yet (1). The standard for demonstration of proficiency is "Proficient (3)," which is consistent across all programs, and explicitly indicates the criteria for success for candidates.	The data below show the percentage of teacher candidates who met the standard for proficiency on all portfolio elements related to all aspects of Standard 2.

Standard 2	Met Standard for Proficiency
2.1a Understand and engage local school and cultural communities	100.00%

standards which are linked to AAQEP standards, and all include reflective "entry slips"/domain narratives. Each of the program portfolios include some required standards/components that are required, and some which are candidates' choice. There is a high level of congruence across many programs' evaluative rubrics.

Given that the assessment is given at the end of teacher candidates' programs, it provides evidence for Standard 2.

2.1b Foster relationships with diverse families/ guardians/caregivers	100.00%
2.2a Engage in culturally responsive educational practices with diverse learners	98.43%
2.2b Engage in diverse cultural and socioeconomic community contexts	100.00%
2.3a Create productive learning environments	98.43%
2.3b Can develop productive learning environments in diverse contexts	98.43%
2.4 Support students' growth in international and global perspectives	100.00%
2.5a Establish goals for their own professional growth	100.00%
2.5b Engage in self-assessment, goal setting and reflection on their practice	100.00%

		2.6 Collaborate with colleagues to support professional learning	100.00%

(Data represents all portfolios completed between September 1, 2022 and August 31, 2023.)

These data illustrate program completers' strong demonstration of the knowledge and skills in all aspects of Standard 2.

The *Program Completer Survey* is an EPP-designed assessment. The survey is administered one time to all graduates during their final semester, just prior to graduation. Note, the title of this survey denotes our candidates' understanding of when they would take this survey, at the completion of their program. The survey reflects AAQEP standards. Each prompt in the survey is tagged to specific aspects of AAQEP Standard 1, 2, and/or 3. Data are typically collected each semester (Fall, Spring, Summer A, and Summer B) from all candidates completing their program during that semester (the only candidates not included are those who are absent from class the day the survey is administered). Given that the assessment is given at the end of teacher candidates' programs, it provides evidence for Standard 2.	The rating scale is one (1) to four (4). A "3" is considered proficient, which is consistent with the standard across all EPP-created instruments and reflects consistent use of the 75th percentile heuristic.	During Spring 2023, 38 program completers completed the survey. During Summer 2023, 28 program completers completed the survey. Twelve (12) items on the survey provide evidence of program completers' perception of aspects related to Standard 2. The mean of all items related to Standard 2 was 3.45. The item specific means ranged from 3.08 to 3.81.These means exceed the expectation of scores of "Proficient (3)."

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The School of Education is able to celebrate many program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities during 2022-2023, including:

Restructuring and Internal Processes
- Developed and implemented a new structure beginning in fall 2023 where we were able to maintain our status as a school within a college (that is now situated within a University). There is new leadership both at the Dean and Associate Dean levels (see description in Overview and Context section).
- Hired and trained a new data coordinator. Developed new processes for collecting and maintaining data.

Curriculum and Program Development and Instructional Delivery
- New teacher residency programs approved for Inclusive Early Childhood Education, Inclusive Adolescence Education, and TESOL graduate initial certification programs. Nazareth's School of Education is partnered with both Rochester City School District and Monroe 2-Orleans BOCES who were both awarded the teacher residency grants from the NYSED Department of Labor for 2024-2026.
- Re-registered the Literacy Education master's degree program to be all grades and received approval from NYSED.
- Revised School of Education student learning outcomes to more closely align with AAQEP standards. Completed analysis of all course syllabi in all programs to integrate new SLOs.
- Four graduate programs combined their capstone courses to provide a more interdisciplinary portfolio experience.
- Faculty in initial certification programs developed, received approval from NYSED, and implemented NSTAR, the Nazareth Student Teaching Assessment and Reflection process. This process replaces the former edTPA and is the new performance assessment measure required for certification.
- School of Education, in collaboration with faculty from Communication Sciences and Disorders, received NYSED approval for Advanced Certificates in Autism and in Early Intervention.
- Converted programs to be fully online – Advanced Certificate in Autism (ISPAN), TESOL additional certification, TESOL post-master's ESOL only.

Clinical Experiences/Partnerships
- School of Education won the Community Partners award from Greece Central School District.

- Created the Guide to Field Experience for all School Based Teacher Educators.
- Developed the Guide to Residency that provides an overview of all related residency requirements for mentor teachers.
- Designed and implemented a new digital data system for clinical experience attendance verification.
- Expanded partnerships to additional school districts.

Faculty Accomplishments
- Faculty presented program re-designs and new programming efforts related to DEI at multiple state and national conferences (e.g., NYSATE/NYACTE, National TESOL conference).
- TESOL faculty member recruited as Vice President for NYS TESOL leadership group.
- School of Education adjunct faculty member John O'Gorman received the Teaching Excellence Award for Adjunct Faculty at Nazareth.
- Faculty invited to be keynote speaker on inclusive STEM education for Project Lead the Way at Rochester Institute of Technology.
- Several faculty received Scholarship and Innovation Faculty Fellowship grants to write, redesign courses to be online, and revise programs.

Student Success
- Offered the second annual Launching Youth Leadership Action Conference (LYLAC) event
- The Dean of the College of Liberal Arts, Sciences, Business, and Education and a faculty member from Chemistry, in conjunction with faculty from School of Education, developed the NOYCE grant capacity building grant that will fund undergraduate students pursuing STEM education writing and activities.
- Doubled the enrollment in our teacher residency program.
- Revised our professional behaviors rubric and the Essential Functions of a Professional Educator document through the lens of DEI to promote more clarity and inclusion.
- Nine clinical assistants completed their assistantships in schools, research projects, and community presentations.

Diversity, Equity and Inclusion (DEI)
- Black Lives Matter at School Week of Action – Fifth grade students from RCSD were invited to present their individual Black Lives Matter projects at the Frontier Center for Urban Education annual lecture hosted by School of Education.
- Frontier Center for Urban Education hosted a viewing party of *The Rebellious Life of Mrs. Rosa Parks* based on the bestselling biography by Jeanne Theoharis and journalist Soledad O'Brien in celebration of Women's History Month.

- Nazareth School of Education hosted Black Reconstructions: Archival Assembly & Histories of American Education by Dr. Jarvis R. Givens professional development event.
- Faculty and staff participated in a book group to read and discuss *Unearthing Joy* by Gholdy Muhammad.
- Revised foundations course SPF 204 History and Philosophy as a designated DEI course and opened it up for non-education majors.
- Began our second year of the Teaching for Black Lives Study Group. There are 12 participants who meet monthly to do book reads and discuss how to integrate this work into their professional lives. This work happens throughout the school year and participants asked to continue into the summer.

University-Wide Strategic Priorities: School of Education Accomplishments, Progress and Innovations
Nazareth University is engaged in strategic planning which has and will drive priorities and innovations across the University, and in the School of Education. The [Strategic Plan](#) strategies include:
- Changemaker: The School of Education 1) completed work related to a Changemakers in Action proposal centered on "What does it mean to be a Changemaker Educator; and 2) has offered two Equitable Spaces courses that are open to all majors.
- Equity Mindset: The School of Education 1) examined SoE policies through DEI lens; 2) revised assessment instruments (see above) through DEI lens; and 3) established a SEL/Restorative Practices interest work group
- Expansive Naz: The School of Education 1) has implemented new course and program delivery models and will develop criteria for effective online teacher education programs; 2) expanded teacher residency programs with both RCSD and Monroe-2 Orleans BOCES to offer another pathway to teaching; 3) developed a non-credit bearing certificate program *Exploring Autism from Multiple Perspectives* to be launched Spring 2024; 4) developed two Advanced Certificate programs; and 5) will continue to explore implementation of different types of professional learning opportunities with community partners.
- Engaged with Impact: The School of Education 1) implemented SoE Commitment to Diversity, Equity, Inclusion and Social Justice statement (which incorporates tenets of active and inclusive pedagogy); and 2) Developed and implemented Project RISE, an interprofessional program focused on early intervention.
- Campus-Connected: The School of Education 1) established a connection between the Board of Trustees and the Undergraduate Education Club; and 2) managed renovations to the Marie Callahan Reading Clinic to more effectively serve children and young adults using the space.