



Nazareth College of Rochester  
Traditional Report AY 2016-17  
New York



REPORT COMPLETE

STATUS: CERTIFIED

## Institution Information

### ADDRESS

4245 East Avenue

### CITY

Rochester

### STATE

New York

### ZIP

14618

### SALUTATION

Ms.

### FIRST NAME

ThanhChi

### LAST NAME

Nguyen

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

☐ Yes  
☒ No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ☐ Residency
- ☐ Pre-baccalaureate
- ☐ Both Residency and Pre-baccalaureate

# List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year’s report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

## 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 <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Adolescence (Grades 7-12) Biology (UG)	No	
Adolescence (Grades 7-12) Chemistry (UG)	No	
Adolescence (Grades 7-12) English (UG)	No	
Adolescence (Grades 7-12) French (UG)	No	
Adolescence (Grades 7-12) German (UG)	No	
Adolescence (Grades 7-12) Italian (UG)	No	
Adolescence (Grades 7-12) Mathematics (UG)	No	
Adolescence (Grades 7-12) Social Studies (UG)	No	
Adolescence (Grades 7-12) Spanish (UG)	No	
Adolescence (Grades 7-12): Content Area and Stud w Disabil Content Generalist (MSEd)	No	
Art Education (Birth-Grade 12) (MSEd)	No	
Art Education (Birth-Grade 12) (UG)	No	
Inclusive Adolescence (Grades 7-12): Biology and Stud w Disabil Content Generalist (Post Bac)	No	
Inclusive Adolescence (Grades 7-12): Biology and Stud w Disabil Content Generalist (UG)	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Inclusive Adolescence (Grades 7-12): Chemistry and Stud w Disabil Content Generalist (Post Bac)	No	
Inclusive Adolescence (Grades 7-12): Chemistry and Stud w Disabil Content Generalist (UG)	No	
Inclusive Adolescence (Grades 7-12): Chinese and Stud w Disabil Content Generalist (Post Bac)	No	
Inclusive Adolescence (Grades 7-12): Chinese and Stud w Disabil Content Generalist (UG)	No	
Inclusive Adolescence (Grades 7-12): English and Stud w Disabil Content Generalist (Post Bac)	No	
Inclusive Adolescence (Grades 7-12): English and Stud w Disabil Content Generalist (UG)	No	
Inclusive Adolescence (Grades 7-12): French and Stud w Disabil Content Generalist (Post Bac)	No	
Inclusive Adolescence (Grades 7-12): French and Stud w Disabil Content Generalist (UG)	No	
Inclusive Adolescence (Grades 7-12): German and Stud w Disabil Content Generalist (Post Bac)	No	
Inclusive Adolescence (Grades 7-12): German and Stud w Disabil Content Generalist (UG)	No	
Inclusive Adolescence (Grades 7-12): Italian and Stud w Disabil Content Generalist (Post Bac)	No	
Inclusive Adolescence (Grades 7-12): Italian and Stud w Disabil Content Generalist (UG)	No	
Inclusive Adolescence (Grades 7-12): Mathematics and Stud w Disabil Content Generalist (Post Bac)	No	
Inclusive Adolescence (Grades 7-12): Mathematics and Stud w Disabil Content Generalist (UG)	No	
Inclusive Adolescence (Grades 7-12): Social Studies and Stud w Disabil Content Generalist (Post Bac)	No	
Inclusive Adolescence (Grades 7-12): Social Studies and Stud w Disabil Content Generalist (UG)	No	
Inclusive Adolescence (Grades 7-12): Spanish and Stud w Disabil Content Generalist (Post Bac)	No	
Inclusive Adolescence (Grades 7-12): Spanish and Stud w Disabil Content Generalist (UG)	No	
Inclusive Childhood (Grades 1-6): Childhood and Stud w Disabil (MSEd)	No	
Inclusive Early Childhood (Birth-Grade 2): Early Childhood and Stud w Disabil (MSEd)	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Inclusive Early Childhood and Childhood (B-Gr 6): Child, St w D Child, E Child, St w D E Child (UG)	No	
Music Education (Birth-Grade 12) (Post Bac)	No	
Music Education (Birth-Grade 12) (UG)	No	
Speech and Language Disabilities (PreK-Grade 12) (Post Bac)	No	
Speech and Language Disabilities (PreK-Grade 12) (UG)	No	
Teaching English to Speakers of Other Languages (Birth-Grade 12) (MSEd)	No	

Total number of teacher preparation programs: 40

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

## Admissions

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

Junior year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- ☒ Yes
- ☐ No

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

https://www2.naz.edu/admissions

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

Undergraduates are formally admitted during their junior year. Other: Upon entrance into ACCESS or graduate initial certification program. International students need to take TOEFL. For graduate level, if GPA is less than 3.0, needs to be addressed in personal/professional statement.

## Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
- ☐ 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. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.3

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.25

6. Please provide any additional information about the information provided above:

Subject area/academic content test or other subject matter verification - \*NYS requires Content Specialty Exams are passed. Fingerprinting & Background check are required by New York for certification.

## Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes  
☐ 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 postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="GRE or MAT required or SAT/ACT"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.5

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.7

6. Please provide any additional information about the information provided above:



# Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	171
Average number of clock hours required for student teaching	530
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	8
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	9
Number of students in supervised clinical experience during this academic year	142

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

We have only included student teaching in the faculty count above.

# Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Enrollment](#)

## Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2016-17	332
Unduplicated number of males enrolled in 2016-17	61
Unduplicated number of females enrolled in 2016-17	271

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. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	21
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	1
Asian	8
Black or African American	25
Native Hawaiian or Other Pacific Islander	0
White	261
Two or more races	7

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

### What are CIP Codes?

☐

 No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<div>2</div>
13.10	Teacher Education - Special Education	<div>40</div>
13.1210	Teacher Education - Early Childhood Education	<div>96</div>
13.1202	Teacher Education - Elementary Education	<div>103</div>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<div>72</div>
13.1205	Teacher Education - Secondary Education	<div>78</div>
13.1206	Teacher Education - Multiple Levels	<div>93</div>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	8
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	14
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	39
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	11
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: <div></div>	

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	40
13.1210	Teacher Education - Early Childhood Education	96
13.1202	Teacher Education - Elementary Education	103
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	72
13.1205	Teacher Education - Secondary Education	78
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	8
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	14
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	1
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	39

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	11
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	6
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	3
50	Visual and Performing Arts	<input type="text"/>
54	History	2
16	Foreign Languages	5
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	4
38	Philosophy and Religious Studies	1
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>



CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text" value="1"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text" value="1"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

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

2016-17	112
2015-16	125
2014-15	134

# Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## 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 <https://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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

6

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ☒ Yes
- ☐ No
- ☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Enrolled 10 new candidates with mathematics major/focus exceeding our 16-17 goal by 4 candidates.

## Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

8

9. Provide any additional comments, exceptions and explanations below:

## Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

8

12. Provide any additional comments, exceptions and explanations below:

## 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 <https://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 2016-17

1. Did your program prepare teachers in science in 2016-17?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

4

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ☒ Yes
- ☐ No

☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Enrolled 6 new candidates with science major/focus, exceeding our goal by 2 candidates.

### Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

6

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

6

12. Provide any additional comments, exceptions and explanations below:

## 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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

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

120

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ☒ Yes  
☐ No  
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

We enrolled 159 candidates in teacher education in 16-17, exceeding our goal by 39 candidates. We have multiple inclusive education programs which is a strategy that supports our goal.

### Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

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

130

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

130

## Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

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

16

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ☒ Yes  
☐ No  
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

We enrolled 18 candidates in teacher education in 16-17, exceeding our goal by 2 candidates.

### Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

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

5

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

10

12. Provide any additional comments, exceptions and explanations below:

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.

1. 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
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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



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

Clinical experiences allow candidates to experience all areas of teaching including: site-based, urban, suburban and rural settings. All undergraduate teacher candidates need to also complete the college-wide liberal arts and science core which gives them exposure to a breadth of core academic subjects, in addition to completing a major in an area of the liberal arts and sciences. Some programs have additional program-specific liberal arts and science requirements to ensure strong preparation. The Inclusive Education model is a guiding philosophy at Nazareth College Within the School of Education, a number of the inclusive education programs participate in cross curricular work. School of Education faculty have participated in faculty development that has addressed providing instruction to limited English proficient students. Nazareth faculty have numerous opportunities to interact with public school partners to ensure strong linkage with the needs to schools and the instructional decisions new teachers face in classrooms. The Teacher Opportunity Corps II (TOC II) program enables undergraduate and graduate candidates to succeed as teachers in high-need urban schools by offering financial assistance and support. In addition, the Frontier Center for Urban Education initiatives and programs specifically address the needs and circumstances of urban schools, urban teachers, and urban children.

# Assessment Pass Rates

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2015-16	95	534	81	85
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2014-15	129	539	121	94
006 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	3			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2014-15	3			
007 -CHEMISTRY CST Evaluation Systems group of Pearson Other enrolled students	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2014-15	2			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	3			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2014-15	6			
071 -EDUC. TECHNOLOGY SPECIALIST CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
071.1 -EDUC. TECHNOLOGY SPECIALIST CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	3			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	50	528	47	94
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2016-17	113	531	110	97
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2015-16	128	530	126	98
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2014-15	140	536	140	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	16	268	16	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	14	265	14	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2014-15	7			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	19	53	17	89
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	29	56	28	97
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	37	58	37	100
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	8			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	1			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	8			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	2			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	3			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	3			
022 -ESOL CST Evaluation Systems group of Pearson Other enrolled students	2			
116 -ESOL CST Evaluation Systems group of Pearson Other enrolled students	1			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2016-17	5			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2016-17	6			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2014-15	22	253	22	100
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
016 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2016-17	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2015-16	7			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2014-15	9			
004 -MATHEMATICS CST Evaluation Systems group of Pearson Other enrolled students	1			
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2014-15	2			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	2			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	2			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	2			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson Other enrolled students	4			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2016-17	17	1650	16	94
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2015-16	27	1665	26	96
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2014-15	22	1652	21	95
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2014-15	25	260	25	100
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	2			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2016-17	32	1653	31	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2015-16	36	1664	36	100
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2014-15	28	1660	28	100
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson Other enrolled students	5			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2016-17	3			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2015-16	13	1644	7	54
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2014-15	17	1660	14	82
075 -MUSIC CST Evaluation Systems group of Pearson Other enrolled students	4			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2016-17	11	243	10	91
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2015-16	12	245	12	100
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2014-15	21	238	18	86
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2014-15	2			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2016-17	1			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2015-16	1			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2014-15	4			
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2015-16	1			
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2014-15	3			
971 -SAFETY NET TECHNOLOGY SPECIALIST Evaluation Systems group of Pearson All program completers, 2014-15	1			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	3			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	5			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2014-15	6			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	3			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	3			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	2			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	7			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	2				
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	5				
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	1				
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	2				
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2015-16	4				
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2014-15	9				
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2015-16	1				
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2014-15	3				
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3				
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson Other enrolled students	1				
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2014-15	24	251	24	100	
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	12	557	12	100	
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	33	550	32	97	
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	56	545	54	96	
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	58	550	58	100	



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	5			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	12	50	12	100
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	4			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson Other enrolled students	2			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2016-17	6			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2015-16	15	243	15	100
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2014-15	9			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	1			

# Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	115	107	93
All program completers, 2015-16	132	111	84
All program completers, 2014-15	183	169	92

# Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.  [\(§205\(a\)\(1\)\(D\), §205\(a\)\(1\)\(E\)\)](#)

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

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

- ☐ State
- ☐ NCATE
- ☒ TEAC
- ☐ CAEP
- ☐ Other specify:

2. 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)?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. 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.  [\(§205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

b. use technology effectively to collect data to improve teaching and learning

- ☒ Yes
- ☐ No

c. use technology effectively to manage data to improve teaching and learning

- ☒ Yes
- ☐ No

d. use technology effectively to analyze data to improve teaching and learning

- ☒ Yes
- ☐ No

2. 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 formal program approval process in New York State, the Nazareth College teacher education programs addressed the following regulatory requirement in their program registration documents: “(vi) uses of technology, including instructional and assistive technology, in teaching and learning and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning.” This requirement is interwoven throughout our curricula at the undergraduate and graduate levels. In addition, all teacher candidates seeking initial teacher certification at the graduate level take EDTS523-Introduction to Educational Technology, which includes instruction on the use of databases, spreadsheets, presentation tools, internet research, web publishing, authoring software, and the process of computer review. Given the philosophical focus on inclusive education in all the Nazareth teacher education programs, each graduate and undergraduate program also provides a particular emphasis on the use of assistive and adaptive technology for work with students with special learning needs. Moreover, all teacher candidates learn how to use appropriate technologies to collect, manage, and analyze data to improve teaching and learning. An example of a course which embodies this methodology is INEC/INCH 520 “Literacy Assessment, Program Planning, and Assistive Technology for Diverse Learners.” All program directors in the School of Education have recently engaged in a curricular review and analysis to address the integration of technology in their programs, using CAEP and ISTE standards, and have developed action plans for next implementation steps. Nazareth College is one of just a few higher education institutions to offer a degree program and certification in the area of Educational Technology Specialist. The strength of this program, including its faculty

and resources, resonates positively with the other programs in teacher education offered by the College and offers opportunities for the sharing of expertise across the unit. At the School of Education level, faculty and staff continue to investigate the means to use technology to more efficiently collect, manage, and analyze student learning data in order to improve our activities at the individual student and programmatic level. These efforts toward greater alignment and efficiency of the assessment system are motivated by a desire to utilize our resources more effectively. They are also congruent with a larger College-wide initiative outlined in the Nazareth College Strategic Plan and expressed as Goal 7: "Develop a Culture of Strategic Planning and Assessment." In many ways, the assessment procedures and practices long in place in the Teacher Education Program are serving as a model for the larger College-wide initiatives in both academic and administrative assessment. In addition, because assessment has been established as a College-wide goal there have been increased efforts to develop congruence in the various assessment tools and procedures utilized throughout the College including teacher education.

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year’s report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## 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.  [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

☒ Yes

☐ No

b. participate as a member of individualized education program teams

☒ Yes

☐ No

c. teach students who are limited English proficient effectively

☒ Yes

☐ No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The teacher education faculty members believe that the "regular" classroom is the best environment for most learners. Inclusion benefits all children and teachers because it mirrors society and encourages learners and teachers to operate from points of strength, not deficits. Research supports the program emphases on effective inclusive practices, learner-centered classrooms and the importance of teachers' understanding the very unique characteristics of learners. The program faculty members want to prepare teachers who are ready to work in classrooms that reflect society as a whole. The programs reflect a respect for diversity and inclusivity that encompass the following areas: cultural, linguistic, learning profile and "intelligence/s," gender and exceptionalities. General education teachers (locally, statewide and nationally) now work with a wider range of students. It does not serve children well to have a teacher who identifies some children as normative, and others as exceptional. Rather, all educators should see and teach all children as learners with particular strengths and needs. This philosophical framework is reflected in program coursework, learning experiences and assessments. All programs include at least one three-credit class on diverse learners/special education, or this content on diverse learners is woven across multiple courses.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

**b. participate as a member of individualized education program teams**

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

**c. teach students who are limited English proficient effectively**

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

**4. 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.**

The School of Education faculty believe that the "regular" classroom is the best environment for most learners. Inclusion benefits all children and teachers because it mirrors society and encourages learners and teachers to operate from points of strength, not deficits. Research supports the program emphases on effective inclusive practices, learner-centered classrooms and the importance of teachers' understanding the very unique characteristics of learners. The program faculty members want to prepare teachers who are ready to work in classrooms that reflect society as a whole. The programs reflect a respect for diversity and inclusivity that encompass the following areas: cultural, linguistic, learning profile and "intelligence/s," gender and exceptionalities. Special education teachers (locally, statewide and nationally) now work with a wider range of students. It does not serve children well to have a teacher who identifies some children as normative, and others as exceptional. Rather, all educators should see and teach all children as learners with particular strengths and needs. Teacher candidates demonstrate understanding of these principles through their high pass rate on the Educating all Students exam, and the Content Specialty Tests, and the evidence that is included in their portfolios. In addition, all teacher candidates being prepared in the area of special education at the graduate level take a course in IEPs/IFSPs; teacher candidates being prepared in the area of special education at the undergraduate level take at least one course that includes a focus on IEPs/IFSPs.

# Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

As part of our accreditation with the Council for the Accreditation of Educator Preparation (CAEP), the Nazareth College School of Education submits annual evaluative reports. Also, during the 2011-2012 academic year, Nazareth College successfully completed a TEAC site audit and visit.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.



# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **332**.

Number of program completers from Section I: Program Information, Program Completers is **112**.

For a total enrollment of **444**.

☐ I certify the total enrollment shown above is correct.

## Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Kathleen Daboll-Lavoie

TITLE:

Dean of School of Education

## Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Mr. Daan Braveman

TITLE:

President

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	361	332	-8.03%
<a href="#">Male Enrollment</a>	62	61	-1.61%
<a href="#">Female Enrollment</a>	299	271	-9.36%
<a href="#">Hispanic/Latino Enrollment</a>	16	21	31.25%
<a href="#">American Indian or Alaska Native Enrollment</a>	1	1	0.00%
<a href="#">Asian Enrollment</a>	9	8	-11.11%
<a href="#">Black or African American Enrollment</a>	25	25	0.00%

Item	Last Year	This Year	Change
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	0	
<a href="#">White Enrollment</a>	283	261	-7.77%
<a href="#">Two or more races Enrollment</a>	4	7	75.00%
<a href="#">Average number of clock hours required prior to student teaching</a>	171	171	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	530	530	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	0	0	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	20.5	8	-60.98%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	13	9	-30.77%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	157	142	-9.55%
<a href="#">Total completers for current academic year</a>	125	112	-10.40%
<a href="#">Total completers for prior academic year</a>	134	125	-6.72%
<a href="#">Total completers for second prior academic year</a>	150	134	-10.67%