

Title II Higher Education Act

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Kristen Luba Program User

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2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data

Nyack College

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NY

Nyack College Traditional Report AY 2020-21 New York

Report CompleteStatus: Certified

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

Address line 2:

City

State

▾

Zip

Salutation

▾

First Name

Last Name

Phone

Email

Section I: Program Information

List of Programs

List each program for an initial teaching credential whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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List of Programs		UG, PG, or Both	Update
CIP Code	Teacher Preparation Programs		
13.121	Early Childhood Education	UG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1202	Elementary Education	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1	Special Education	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.14	Teacher Education - English as a Second Language	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1312	Teacher Education - Music	UG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
<input type="text" value=""/>		UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> • <input type="button" value="Insert"/> • <input type="button" value="Cancel"/>

Total number of teacher preparation programs:

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section I: Program Information

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate

level, complete the table for both types of programs. [\(§205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

This Page Includes:

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

Undergraduate Requirements

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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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Undergraduate Requirements

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

4. Please provide any additional information about the information provided above: N/A

Postgraduate Requirements

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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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

4. Please provide any additional information about the information provided above: N/A

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models? Yes

No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Number of clock hours required for student teaching

Are there programs in which candidates are the teacher of record? Yes

No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs
All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

Optional tool for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: The number of students in supervised clinical experience is unduplicated; some were enrolled in both practicum and in student teaching in the same academic year. Practicum placements require a college supervisor and a cooperating teacher. Student teaching/internship placements typically require a college supervisor and two cooperating teachers, though allowances were made in some instances during COVID for a double-length placement with a single cooperating teacher. The number of college supervisors and/or cooperating teachers is also

The number of students in supervised clinical experience is unduplicated; some were enrolled in both practicum and in student teaching in the same academic year. Practicum placements

unduplicated; some supervised multiple students and/or multiple placements.

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

50% (Half-Time)

Employment Rate (%)

Number of Faculty

Delete

Employment Rate (%)

Number of Faculty

Delete

Add Row

Calculate FTE

Section I: Program Information

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. [\(§205\(a\)\(1\)\(C\)\(iii\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21

Subset of Program Completers Subset of Program Completers in 2020-21

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="2"/>	Male Completers <input type="text" value="1"/>
Female	Female Enrollment <input type="text" value="26"/>	Female Completers <input type="text" value="13"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment <input type="text" value="0"/>	American Indian or Alaska Native Completers <input type="text" value="0"/>
Asian	Asian Enrollment <input type="text" value="3"/>	Asian Completers <input type="text" value="1"/>
Black or African American	Black or African American Enrollment <input type="text" value="8"/>	Black or African American Completers <input type="text" value="2"/>
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment <input type="text" value="8"/>	Hispanic/Latino of any race Completers <input type="text" value="5"/>
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>
White	White Enrollment <input type="text" value="8"/>	White Completers <input type="text" value="5"/>
Two or more races	Two or more races Enrollment <input type="text" value="1"/>	Two or more races Completers <input type="text" value="1"/>
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment <input type="text" value="0"/>	Nonreported race/ethnicity Completers <input type="text" value="0"/>

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Section I: Program Information

Teachers Prepared

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

This Page Includes:

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

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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\(b\)\(1\)\(H\)](#))

[What are CIP Codes?](#)

No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="3"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="10"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="2"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="2"/>

CIP Code	Subject Area	Number Prepared
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text" value="1"/>
13.99	Education - Other Specify: <input type="text"/>	Number Prepared <input type="text"/>

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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.

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program? Yes
 No
 No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="3"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="10"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="2"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text"/>

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
13.1306	Teacher Education - Foreign Language	Number Prepared	<input type="text"/>
13.1307	Teacher Education - Health	Number Prepared	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	<input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared	<input type="text"/>
13.1312	Teacher Education - Music	Number Prepared	2
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	<input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared	<input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared	<input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared	<input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared	<input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared	<input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared	<input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared	<input type="text"/>
13.1328	Teacher Education - History	Number Prepared	<input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared	<input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared	<input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared	<input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared	1
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared	<input type="text"/>
01	Agriculture	Number Prepared	<input type="text"/>
03	Natural Resources and Conservation	Number Prepared	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared	<input type="text"/>
09	Communication or Journalism	Number Prepared	<input type="text"/>
11	Computer and Information Sciences	Number Prepared	<input type="text"/>
12	Personal and Culinary Services	Number Prepared	<input type="text"/>
14	Engineering	Number Prepared	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared	<input type="text"/>
21	Technology Education/Industrial Arts	Number Prepared	<input type="text"/>
22	Legal Professions and Studies	Number Prepared	<input type="text"/>
23	English Language/Literature	Number Prepared	<input type="text"/>
24	Liberal Arts/Humanities	Number Prepared	<input type="text"/>
25	Library Science	Number Prepared	<input type="text"/>
26	Biological and Biomedical Sciences	Number Prepared	<input type="text"/>
27	Mathematics and Statistics	Number Prepared	<input type="text"/>
30	Multi/Interdisciplinary Studies	Number Prepared	<input type="text"/>

CIP Code	Academic Major	Number Prepared
38	Philosophy and Religious Studies	Number Prepared <input type="text"/>
40	Physical Sciences	Number Prepared <input type="text"/>
41	Science Technologies/Technicians	Number Prepared <input type="text"/>
42	Psychology	Number Prepared <input type="text"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text"/>
45	Social Sciences	Number Prepared <input type="text"/>
46	Construction	Number Prepared <input type="text"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text"/>
50	Visual and Performing Arts	Number Prepared <input type="text"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text"/>
52	Business/Management/Marketing	Number Prepared <input type="text"/>
54	History	Number Prepared <input type="text"/>
99	Other Specify: <input type="text"/>	Number Prepared <input type="text"/>

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Section I: Program Information

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

This Page Includes:

- [Program Assurances](#)

Program Assurances

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1. Program 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. Yes
 No
8. Describe your institution's most successful strategies in meeting the assurances listed above: Field experiences, student teaching/internships, and coursework support the assurances above. Graduating students and alumni surveys have indicated that the methodology coursework and practical, hands-on experience in the classrooms

Field experiences, student teaching/internships, and coursework support the assurances above. Graduating students and alumni surveys have indicated that the methodology coursework and

have made the most impact on their success in meeting the needs of varied students.

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Section II: Annual Goals

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes
 No

2. Describe your goal.

3. Did your program meet the goal? Yes
 No

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:

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. Yes

No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. Yes

No

10. Describe your goal.

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Section II: Annual Goals

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. Describe your goal.

3. Did your program meet the goal? Yes
 No

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:

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. Yes
 No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. Yes
 No

10. Describe your goal.

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Section II: Annual Goals

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

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- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

We aim to prepare 3 special education program completers.

2. Describe your goal. We aim to prepare 3 special education program completers.

3. Did your program meet the goal? Yes
 No

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:

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. Yes
 No

We aim to prepare 3 special education program completers.

8. Describe your goal. We aim to prepare 3 special education program completers.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. Yes
 No

We aim to prepare 3 special education program completers.

10. Describe your goal. We aim to prepare 3 special education program completers.

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Section II: Annual Goals

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

Teach out the single remaining candidate and close the program.

2. Describe your goal. Teach out the single remaining candidate and close the program.

3. Did your program meet the goal? Yes

No

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:

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. Yes

No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. Yes
 No

10. Describe your goal.

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Section III: Program Pass Rates

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

This Page Includes:

- [Assessment Pass Rates](#)

Assessment Pass Rates

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. Number scaled score	Number Pass passing rate tests (%)
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	2		
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	1		
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson	8		

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Other enrolled students				
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2020-21	12	520	11	92
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2019-20	26	530	24	92
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2018-19	17	519	17	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	1			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2020-21	9			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2019-20	3			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	8			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2019-20	3			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	1			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2019-20	3			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2020-21	1			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2019-20	3			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			

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 Other enrolled students	2			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2020-21	6			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2019-20	16	1634	12	75
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2018-19	9			
165 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2020-21	1			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2019-20	1			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	2			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	1			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	1			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2019-20	7			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	3			

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Section III: Program Pass Rates

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

This Page Includes:

- [Summary Pass Rates](#)

Summary Pass Rates

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	12	11	92
All program completers, 2019-20	26	20	77
All program completers, 2018-19	17	12	71

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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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

CAEP

AAQEP

Other specify:

Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? Yes

No

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Section V: Use of Technology

Use of Technology

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

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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:

1. integrate technology effectively into curricula and instruction Yes
 No
 2. use technology effectively to collect data to improve teaching and learning Yes
 No
 3. use technology effectively to manage data to improve teaching and learning Yes
 No
 4. 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. Initial teacher preparation programs at the graduate level address the data collection, management, and analysis objectives through the Research and Statistics course. On the undergraduate level, three educational technology courses are required and technology is integrated into all education courses. Both EDU 221 Teaching with Technology and EDU 321 Technology Applications for Teachers prepare teachers to integrate technology into curricula by introducing and practicing with 1. Standard office tools (MS Word, MS Powerpoint) 2. Educational software (e.g. Hot Potatoes, Audacity, Inspiration, Eclipse, Wink, Scribus) 3. Web-based software (e.g. Firefox & add-ons, Chrome, Google Earth/Maps) 4. Web-based educational applications & sites (e.g. Picnik, Fotoflexer, FreeRice, GoogleDocs, Zoho tools, 4 Teachers) 5. OpenSource software EDU 321 Technology Applications for Teachers includes: 1. Exposure to and practice with Content Management Systems (CMS) (e.g. Engrade, Moodle, Tapped in) 2. Exposure to and practice with Hardware (e.g. Smartboards, MP3 players/recorders) 3. Discussions on educational technology articles related to teaching with technology and the changing student psyche. Because these courses meet only one hour a week and are full of content, the tasks of collecting, managing, and analyzing data is included in a third 1-credit technology course called EDU 421. EDU 421 Technology Applications for Teachers II is a co-requisite to student teaching and addresses the data collection, management, and analysis goals in relation to an actual classroom teaching situation. Foci include national, state, district, and classroom level data collection and analysis. Specific classroom data from student teaching is collected, managed, and analyzed as part of the final project of the course. The student teaching evaluation includes items regarding use of technology in curriculum/instruction and implied use of technology in collecting/managing/analyzing data. Additionally, software was used for review and feedback on recorded instruction for enhanced

effectiveness.

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. ([§205\(a\)\(1\)\(G\)](#))

This Page Includes:

- [Teacher Training](#)

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:

1. Teach students with disabilities effectively Our programs for general education teachers prepare them at a foundational level to work with students with disabilities in an inclusive classroom setting. Teacher candidates are exposed to the history of legislation for equality in education; cognitive, social, and emotional implications of disabilities; methods of differentiation of instruction; and, Response to Intervention and the 3-Tier approach. Field experience and student teaching classrooms are inclusive settings in which to practically apply knowledge and skills. The mandatory EDU 353/EDG 532 Exceptional Child

course ensures an additional layer of support to the existing instruction.

Our programs for general education teachers prepare them at a foundational level to work with students with disabilities in an inclusive classroom setting. Teacher candidates are exposed to the

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. Teacher candidates are exposed to the referral and IEP process in various coursework. Most specifically, the mandatory EDU 353/EDG 532 Exceptional Child course develops the understanding of participation as a member of an IEP team. Field experience and student teaching classrooms are

inclusive settings in which to practically apply knowledge and skills.

Teacher candidates are exposed to the referral and IEP process in various coursework. Most specifically, the mandatory EDU 353/EDG 532 Exceptional Child course develops the

3. Effectively teach students who are limited English proficient. Our programs for general education teachers prepare them at a foundational level to work with LEP students in an inclusive classroom setting. Teacher candidates are exposed to the history of legislation for equality in education and methods of differentiation of instruction. Field experience and student teaching classrooms are diverse, inclusive settings in which to practically apply knowledge and

skills.

Our programs for general education teachers prepare them at a foundational level to work with LEP students in an inclusive classroom setting. Teacher candidates are exposed to the history of

2. Does your program prepare special education teachers? Yes No

If yes, provide a description of the activities that prepare *special education teachers* to:

1. Teach students with disabilities effectively The Childhood Special Education master's program includes, but is not limited to, coursework in: creating an inclusive classroom; foundations/trends/issues related to children with exceptionalities; characteristics and best practices for teaching students with high and low incidence disabilities; behavior management; collaboration with stakeholders; special education law; assistive technology; and, independent research in special education. These understandings are implemented in the classroom setting through a 50-hour practicum, 50+ other hours of supervised field

The Childhood Special Education master's program includes, but is not limited to, coursework in: creating an inclusive classroom;

experience, and special education internships in grades 1-3 and 4-6. foundations/trends/issues related to children with

- 2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. The Childhood Special Education master's program includes a 3-credit course on assessment, evaluation, diagnosis, and IEP development. Additional courses and their assignments interact with the IEP process as well, including differentiation of instruction to address IEP goals and mandated supports. These understandings are implemented in the classroom setting through a 50-hour practicum, 50+ other hours of supervised field experience, and special

The Childhood Special Education master's program includes a 3-credit course on assessment, evaluation, diagnosis, and IEP development. Additional courses and their

education internships in grades 1-3 and 4-6.

- 3. Effectively teach students who are limited English proficient. The Childhood Special Education master's program includes, but is not limited to, 6 credits of coursework in creating an inclusive classroom and teaching English language learners and bilingual students. These understandings are implemented in the classroom setting through a 50-hour practicum, 50+ other hours of supervised field experience, and special education internships in grades 1-3 and 4-6.

The Childhood Special Education master's program includes, but is not limited to, 6 credits of coursework in creating an inclusive classroom and teaching English language learners and

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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.

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Contextual Information

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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.

Nyack College is a private church-related institution that was founded in 1882 in New York City as The New York Missionary Training Institute. The school moved to Nyack, NY in 1897. In 1944 it was chartered by the State of New York to grant bachelor degrees and changed its name in 1956 to Nyack Missionary College. The Middle States Association first accredited the College in 1962 and in 1972 the name was changed to Nyack College. The College has relocated to Manhattan, setting its main campus in permanent facilities in Battery Park. Today the College enrolls approximately 1,900 undergraduate and graduate students in New York City, in San Juan, Puerto Rico, and online. Degrees are offered in both the liberal arts and the professions. The School of Education operates only in the New York City campus and online. Nyack College is an accredited institutional member of the National Association of Schools of Music (NASM), the Council for the Accreditation of Educator Preparation (CAEP), and the Association of Christian Schools International (ACSI). The teacher education programs are nationally recognized by the Association for Childhood Education International (ACEI), the Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), and Teachers of English to Speakers of Other Languages (TESOL). Nyack is the most ethnically diverse Christian College in the history of American higher education. Nyack College maintains a strong commitment to providing life-long learning in a constantly changing and culturally diverse society. The college has always been a diverse institution, but in reflection of the college's mission statement, there has been an increase in the ethnic and socioeconomic diversity of students in the past decade. The School of Education is a reflection of the institution's diversity. Nyack College aspires to foster intellectual development, social responsibility, and spiritual growth, as represented by the college motto Pursuing Truth and Preparing for Service. The core values of Nyack College are present in the philosophy and goals of the unit: Nyack College seeks to exalt Jesus Christ and fulfill its mission by being: · Socially Relevant. Preparing students to serve in ministerial, educational, healing and community-building professions. · Academically Excellent. Pursuing academic excellence in the spirit of grace and humility. · Globally Engaged. Fostering a global

perspective within a multi-ethnic and multi-cultural Christian academic community. · Intentionally Diverse. Providing educational access and support to motivated students from diverse socioeconomic backgrounds. · Personally Transforming. Emphasizing the integration of faith, learning and spiritual transformation. To fulfill these values, the School of Education is committed to the preparation of professional educators who are knowledgeable of professional standards, devoted to their faith, skilled in assessment, pedagogically competent, life-long learners, and capable of working effectively with diverse populations in a constantly changing global community. Therefore, it is the mission of the unit to prepare and equip teacher candidates spiritually, intellectually, and socially to provide ethical, exemplary, equitable instruction to

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a diverse student population in a variety of cultures, contexts, and communities.

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Name of responsible representative for teacher preparation program:

Title:

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