



Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Nyack College
Institution/Program Type: Traditional
Academic Year: 2013-14
State: New York

Address: One South Boulevard

Nyack, NY, 10960

Contact Name: Dr. JoAnn Looney
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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?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a 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 <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Adolescence Education: English Specialization - B.S.	No
Adolescence Education: Mathematics Specialization - B.S.	No
Adolescence Education: Social Studies Specialization - B.S.	No
Childhood Education - B.S.	No
Childhood Education - M.S.	No
Childhood Special Education - B.S./M.S.	No
Childhood Special Education - M.S.	No
Early Childhood Education - B.S.	No
Early Childhood-Childhood Education - B.S. (dual certification)	No

Music Education - Mus.B.	No
Teaching English to Speakers of Other Languages - B.S.	No
Teaching English to Speakers of Other Languages - M.A.T.	No
Teaching English to Speakers of Other Languages - M.S.	No
Total number of teacher preparation programs: 13	

Section I.b Admissions

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

Sophomore year Master's at admission

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://nyack.edu/content/EDUPrograms>

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

If teacher candidates are transfer students or are missing only one element for admission, then it is possible for them to be conditionally admitted for one semester. Candidates are expected to meet all criteria and be fully admitted before entering student teaching.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	Yes	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
OtherDispositions review by faculty	Yes	Yes

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.66

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.48

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Dispositions review by faculty	No	Yes

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.24

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.7

Please provide any additional comments about the information provided above:

GPA for admission to the graduate program is one of several criteria. In instances where the applicant's GPA is lower than expected but other criteria are high, conditional admission is extended to the applicant.

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

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 2013-14:	56
Unduplicated number of males enrolled in 2013-14:	9
Unduplicated number of females enrolled in 2013-14:	47

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	

American Indian or Alaska Native:	0
Asian:	4
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	1
White:	35
Two or more races:	1

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	420
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
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	34

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area; if no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	7
Teacher Education - Early Childhood Education	3
Teacher Education - Elementary Education	11
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	8
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	

Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	3
Teacher Education - Elementary Education	9
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	8
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - Earth Science	
Teacher Education - English as a Second Language	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	1
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	1
Visual and Performing Arts	1
History	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	2
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	2
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2013-14: 33

2012-13: 40

2011-12: 27

Section II 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 <http://www2.ed.gov/about/offices/list/ope/po/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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

5

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

Section II 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 <http://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 2013-14

Did your program prepare teachers in science in 2013-14?

No

How many prospective teachers did your program plan to add in science in 2013-14?

Did your program meet the goal for prospective teachers set in science in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

No

How many prospective teachers did your program plan to add in science in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

No

How many prospective teachers does your program plan to add in science in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II 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 <http://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 special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

10

Did your program meet the goal for prospective teachers set in special education in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Section II 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 <http://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 instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

10

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

Section II 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.

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Section III 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 Other enrolled students	34	524	23	68
202-ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2013-14	12	533	11	92
TP014-EARLY CHILDHOOD Evaluation Systems group of Pearson	1			

All program completers, 2013-14				
201-EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	18	525	11	61
201-EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2013-14	12	529	9	75
090-ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	3			
090-ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2013-14	15	245	14	93
090-ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2012-13	29	255	29	100
090-ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	19	257	19	100
TP110-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	3			
TP115-ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson Other enrolled students	1			
003-ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2013-14	2			
003-ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2012-13	3			
003-ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2011-12	2			
022-ESOL CST Evaluation Systems group of Pearson Other enrolled students	3			
022-ESOL CST Evaluation Systems group of Pearson All program completers, 2013-14	1			
022-ESOL CST Evaluation Systems group of Pearson All program completers, 2012-13	3			
022-ESOL CST Evaluation Systems group of Pearson All program completers, 2011-12	4			
TP021-K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
001-LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson Other enrolled students	13	249	12	92
001-LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2013-14	22	243	21	95
001-LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2012-13	39	255	39	100
001-LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2011-12	26	253	26	100
004-MATHEMATICS CST Evaluation Systems group of Pearson Other enrolled students	2			

004-MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2013-14	3			
004-MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2012-13	1			
002-MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	22	241	17	77
002-MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2013-14	19	243	16	84
002-MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2012-13	26	244	26	100
002-MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2011-12	17	240	16	94
075-MUSIC CST Evaluation Systems group of Pearson Other enrolled students	2			
075-MUSIC CST Evaluation Systems group of Pearson All program completers, 2013-14	4			
075-MUSIC CST Evaluation Systems group of Pearson All program completers, 2012-13	2			
075-MUSIC CST Evaluation Systems group of Pearson All program completers, 2011-12	2			
091-SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2013-14	7			
091-SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2012-13	10	258	10	100
091-SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	7			
TP003-SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	1			
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	3			
005-SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2013-14	3			
005-SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2012-13	4			
005-SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2011-12	1			
060-STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson Other enrolled students	3			
060-STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2013-14	8			
060-STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2012-13	5			
060-STUDENTS WITH DISABILITIES CST	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	34	24	71
All program completers, 2012-13	39	39	100
All program completers, 2011-12	26	23	88

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Association of Christian Schools International

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

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.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of 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, many, many more)
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.

Section VI 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.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of 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.

Our programs for general education teachers prepare them at a foundational level to work with LEP students and students with disabilities in an inclusive classroom setting. Teacher candidates are exposed to the history of legislation for equality in education; the referral and IEP process; 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 Exceptional Child course ensures an additional layer of support to the existing instruction and further develops the understanding of participation as a member of an IEP team.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of 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 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; assessment, evaluation, diagnosis, and IEP development; independent research in special education; teaching English language learners and bilingual students; plus, 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.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

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. Today the College enrolls just over 3,000 undergraduate and graduate students in Nyack, N.Y., New York City, and San Juan, Puerto Rico. Degrees are offered in both the liberal arts and the professions. The School of Education operates only in the Nyack and New York City campuses. Nyack College is an accredited institutional member of the National Association of Schools of Music, the National Council for the Accreditation of Teacher Education, and the Association of Christian Schools International (ACSI). The teacher education programs are nationally recognized by the Association for Childhood Education International (ACEI), Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), and Teachers of English to Speakers of Other Languages (TESOL). U.S. News and World Report named Nyack in its 2007 Edition America's Best Colleges as a leader among racially diverse campuses. 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 education, 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 unit 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 a diverse student population in a variety of cultures, contexts, and communities.

Supporting Files

Complete Report Card

AY 2013-14

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