

CAEP Annual Report: R3.2 and R3.3

Policies and Procedures for Monitoring Candidate Progression and Competency from Admission through Completion

1. Case for Meeting Standard Component

- The purpose of this evidence file is to document the policies and procedures followed by academic advisors and Professional Education Program staff for monitoring candidate progression and competency from PEP approval (i.e., meeting Additional Admission Requirements specified in the catalog) through completion.

These policies and procedures include steps followed by academic advisors when working with teacher preparation candidates. This file also identifies the transition point at which candidate cohort groups must receive a grade point average of 3.0.

Summary: In relation to the policies and procedures and specified requirements, three examples of changes (R5.4 Continuous Improvement) include modifying student teaching requirements to address the multiple state and university training modules that are now required (implemented in the AY 2021-2022 catalog; see also <https://nau.edu/pep/required-training-modules/>); and modifying catalog language to better clarify admission requirements for English composition coursework (implemented in the AY 2023-2024 catalog); and modifying catalog language to better comply with state requirements for 6 credits in literacy (implemented in AY 2023-2024 catalog). Additionally, the two relevant policies and procedures followed by academic and faculty advisors were updated and approved by the ITP Coordinating Council members in March 2022. Section 5 Data provides a copy of these implemented policies and procedures.

2. Data Sources and Methods

- The policies and procedures (see Section 5 Data below) followed by academic advisors, faculty, and PEP staff align with NAU degree program catalog requirements and outline the application and approval process, application for student teaching, and completion of key assessments which are used to monitor candidate progress for teacher preparation programs. The policies and procedures include the steps taken when a candidate is conditionally admitted, does not meet admission requirements, or does not meet requirements to progress to student teaching. Summary data regarding candidates not cleared for student teaching or not successfully completing student teaching are also included. Successfully meeting these policies and procedures allows a teacher candidate to be eligible to receive an Institutional Recommendation for Arizona licensure/certification aligned to the degree program the candidate completes. The outlined processes and procedures verify that candidates are meeting program requirements from program admission through completion of a teacher preparation program (**CAEP Standard Component R3.2 and R3.3**). Program requirements are listed in NAU's catalog (see <https://nau.edu/catalog/>). In addition to these policies and procedures, key assessments used by programs to monitor candidate competency are described through the assessment plan included in program level reports (i.e., for Specialized Professional Association [SPA] reports, the

assessment plan is in Section II Table; for Arizona Department of Education [ADE] reports, the assessment plan is in Domain 3 - Capstone Readiness Worksheet).

- NAU's teacher preparation programs include five specific check points to monitor candidate progression including:
 1. **Application for a teacher preparation program:** Review of application involves verification of meeting additional program admission requirements (e.g., GPA, courses, and others as outlined in the NAU catalog), typically completed the semester before official admission to the program (often the candidate's Sophomore year).
 2. **Early program requirements:** Successful completion of the Professional Dispositions Module and Youth Suicide Prevention Training (see <https://nau.edu/pep/required-training-modules/>). Completion of multiple, required course-embedded signature assignments/key assessments noted in the program's assessment plan provided in their biennial reports and SPA or ADE review report. Data charts/tables, data analyses, and data use can be found for these assessments through the Section 4 SPA report assessment files and the supplemental documents provided for the ADE program review report. In particular, Assessment 3 assesses the candidate's ability to plan instruction (demonstration of pedagogical content knowledge and pedagogical skills) and is completed in a methods course(s) prior to student teaching.
 3. **Application for student teaching:** Advisors meet with candidates to ensure all program and course requirements have been met or the candidate is on track to meet them prior to the student teaching semester. For programs with a requirement to take or pass subject knowledge licensure exam(s), department faculty/staff and/or academic advisors verify official test score reports prior to providing final clearance to PEP for a candidate.
 4. **Completion of student teaching:** Candidates are required to earn passing scores for the final Student Teaching Evaluations (Aspiring Teacher Rubric and UTeach Observation Protocol; Candidate Work Sample; and the Final Grade Report).
- As noted above, the unique information and data being shared through this evidence file is related to the catalog requirements and policies and procedures for admission to and completion of a teacher preparation program. These policies and procedures are implemented as follows:
 - **Use:** Academic and/or faculty advisors follow catalog requirements and policies and procedures for admission to and completion of teacher preparation programs contained in this evidence file. Academic and/or faculty advisors verify that all requirements for PEP admission are met. In cases where admission requirements have not been fully met, the applicant is not admitted or a determination regarding conditional admission is made, and the application is re-reviewed once deficit requirements are met.
 - **Training:** All advisors are provided with the policies and procedures regarding application and admission to the program. Additional training or communication is provided for new employees and when any issues are identified, or changes are made to policies/procedures. Academic advisors and faculty mentors consult with the appropriate Associate Deans, Department Chair, or Program Coordinator when questions are raised to ensure that policies and procedures are being implemented accurately and consistently. In addition, NAU advisors maintain an advisor's resource page which includes a specific section, [PEP Tool](#)

<https://in.nau.edu/advisor-resources/>, which offers detailed steps for PEP admittance and a PEP/advising [policies and processes document](#).

- **Method: The Data section below gives a copy of the policies and procedures.** Candidates are directed to an online application (in Salesforce) for admission/approval to a teacher preparation program and submission of their application for student teaching. Documentation of candidate admission is maintained and utilized to monitor a candidate's status, program, and assigned advisor. The PEP data management system is accessible to academic advisors, faculty advisors, and PEP staff with appropriate clearance. The system tracks candidate completion of the PEP application, admission status into a teacher preparation program, program admission GPA, completion of the PEP student teaching application, and completion of the Professional Dispositions Module and Youth Suicide Prevention Training.

- All undergraduate initial teacher preparation programs require additional admission requirements beyond those set by NAU for admission to the university. These requirements are listed by program in the NAU catalog (see <https://nau.edu/catalog/>). Examples of these additional admission requirements are provided in the Data section below.

All graduate initial teacher preparation programs (MEd Elementary Education – Certification, MEd Special Education - Early Childhood Special Education, MEd Special Education - Mild/Moderate Disabilities Certified, and MAT-S Teaching Science with Certification) require an undergraduate degree from a regionally accredited institution. Graduate applicants must also submit all transcripts and hold a GPA of 3.0 for full admission into the teacher preparation program. Graduate teacher preparation programs also have additional admission requirements outlined in the catalog. In addition to PEP's monitoring of candidates, graduate students have additional layers of monitoring:

- The Graduate College monitors all graduate candidates from admission to graduation to ensure that they maintain a minimum GPA of 3.0 each semester.
- The Graduate College runs reports at the end of each term to capture data on any candidates falling beneath a 3.0 or earning the maximum amount of Cs, Ds, or Fs. The Associate Dean of the Graduate College assigns academic probation, and which type of probation they will receive (C grade warning, first probation, second probation, etc.). Once the data is compiled, the Graduate College sends a communication to departments alerting them to the candidates within their programs who have populated the report and who will receive a communication from the Graduate College regarding low grades/low GPA.
- Candidates who have fallen beneath a 3.0 GPA or have earned the maximum amount of Cs, Ds, or Fs are required to complete an Academic Improvement Plan. The candidate works with their faculty mentor to complete the form and to determine how best to support the candidate going forward. Once completed and with approving department signatures, the form is sent to the Graduate College for final approval and tracking. These forms are evidence that the Graduate College has done due diligence to alert candidates to their status, point them to helpful resources, and track their progress.

Additionally, candidates who do not meet catalog requirements to progress to student teaching are tracked in the Student Teaching Database. The individuals in this database are monitored by academic advisors and the PEP Student Teaching Placement Coordinator. A report and summary of the Student Teaching Database is included in this evidence file (see Data section below).

- **Transition point of 3.0 GPA Average (RA3.2)**
 - The following discussion indicates the transition points at which initial teacher preparation programs require a cohort GPA average of 3.0. Appendix A of this file identifies admissions GPA (based on Title II data) as evidence of the EPP’s continuous tracking and monitoring of candidate GPA.
 - **Graduate applicants in initial teacher preparation programs** must hold a GPA of 3.0, as verified by a transcript review, for full admission into the teacher preparation program
 - **COE Undergraduates in initial teacher preparation programs** Early Childhood Education and Early Childhood Special Education BSEd, Elementary Education BSEd, Special and Elementary Education BSEd must receive a minimum 3.0 GPA in the English foundations requirement ([ENG 105](#) or equivalent) before admission in the EPP. Additionally, candidates must have a “minimum combined GPA of 3.0” in required teacher preparation courses as identified in the course catalog program “Details” menu with an asterisk. The [COE home page](#) includes links to all degrees offered in the College under the drop-down menu “Degrees & Programs.”
- **Secondary education undergraduates in initial teacher preparation programs** must demonstrate a 3.0 GPA as follows:
 - [BSEd in Secondary Education – History and Social Studies](#): a minimum GPA of 3.0 is required for Social Studies Content Courses and Social Studies Teaching and Learning Courses. Candidates must receive a minimum GPA in the English foundations requirement ([ENG 105](#) or equivalent) before admission in the EPP.
 - [BSEd in Secondary Education – English](#): a minimum GPA of 3.0 is required for all ENG coursework. In addition, all candidates must receive a minimum GPA in the English foundations requirement ([ENG 105](#) or equivalent) before admission in the EPP.
 - [BSEd in Art Education](#): a minimum GPA of 3.0 is required for all ARE, ARH, and ART coursework; additionally, candidates must receive a minimum GPA in the English foundations requirement ([ENG 105](#) or equivalent) before admission in the EPP.
 - [BSEd in Secondary Education - Spanish](#): a minimum GPA of 3.0 is required for all major requirements course work (SPA and LAN prefix); Candidates must receive a minimum GPA in the English foundations requirement ([ENG 105](#) or equivalent) before admission in the EPP.
 - [BMEd in Secondary Education – Music](#): A minimum GPA of 3.0 in all Content Courses which are defined as a Major Requirement and have MUP and MUS prefixes. Candidates

must receive a minimum GPA in the English foundations requirement ([ENG 105](#) or equivalent) before admission in the EPP.

- [BSEd in Secondary Education – Biology, Chemistry, Earth Science, General Science, Mathematics, and Physics](#): In order to be approved for student teaching, candidates in these science and math programs must complete TSM 350 and TSM 450, earning a grade of "B" in at least one of the two courses; and in order to be approved for EPP admission, candidates must complete the English foundations requirement (ENG 105 or equivalent) with a minimum GPA of 3.0.
- [BSEd in Health Sciences](#) – Physical Education: candidates must receive a minimum 3.0 GPA in the English foundations requirement ([ENG 105](#) or equivalent) before admission in the EPP.

2.a. Evidence of Data Credibility

- **Validity/trustworthiness for Policies and Procedures related to teacher preparation program processes:** Policies, procedures, and forms were developed by academic advisors and PEP staff in consultation with program faculty in each college. The policies and procedures were vetted by all academic advisors who work with initial teacher preparation programs to confirm the information was accurate. Advisors provided feedback on aspects of the policies and procedures that did not follow their typical process; items were revised: and advisors were provided a final opportunity to review the document. After completing this vetting process to confirm accuracy, the policies and procedures were approved by the NAU Professional Education Programs Coordinating Council members. Following similar procedures outlined above, policies and procedures are updated to address issues such as changes to PEP Data Management System functions, new state requirements, etc.
- The following examples of continuous improvement demonstrate the EPP's ongoing efforts to update policies, catalog language, and other policies and procedures:
 - modifying student teaching requirements to address the multiple state and university training modules that are now required (i.e., "Youth Suicide Prevention" training).
 - modifying admissions prerequisites for graduate initial teacher preparation programs to improve transcript reviews of English coursework completion for applicants (added in catalog year 2023).
 - Modifying catalog language in elementary and early childhood programs to ensure that candidates meet a new state requirement for 6 credits in literacy and the science of reading [state rule A.R.S. §15-501.01(C)(4)].
- **Reliability/consistency of implementation related to teacher preparation program processes:** Since 2017, the NAU's academic advising unit was restructured. An assistant director for the academic advising unit developed a training manual outlining the policies and procedures to support onboarding new advisors working with PEP candidates and consistency of implementation.

2.b. Participants

- Participants include all candidates applying for and enrolled in a NAU teacher preparation program.
- The Student Teaching Database summary presented in Section 5 Data below lists the number of teacher preparation candidates by program and semester.

3. **Data Analysis**

- Cyclical processes performed by PEP staff include documentation of initial and final clearance for student teaching and verification that student teaching requirements are met. PEP staff track the initial clearance and final clearance for student teaching and students are not allowed to participate in their placement until these clearances are obtained from advisors. Additionally, PEP staff also track student teachers in terms of successful completion of the student teaching course as well as the number of candidates who Withdraw, receive an Incomplete, or Fail. The progress of the student teaching candidates for Spring 2021 and Fall 2021 are documented by program in Section 5 Data below. When comparing the Fall 2021 data to past academic year data results, the counts appear similar to AY 2020-2021.
- According to the Data in Appendix A, all programs achieved an overall mean candidate GPA of 3.0 at admission into the Professional Education Programs (PEP) in AY 2019-2020, AY 2020-2021, with three exceptions. In AY 2021-2022, two ($n = 2$) candidates were accepted into PEP from the MEd in Early Childhood Special Education with Certification program; the candidate GPAs were 2.87 and 3.0, respectively, with an overall cohort mean of 2.97. In AY 2020-2021, two ($n = 2$) candidates were accepted into PEP from the MAT-S Teaching Science with Certification program; they had a 2.68 and a 2.70, respectively. In AY 2019-2020, three candidates ($n = 3$) were admitted into PEP from the BSED in Secondary Education – General Science program; their GPAs were 2.75, 2.6, and 3.07, respectively.

In the case of the candidates from the MEd and MAT-s programs, as described above, these candidates were admitted provisionally into the Graduate College. As described at greater length in evidence file **RA3.2 Academic Achievement at Completion**, all applicants to a graduate program at NAU must meet the following Graduate College admissions policy as stated in the [Graduate College Admissions Requirements](#): “Applicants must have earned a cumulative grade point average (GPA) of 3.0 out of a 4.0 scale for their bachelor’s degree to be considered for regular admission.” The undergraduate degree must be from a regionally accredited institution. This GPA of 3.0 admissions requirement is in alignment with **CAEP Standard Component RA3.2**, “the provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state’s minimum criteria, or graduate school minimum criteria, whichever is highest.” However, any candidates whose GPAs are below 3.0 may be admitted into a graduate program with conditional admission. These candidates must complete admissions requirements and remove deficiencies as noted in an admissions letter. Students who fail to meet conditional admission requirements may be denied regular admission upon department and Graduate College review and will not be allowed to progress in the degree. For more information, please see NAU Policy 100319: Academic Continuation, Probation, Dismissal, and Readmission – Graduate.

The two candidates from the BSEd in Secondary Education – General Science were appropriately admitted into PEP in accordance with this program’s requirements: candidates must have a 3.0 in the English foundations requirement, and a grade of C or better in [TSM 101](#), [TSM 201](#) and TSM 303W.; Program Mathematics Foundations requirement with a Grade of "C" or better; A minimum GPA of 2.5 in all Major Requirements, excluding the Teacher Preparation courses (must have taken at least 12 units); and one of the following grade point average requirements: A cumulative 2.5 GPA in Liberal Studies courses OR a cumulative 2.5 GPA in all courses.

- The EPP uses several check points to monitor progression at the beginning, during, and end of a preparation program. These multiple check points include monitoring candidates' developing proficiencies in the areas of content knowledge, culturally responsive self-efficacy, pedagogical content knowledge, pedagogical skills, and the integration of technology to enhance learning. The data for these multiple check points, including when the measures for these check points are implemented and the number of times they are used, are presented in the following evidence files:
 - **Standard R1.3:** Student Teaching Evaluations–NIET Aspiring Teacher Rubric or UTeach Observation Protocol (*program completion*)
 - **Standard R1.2:** Equity Survey, or Culturally Responsive Teacher Self-Efficacy Scale (*admission to program, during program at beginning of student teaching, and program completion at the end of student teaching experience*)
 - **Standard R1.3:** Candidate Work Sample (*program completion*)
 - **Standard R1.2:** SPA Reports, Section 2 Table, Section 4 Assessment files, and Section 5 Continuous Improvement (multiple course-embedded assessments completed *during program of study*)
 - **Standard R1.3:** Documentation of how technology integration related to ISTE Standards is taught through programs of study (*during program*) and Candidate Work Sample indicators which specifically evaluate integration of technology standards (*program completion*)
 - **Standard R3.2:** Selectivity criteria, average GPA of cohorts by program at PEP approval for admission to a teacher education program (*admission*)
 - **Standard R3.2:** Selectivity criteria for admission to the EPP as determined by specific teacher preparation programs (*admission*)
 - **Standard R1.4:** Youth Suicide Prevention Training and Professional Dispositions Modules (*beginning of program*)
 - **Standard R3.3:** Successful completion of program and PEP requirements (*during program, 1) application for student teaching, 2) initial clearance for student teaching, and 3) final clearance for student teaching*)
 - **Standard R3.3:** Successful completion of program and State requirements. SEI and Literacy Endorsement Institutional Recommendation check. (*program completion*)

4. Findings, Implications, and Use of Data

- In relation to the policies and procedures and specified requirements, two examples of changes include refining catalog language related to the calculation of admission GPA(s) as well as modifying student teaching requirements to address the multiple state and university training

modules that are now required (see <https://nau.edu/pep/required-training-modules/>). Additionally, the two relevant policies and procedures followed by academic and faculty advisors were updated and approved by the ITP Coordinating Council members in March 2022. Section 5 Data provides a copy of these updated and approved policies and procedures.

- The progress of the student teaching candidates for Spring 2021 and Fall 2021 in terms of meeting requirements for final clearance for student teaching as well as successful completion of student teaching is monitored as part of each cycle for student teaching placements by the appropriate academic advisor and PEP staff. Between Spring 2021 and Fall 2021, a total of 4 candidates Withdrew, 3 candidates received an Incomplete for the student teaching course, and 3 candidates Failed the student teaching course. For Spring 2021 and Fall 2021, 538 candidates were verified as meeting student teaching requirements and successfully completing them.

5. Data

The program admission, major, teacher preparation and related requirements are listed in NAU's catalog (see [NAU Catalog 2023](#)) under the Details tab for each degree program. The following policies are posted on NAU PEP's Sharepoint drive, and all teacher preparation staff, faculty, and leadership can access the policy document.

NAU PEP Teacher Preparation Program Application Process: Policies and Procedures

Policy Name: NAU PEP Teacher Preparation Program Application Process

Creation/Revision Date: January 2016; March 2022

Approved by: NAU PEP Coordinating Council (3/8/2016); NAU PEP ITP Coordinating Council (3/31/22)

Purpose: This policy's purpose is to articulate the processes and steps of candidates applying for a teacher preparation program. These policies and procedures provide necessary documentation to verify the admission status of candidates applying for a teacher preparation program. Admission status of candidates applying is captured and retained within the PEP data management system.

Policy/Procedures: For a candidate to be admitted into a teacher preparation program, candidates must complete the PEP admission application. The admission decision is based on meeting particular criteria including successful completion of pre-requisite courses, program admission GPA requirement(s) as described in catalog, possession of a current valid Fingerprint Clearance Card, and completion of the Culturally Responsive Teacher Self-Efficacy Scale (which is a required component of the PEP admission application).

Application Period for Teacher Preparation Programs

Candidates are admitted to a teacher preparation program on a rolling basis. There is no specific deadline for Professional Education Programs (PEP) Admission Application. Given some NAU courses within the PEP degree programs require PEP Admission as a prerequisite, the following is the recommended submission guidelines for the PEP Admission Application:

- All Undergraduate students: Finalize application before 30 units
- Transfer students: Finalize application immediately upon admission to NAU
- Graduate students: Finalize application immediately upon admission to NAU

For more information regarding which courses in their program of study require PEP Admission as a prerequisite, candidates are encouraged to contact their academic advisor.

For candidates who begin their application early, a report is run at the conclusion of the spring semester and academic advisors are asked to review and follow-up with any candidates who have submitted an admission application but have not been approved. This process ensures review of outstanding applications and supports efforts related to required federal reporting (i.e., Title II Report).

Initial Evaluation of Application

Once submitted, the advisors evaluate the application for completion of the respective additional program admission criteria. Following are three examples of additional requirements for the BSED Elementary Education, BSED Secondary Education - English, and MED Special Education - Mild/Moderate Disabilities Certified. Again, additional admission requirements for each program are listed in the NAU catalog on the Details tab for the respective program.

BSED Elementary Education

- Admission requirements over and above admission to NAU are required.
- To be eligible for admission to the Professional Education Programs (PEP), candidates must meet the following requirements:

45 units of coursework which includes:

- EDF 200, MAT 150, and MAT 155 with grades of "C" or better
- Two lab science courses with grades of "C" or better
- The English foundations requirement (ENG 105 or equivalent) with a minimum GPA of 3.0. (If your English GPA is below 3.0, you may take an approved writing course to achieve the 3.0 GPA.)
- One of the Following GPA Requirements:
 - A cumulative 2.5 GPA in Liberal Studies courses
 - A cumulative 2.5 GPA
- A Copy of your State-approved Identity-Verified Print (IVP) fingerprint clearance card obtainable through the Arizona Department of Public Safety (602-223-2279).

BSED Secondary Education - English

- Admission requirements over and above admission to NAU are required.
- To be eligible for admission to the program, candidates must meet the following requirements:
 - 30 units of coursework which includes:
 - EDF 200 with a grade of "C" or better
 - MAT 110 or MAT 114 with a grade of "C" or better
 - The English foundations requirement (ENG 105 or equivalent) with a minimum GPA of 3.0. (If your English GPA is below 3.0, you may take an approved writing course to achieve the 3.0 GPA.)
 - A minimum GPA of 3.0 in all content major English courses (must have taken at least 3 units)
 - A cumulative GPA of 2.5
 - Additional requirements:
 - You must be declared in this major

- Submission of a copy of your State-approved Identity-Verified Print (IVP) fingerprint clearance card, obtainable through the Arizona Department of Public Safety (602-223-2279)

MED Special Education – Mild/Moderate Disabilities Certified

- Admission requirements over and above admission to NAU are required.
- NAU Graduate Online application is required for all programs. Details on admission requirements are included in the online application.
- Undergraduate degree from a regionally accredited institution
- Grade Point Average (GPA) of 3.00 (scale is 4.00 = "A"), or the equivalent.
- Admission to many graduate programs is on a competitive basis, and programs may have higher standards than those established by the Graduate College.
- Transcripts
- For details on graduate admission policies, please visit the [Graduate Admissions Policy](#)
- International applicants have additional admission requirements. Please see the [International Graduate Admissions Policy](#)

Individual program admission requirements include:

- Prerequisites (one of the following, completed prior to enrolling in the program)
 - ENG 101 and 102 or ENG 105 (or equivalent) or 6 units of English or composition coursework with a minimum grade of B. Math (College Algebra) with a minimum grade of C. Laboratory Science with a minimum grade of C, **OR**
 - Elementary Education Teaching Certificate
- IVP Fingerprint clearance card
- Privacy forms

Admission Decisions: Teacher Preparation Programs

Once candidates are evaluated, applicants will receive one of the following admission decisions:

- Full admission is given to applicants who have successfully met all admission criteria.
- Some programs allow for conditional admission. For example, the BSED and MED Elementary Education programs provide conditional admission to applicants who have completed all admission criteria except for the program required math foundations course and/or the second lab science course.

PEP candidates will not be evaluated for PEP admissions until their PEP application has a “Completed” status. A PEP application will not show as “Completed” until the candidate has fully completed the PEP Application, including the Culturally Responsive Teacher Self Efficacy Scale, and entering their IVP number for their fingerprint clearance card into the PEP application. As part of the evaluation for PEP program admissions, candidates will be evaluated by their academic advisors in terms of whether they have the other program admission requirements (e.g., program admissions GPA; courses required prior to program admissions).

Applicants with a Conditional Admission Status for a Teacher Preparation Program

Applicants with a conditional status can begin taking courses that require admission to the teacher preparation program, but they must complete program required math foundations course and/or the second lab science course during the first term in the program. After the first term, their application is re-evaluated to determine if full admission can be granted. If the candidate did not successfully

complete the program required math foundations course and/or the second lab science course, their admission is revoked.

Applicants who Do NOT Meet Admission Requirements for a Teacher Preparation Program

Applicants who do not meet admission requirements are NOT approved for admission. These candidates remain in the system with a “completed” status and are reevaluated for admissions again at a later point (e.g., once the candidate has raised their GPA, completed necessary coursework, etc.).

Application Process for Student Teaching

Applicants apply for student teaching one year prior to student teaching. Fall student teachers apply during the previous fall by October 15th. Spring student teachers apply during the previous spring by March 15th. When the applicant is ready to submit their application, the applicant meets with their advisor to review the application for accuracy. The application is submitted to PEP through the data management system.

Several times prior to the designated student teaching semester, the academic advisor will review the applicant’s records to ensure that all program requirements are either completed or in progress. If the advisor finds a program requirement(s) is not met, they notify the applicant and PEP immediately. Applicants are not given final clearance for student teaching until all program requirements except student teaching have been successfully completed.

NAU PEP Policies and Procedures to Receive an Institutional Recommendation for Arizona Licensure/Certification

Policy Name: Policies and Procedures to Receive an Institutional Recommendation for Arizona Licensure/Certification

Creation/Revision Date: 10/20/2015; March 2022

Approved by: NAU PEP Coordinating Council (11/17/2015); NAU PEP Coordinating Council (3/31/2022)

Purpose: The intended use of the Policies and Procedures to Receive an Institutional Recommendation for Arizona Licensure/Certification is a systematic process for ensuring all teacher candidates have reached a high standard for content knowledge in their respective fields, can teach effectively, and impact PK-12 student learning as evidenced through the requirements to receive final clearance for student teaching and student teaching course requirements. These policies and procedures provide necessary documentation to verify the candidate's completion of requirements prior to the issuing of an Institutional Recommendation for certification. These published policies and procedures are available for training new staff or referencing when appeals related to clearance for student teaching or passing requirements for student teaching are received. Documentation of candidate completion is maintained and utilized to verify issuance of an Institutional Recommendation for any future requests from graduates for a second copy of an Institutional Recommendation (only issued up to 1 year after graduation) and to complete requests for graduates seeking licensure in another state.

Policy/Procedures: For a candidate to receive their Arizona Teaching Certificate, there is a process that must be followed. Candidates must declare a program of study approved to meet requirements for the

certification area, meet the additional admission requirements for the program and be officially admitted, apply to student teach, and successfully complete student teaching.

Complete Student Teaching Application

Candidates admitted to an initial teacher preparation program will complete and submit the Student Teaching Application one year before the intended student teaching term. Graduate students typically complete the Student Teaching Application at admission to the program. Candidates work directly with their advisor, and their advisor determines whether the anticipated student teaching term is appropriate given the candidate's status in the program of study. If the student teaching semester is appropriate, the advisor supports the candidate in completing the online student teaching application received by PEP. PEP uses the information collected through the online student teaching application to document the candidate's requests related to their student teaching placement to begin the placement process. The online student teaching application form becomes available after a candidate is officially admitted to a teacher preparation program (i.e., meets additional program level admission requirements). To qualify for student teaching, candidates must meet criteria outlined in the catalog for the program and receive initial and then final clearance for student teaching from their academic advisor. Candidates who do not meet the initial and then final clearance criteria for student teaching continue to work with their academic advisor and apply or re-apply once they are met. PEP-staff build a database of candidates for the term aligned with the application to track all placement information and completion of student teaching requirements.

Initial Clearance for Student Teaching

Advisors are sent an "Initial Clearance Form" at the start of the term prior to the intended student teaching term to indicate whether the candidate is progressing accordingly. The academic advisor completes a check of program requirements that must be successfully completed as a prerequisite to student teaching. The advisor forwards the completed form to PEP to indicate an approval to request a placement on the candidate's behalf. If a candidate does not meet the minimum requirements for initial clearance for student teaching, one of the following actions is implemented:

- If a candidate does not meet the minimum requirement, but has potential to do so, the candidate receives a "Pending" clearance and is moved to the student teaching holding database while the advisor works with the candidate to address the minimum requirement(s).
- If a candidate receives, "Not Cleared" it is because that candidate will be unable to complete the requirements to student teach in the designated semester. In this case, the candidate is moved to the student teaching holding database and PEP staff await the submission of a change of term form to indicate the new semester when the candidate can meet student teaching requirements.

Advisors notify PEP of any changes to a candidate's program intention or student teaching application.

Final Clearance for Student Teaching

For candidates who received initial clearance, advisors are then sent a "Final Clearance List" at the end of the fall or spring term preceding the candidate's student teaching semester. Academic advisors meet with a candidate and/or pull information from the university grade reporting system to determine whether a candidate meets all prerequisites to student teach. The Final Clearance list also requests information regarding courses taken to meet the Arizona Department of Education Arizona/US Constitution requirement as well as the Structured English Immersion requirement. The academic advisor forwards the completed final clearance list to PEP. On the listing, the academic advisor indicates

who has “met” or “not met” the prerequisites for student teaching. If a candidate has-“not met” final clearance requirements and has a placement confirmed, PEP cancels the placement and notifies all parties. These candidates are moved to the Student Teaching Database until further notice from the academic advisor and the candidate. For these candidates tracked in the database, a student teaching change of term form is required to move forward with a placement. If a candidate has “met” all prerequisites, a university supervisor is assigned for the student teaching term and the candidate proceeds with the course and capstone experience.

Completion and Verification of Student Teaching Requirements

The university supervisor documents levels of completion for all student teaching course requirements. The university supervisor observes and evaluates the candidate’s performance to ensure that successful practices are employed using a selected instrument (i.e., NIET Aspiring Teacher Rubric for all programs except Math and Science, which use the UTeach Observation Protocol instrument). The candidate completes a signature assignment, the Candidate Work Sample, to provide evidence of how a candidate’s teaching impacts student learning. The university supervisor also reviews journal entries, lesson plans, and dispositions and observes and evaluates the student teacher teaching multiple lessons to support a final grade recommendation. A candidate’s recommendation from the university supervisor along with the actual scores on the various evaluation instruments provide the documentation to issue a final grade. Candidates who earn a “P” or passing grade for the course are eligible to receive an Institutional Recommendation (IR) pending the posting of their degree.

After all course requirements have been submitted, evaluated, and verified by PEP staff, a grade is issued for a candidate for the student teaching course. This is the final course in the teacher preparation programs of studies. Once a grade is approved and a degree progress report is verified by the Registrar’s office with the Registrar awarding a degree, PEP staff complete an Institutional Recommendation (IR) form for the graduate noting the date the degree was awarded. On the IR, PEP staff must indicate which Arizona Teaching Certificate(s) the candidate qualifies for, whether the candidate has met the SEI Endorsement Requirement and list the course taken and indicate whether the candidate has met the Arizona/US Constitution requirement by providing a “yes or no.” The PEP staff works with academic advisors and the candidate’s transcripts to determine whether a candidate has taken an appropriate course to fulfill this requirement if the Arizona/US Constitution is not already a program-of-study requirement. All Elementary and Early Childhood Education majors must meet the state requirement for literacy and phonics, and PEP staff indicates this by marking “yes” and identifying the 6-credits of coursework required by the program in fulfillment of this expectation. Finally, PEP staff indicates the degree earned, if a major is included, and the date the degree was awarded.

The PEP response to a new Arizona state licensure requirements state for literacy and phonics coursework aligns with **CAEP Standard Component 5.4**, continuous improvement. NAU now requires candidates in the following initial teacher preparation programs to complete 6 credits in literacy and the science of reading: BSEd Early Childhood and Early Childhood Special Education; BSEd Elementary Education; BSEd Special and Elementary Education; MEd in Elementary Education - Certification; MEd Special Education - Mild/Moderate Disabilities Certified; and MEd Special Education - Early Childhood Special Education with Certification. The 6 credits are necessary to obtain a Literacy, K-5 endorsement. To ensure compliance with this licensure requirement, the programs listed above took the following actions: lead faculty from the impacted programs joined an Arizona Department of Education committee tasked with setting the content expectations for the literacy coursework. This engagement with the statewide community for the purpose of curriculum design aligns with **CAEP Standard Component R5.3**, stakeholder involvement in “program design, evaluation, and continuous

improvement.” The Chair of the NAU Department of Teaching and Learning (DTL) assigned the task of reviewing program-level curricula to the Literacy Committee within the DTL. This DTL committee examined the learning outcomes and content knowledge emphasis of required courses, identified which courses taught the state-identified literacy skills, and adjusted course outcomes and syllabi, as necessary. Once programs had determined how to update required coursework to comply with the new state licensure requirement for 6 credits of literacy coursework, the EPP submitted updated Statements of Assurance to the Arizona Department of Education (ADE) in August 2022 and established a process for tracking student completion of the Literacy, K-5 endorsement through graduation checks and Institutional Recommendation reports. This tracking process is in alignment with **CAEP Standard Component R3.2**, “the provider creates and monitors transition points from admission through completion that indicate candidates’ . . . professional responsibilities.” Additionally, this evidence aligns to **CAEP Standard Component R3.3**, “the provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development.” The attached “Literacy Endorsement Coursework” Excel file identifies the specific coursework from each impacted program that has been determined as meeting the new state literacy and science of reading requirement and that was submitted to the ADE in the Fall 2022 Statement of Assurance for each impact program. This process of meeting Arizona state licensure requirements for substantive training in literacy and the science of reading including phonics speaks to **CAEP Standard Component R1.1** (Learning and Learning) in that the provider has ensured that candidates have been introduced to the “critical concepts and principals of learner development (InTASC Standard 1).” Appendix B of this file contains a table documenting the results of the committee tasked with identifying courses (and changing syllabi and outcomes as necessary).

Distribution of the Institutional Recommendation for Licensure/Certification

PEP staff submit a spreadsheet listing graduates and Institutional Recommendation (IR) information to the Arizona Department of Education (ADE) through a secure upload process. Once the spreadsheet has been received and approved by ADE, PEP staff email each candidate a pdf copy of their IR. Candidates typically receive their IR within 2 weeks after the posting of the degree, meeting the state requirement of no more than 45 days after degree completion (Arizona Article R7-2-604.02).

Appendix A: Student Teaching Database

Student Teaching Database

Below is a summary of student teacher candidates by semester and program. A brief description of the status of the student teacher candidates is listed. Data is updated about three months after the fall and spring semesters end.

Summary of Candidates Listed in the Student Teaching Database: Spring 2021 to Fall 2022

Degree Program	Summary Spring 2021	Summary Fall 2021	Summary Spring 2022	Summary Fall 2022	Summary Spring 2023
College of Education Programs					
<ul style="list-style-type: none"> • BSEd Early Childhood Education; • BSEd Early Childhood Education and Early Childhood Special Education; and MEd Early Childhood Education; MEd Early Childhood Special Education • BSEd Elementary Education • MEd Elementary Education with Certification • BSEd Special & Elementary Education • MEd Special Education, Mild Moderate Disabilities 	256 candidates; 253 passed and verifications complete; 1 withdrew; 1 incomplete; 1 candidate failed and will make their next attempt in a future semester.	165 candidates; 160 passed and verifications complete; 2 failed and will make their next attempt in future semester; 2 withdrew; and 1 received an incomplete.	325 candidates; 318 passed and verifications complete; 1 failed and never returned, 2 completed program in F22; 4 withdrew and will return in a future semester.	142 candidates; 137 passed and verifications complete; 1 withdrew; 4 incompletes will return in Sp23.	261 candidates; 253 passed and verifications complete; 4 withdrew and will complete in future term; 2 incomplete; 2 changed majors.
Secondary Education Programs (College of Arts and Letters; College of Education; College of Engineering, Forestry, and Natural Sciences; Health and Human Services)					

<ul style="list-style-type: none"> • BSEd Art • BSEd English • BSEd History • BMEd Music • BSEd Spanish • BSEd Sciences (Biology, Chemistry, Earth Science, General Science, Physics) • BSEd Mathematics • BSEd Physical Education 	71 candidates; 70 passed and verifications complete; 1 incomplete.	65 candidates; 64 passed and verifications complete; 1 candidate withdrew.	76 Candidates; 74 passed and verifications complete; 1 candidate withdrew and changed majors; 1 candidate completed program in Sp23	47 Candidates; 44 passed and verifications complete; 1 candidate failed, 1 candidate incomplete, 1 candidate continued Sp23.	64 Candidates; 61 passed and verifications complete; 1 changed major; 1 withdrew; 1 passed student teaching but continued courses for F23
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**Appendix B:
GPA at PEP Approval for Program Admission**

To provide evidence of the EPP tracking of candidates' PEP Program Admissions GPAs, below are data tables for three data cycles of candidates' average PEP program admissions overall GPAs and disaggregated by gender. These data are based on Title II reports filed by PEP. Title II worksheets are due in February each year and Title II reports are due in April or May each year, which report the previous academic year's data. The AY 2023-2024 program admissions GPA data will be available by February 2025, prior to the submission of the Title II report.

Program Admissions GPA (mean, range, N/n) for Candidates Admitted to PEP (A = 4, B = 3, C = 2, D = 1, F = 0)			
	All Candidates	Females	Males
AY 2022-2023	3.41 (2.5-4) N = 411	3.47 (2.5-4) N = 332	3.29 (2.52-4) N=79
AY 2021-2022	3.45 (2.52-4.00) N = 350	3.47 (2.52-4.00) n = 296	3.38 (2.64-4.00) n = 54
AY 2020-2021	3.42	3.44	3.36

	(2.50-4.00) N = 340	(2.50-4.00) n = 284	(2.56-4.00) n = 56
AY 2019-2020	3.44 (2.50-4.00) N = 525	3.45 (2.50-4.00) n = 440	3.37 (2.50-4.00) n = 85

**Appendix C:
Literacy Endorsement Coursework in Compliance with State Licensure Requirements**

The following chart presents the results of the deliberations of the NAU Department of Teaching and Learning Literacy Committee. This committee reviewed program-level curricula for compliance with the Arizona state licensure requirement for six credits of literacy and the science of reading. The committee identified which courses taught the requisite skills and how to adjust course outcomes, programs of study, and syllabi as needed to meet the literacy licensure requirements. Once programs determined how to update coursework to comply with the new state licensure requirement, PEP submitted updated Statements of Assurance to the Arizona Department of Education in August 2022 and established a process for tracking student completion of the Literacy, K-5 endorsement through graduation checks and Institutional Recommendation reports.

Professional Education Programs	Science of Reading Including Phonics	Science of Reading Including Phonics	Reading Instruction / Dyslexia	Reading Instruction / Dyslexia
Elementary Education (BSED)	ECI 402/403	ECI 402 - Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts In The Elementary School; You will learn about the core components of reading instruction including: print concepts, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by both the National Reading Panel (2000) and the National Early Literacy Panel (2008). You will specifically focus on foundational skills such as phonological awareness and phonics as they influence literacy success for students. You will also learn about the theories and research	ECI 402/403	ECI 402 - Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts In The Elementary School; You will learn about the core components of reading instruction including: print concepts, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by both the National Reading Panel (2000) and the National Early Literacy Panel (2008). You will specifically focus on foundational skills such as phonological awareness and phonics as they influence literacy success for students. You will also learn about the theories and research about K-3 literacy to look at

	<p>about K-3 literacy to look at curriculum development, instructional methods, and assessments through focused readings, activities, and demonstrations related to teaching children reading and writing. Course outcomes include Foundational Knowledge -- How Students Learn to Read/Write (K-3) Student will understand and gain knowledge of: ● Science of Reading and Writing. ● Evidence-based foundations and frameworks of structured literacy; Students will demonstrate an understanding of the Science of Reading regarding primary K-3 students.</p> <p>ECI 403 - Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem School; This course is a K-8 Elementary Education methods course. Informed by the Science of Reading, this course, we will focus on grades 3-8, specifically the components of literacy that support reading comprehension (e.g., advanced phonics, fluency, vocabulary, and comprehension). We will investigate the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective literacy instruction in K-8 classrooms, with a strong focus on 3-8 grades. The overall focus of this course will help you gain knowledge of how students learn to read, understand what students know or do not know to support effective instruction, how to plan instruction, and how to collaborate and work with a variety of stakeholders. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment, including classroom management. Where candidates are exposed to developmentally appropriate instructional design and lesson planning with appropriate accommodations and modifications</p>	<p>curriculum development, instructional methods, and assessments through focused readings, activities, and demonstrations related to teaching children reading and writing. Course outcomes include Foundational Knowledge -- How Students Learn to Read/Write (K-3) Student will understand and gain knowledge of: ● Science of Reading and Writing. ● Evidence-based foundations and frameworks of structured literacy; Students will demonstrate an understanding of the Science of Reading regarding primary K-3 students.</p> <p>ECI 403 - Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem School; This course is a K-8 Elementary Education methods course. Informed by the Science of Reading, this course, we will focus on grades 3-8, specifically the components of literacy that support reading comprehension (e.g., advanced phonics, fluency, vocabulary, and comprehension). We will investigate the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective literacy instruction in K-8 classrooms, with a strong focus on 3-8 grades. The overall focus of this course will help you gain knowledge of how students learn to read, understand what students know or do not know to support effective instruction, how to plan instruction, and how to collaborate and work with a variety of stakeholders. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment, including classroom management. Where candidates are exposed to developmentally appropriate instructional design and lesson planning with appropriate accommodations and modifications while assessing, monitoring, and reporting progress for diverse student populations</p>
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		while assessing, monitoring, and reporting progress for diverse student populations including those with dyslexia and/or exceptionalities through facilitation and methodologies for teaching language.		including those with dyslexia and/or exceptionalities through facilitation and methodologies for teaching language. CI 402 - Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts in the Elementary School, ECI 403 - Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem School.
Elementary Education - Certification (MED)	ECI 502/503	ECI 502 - Literacy I: Developmental Literacy, Evidenced-based Practices, and Language Arts In Elementary School ECI 503 Literacy II: Language Arts Methods, Evidenced-based Practices In The Elementary School ECI 502 -Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts In The Elementary School; You will learn about the core components of reading instruction including: print concepts, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by both the National Reading Panel (2000) and the National Early Literacy Panel (2008). You will specifically focus on foundational skills such as phonological awareness and phonics as they influence literacy success for students. You will also learn about the theories and research about K-3 literacy to look at curriculum development, instructional methods, and assessments through focused readings, activities, and demonstrations related to teaching children reading and writing. Course outcomes include Foundational Knowledge -- How Students Learn to Read/Write (K-3) Student will understand and gain knowledge of: ● Science of Reading and Writing. ● Evidence-based foundations and frameworks of structured literacy; Students will demonstrate an understanding of the Science of Reading regarding primary K-3 students.	ECI 502/503	ECI 502 - Literacy I: Developmental Literacy, Evidenced-based Practices, and Language Arts In Elementary School ECI 503 Literacy II: Language Arts Methods, Evidenced-based Practices In The Elementary School ECI 502 -Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts In The Elementary School; You will learn about the core components of reading instruction including: print concepts, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by both the National Reading Panel (2000) and the National Early Literacy Panel (2008). You will specifically focus on foundational skills such as phonological awareness and phonics as they influence literacy success for students. You will also learn about the theories and research about K-3 literacy to look at curriculum development, instructional methods, and assessments through focused readings, activities, and demonstrations related to teaching children reading and writing. Course outcomes include Foundational Knowledge -- How Students Learn to Read/Write (K-3) Student will understand and gain knowledge of: ● Science of Reading and Writing. ● Evidence-based foundations and frameworks of structured literacy; Students will demonstrate an understanding of the Science of Reading regarding primary K-3 students. ECI 503 -Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem

		<p>ECI 503-Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem School; This course is a K-8 Elementary Education methods course. Informed by the Science of Reading, this course, we will focus on grades 3-8, specifically the components of literacy that support reading comprehension (e.g., advanced phonics, fluency, vocabulary, and comprehension). We will investigate the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective literacy instruction in K-8 classrooms, with a strong focus on 3-8 grades. The overall focus of this course will help you gain knowledge of how students learn to read, understand what students know or do not know to support effective instruction, how to plan instruction, and how to collaborate and work with a variety of stakeholders. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment, including classroom management. Where candidates are exposed to developmentally appropriate instructional design and lesson planning with appropriate accommodations and modifications while assessing, monitoring, and reporting progress for diverse student populations including those with dyslexia and/or exceptionalities through facilitation and methodologies for teaching language.</p>		<p>School; This course is a K-8 Elementary Education methods course. Informed by the Science of Reading, this course, we will focus on grades 3-8, specifically the components of literacy that support reading comprehension (e.g., advanced phonics, fluency, vocabulary, and comprehension). We will investigate the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective literacy instruction in K-8 classrooms, with a strong focus on 3-8 grades. The overall focus of this course will help you gain knowledge of how students learn to read, understand what students know or do not know to support effective instruction, how to plan instruction, and how to collaborate and work with a variety of stakeholders. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment, including classroom management. Where candidates are exposed to developmentally appropriate instructional design and lesson planning with appropriate accommodations and modifications while assessing, monitoring, and reporting progress for diverse student populations including those with dyslexia and/or exceptionalities through facilitation and methodologies for teaching language.</p>
<p>Early Childhood Education and Early Childhood Special Education (BSED)</p>	<p>ECI 402/403</p>	<p>ECI 402 - Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts in The Elementary School, ECI 403 - Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem School. ECI 402 - Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts In The Elementary School; You will learn about the core components</p>	<p>ECI 402/403</p>	<p>ECI 402 - Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts in the Elementary School, ECI 403 - Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem School. - Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem School. ECI 402 - Integrated Lit I: Dev Literacy,</p>

	<p>of reading instruction including: print concepts, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by both the National Reading Panel (2000) and the National Early Literacy Panel (2008). You will specifically focus on foundational skills such as phonological awareness and phonics as they influence literacy success for students. You will also learn about the theories and research about K-3 literacy to look at curriculum development, instructional methods, and assessments through focused readings, activities, and demonstrations related to teaching children reading and writing. Course outcomes include Foundational Knowledge -- How Students Learn to Read/Write (K-3) Student will understand and gain knowledge of: ● Science of Reading and Writing. ● Evidence-based foundations and frameworks of structured literacy; Students will demonstrate an understanding of the Science of Reading regarding primary K-3 students.</p> <p>ECI 403 - Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem School; This course is a K-8 Elementary Education methods course. Informed by the Science of Reading, this course, we will focus on grades 3-8, specifically the components of literacy that support reading comprehension (e.g., advanced phonics, fluency, vocabulary, and comprehension). We will investigate the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective literacy instruction in K-8 classrooms, with a strong focus on 3-8 grades. The overall focus of this course will help you gain knowledge of how students learn to</p>	<p>Evidence-based Practices, And Language Arts In The Elementary School; You will learn about the core components of reading instruction including: print concepts, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by both the National Reading Panel (2000) and the National Early Literacy Panel (2008). You will specifically focus on foundational skills such as phonological awareness and phonics as they influence literacy success for students. You will also learn about the theories and research about K-3 literacy to look at curriculum development, instructional methods, and assessments through focused readings, activities, and demonstrations related to teaching children reading and writing. Course outcomes include Foundational Knowledge -- How Students Learn to Read/Write (K-3) Student will understand and gain knowledge of: ● Science of Reading and Writing. ● Evidence-based foundations and frameworks of structured literacy; Students will demonstrate an understanding of the Science of Reading regarding primary K-3 students.</p> <p>ECI 403 - Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem School; This course is a K-8 Elementary Education methods course. Informed by the Science of Reading, this course, we will focus on grades 3-8, specifically the components of literacy that support reading comprehension (e.g., advanced phonics, fluency, vocabulary, and comprehension). We will investigate the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective literacy instruction in K-8 classrooms, with a strong focus on 3-8 grades. The overall focus of this course will help you gain knowledge of how students learn to read,</p>
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		<p>read, understand what students know or do not know to support effective instruction, how to plan instruction, and how to collaborate and work with a variety of stakeholders. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment, including classroom management. Where candidates are exposed to developmentally appropriate instructional design and lesson planning with appropriate accommodations and modifications while assessing, monitoring, and reporting progress for diverse student populations including those with dyslexia and/or exceptionalities through facilitation and methodologies for teaching language.</p>		<p>understand what students know or do not know to support effective instruction, how to plan instruction, and how to collaborate and work with a variety of stakeholders. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment, including classroom management. Where candidates are exposed to developmentally appropriate instructional design and lesson planning with appropriate accommodations and modifications while assessing, monitoring, and reporting progress for diverse student populations including those with dyslexia and/or exceptionalities through facilitation and methodologies for teaching language.</p>
<p>Special Education - Early Childhood Special Education with Certification (MED)</p>	<p>ECI 502/ESE 557</p>	<p>ECI 502 - Literacy L: Developmental Literacy, Evidenced-based Practices, and Language Arts In Elementary School, ESE 557 - Evidence-based Methods In Early Childhood Special Education For Young Children Age Five To Eight ECI 502-Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts In The Elementary School; You will learn about the core components of reading instruction including: print concepts, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by both the National Reading Panel (2000) and the National Early Literacy Panel (2008). You will specifically focus on foundational skills such as phonological awareness and phonics as they influence literacy success for students. You will also learn about the theories and research about K-3 literacy to look at curriculum development, instructional methods, and assessments through focused readings, activities, and demonstrations related to teaching children reading and writing. Course outcomes include Foundational Knowledge</p>	<p>ECI 502/ESE 557</p>	<p>ECI 502 - Literacy L: Developmental Literacy, Evidenced-based Practices, and Language Arts In Elementary School, ESE 557 - Evidence-based Methods In Early Childhood Special Education For Young Children Age Five To Eight ECI 502-Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts In The Elementary School; You will learn about the core components of reading instruction including: print concepts, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by both the National Reading Panel (2000) and the National Early Literacy Panel (2008). You will specifically focus on foundational skills such as phonological awareness and phonics as they influence literacy success for students. You will also learn about the theories and research about K-3 literacy to look at curriculum development, instructional methods, and assessments through focused readings, activities, and demonstrations related to teaching children reading and writing. Course outcomes include Foundational Knowledge -- How Students Learn to</p>

		-- How Students Learn to Read/Write (K-3) Student will understand and gain knowledge of: ● Science of Reading and Writing. ● Evidence-based foundations and frameworks of structured literacy; Students will demonstrate an understanding of the Science of Reading regarding primary K-3 students.		Read/Write (K-3) Student will understand and gain knowledge of: ● Science of Reading and Writing. ● Evidence-based foundations and frameworks of structured literacy; Students will demonstrate an understanding of the Science of Reading regarding primary K-3 students.
Special Education - Mild/Moderate Disabilities Certified (MED)	ECI 502/ ESE 650/655/660	ECI 502 - Literacy L: Developmental Literacy, Evidenced-based Practices, and Language Arts In Elementary School, ESE 650 - Evidence-based Practices And Research In Math And English Language Arts, ESE 655 - Advanced Assessment Of Exceptional Learners: High Incidence Disabilities, ESE 660 - Advanced Foundations And Methods Of Learning Disabilities And Language Disorders ECI 502 -Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts In The Elementary School; You will learn about the core components of reading instruction including: print concepts, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by both the National Reading Panel (2000) and the National Early Literacy Panel (2008). You will specifically focus on foundational skills such as phonological awareness and phonics as they influence literacy success for students. You will also learn about the theories and research about K-3 literacy to look at curriculum development, instructional methods, and assessments through focused readings, activities, and demonstrations related to teaching children reading and writing. Course outcomes include Foundational Knowledge -- How Students Learn to Read/Write (K-3) Student will understand and gain knowledge of: ● Science of Reading and Writing. ● Evidence-based foundations and frameworks of structured literacy; Students will demonstrate an	ECI 502/ ESE 650/655/660	ECI 502 - Literacy L: Developmental Literacy, Evidenced-based Practices, and Language Arts in Elementary School, ESE 650 - Evidence-based Practices and Research in Math and English Language Arts, ESE 655 - Advanced Assessment of Exceptional Learners: High Incidence Disabilities, ESE 660 - Advanced Foundations and Methods of Learning Disabilities and Language Disorders

		understanding of the Science of Reading regarding primary K-3 students.		
Special and Elementary Education (BSED)	ECI 402/403/409	<p>ECI 402 - Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts in the Elementary School, ECI 403 - Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem School. ECI 409- Literacy in Early Childhood ECI 402 - Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts In The Elementary School; You will learn about the core components of reading instruction including: print concepts, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by both the National Reading Panel (2000) and the National Early Literacy Panel (2008). You will specifically focus on foundational skills such as phonological awareness and phonics as they influence literacy success for students. You will also learn about the theories and research about K-3 literacy to look at curriculum development, instructional methods, and assessments through focused readings, activities, and demonstrations related to teaching children reading and writing. Course outcomes include Foundational Knowledge -- How Students Learn to Read/Write (K-3) Student will understand and gain knowledge of: ● Science of Reading and Writing. ● Evidence-based foundations and frameworks of structured literacy; Students will demonstrate an understanding of the Science of Reading regarding primary K-3 students.</p> <p>ECI 403 - Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem School; This course is a K-8 Elementary Education methods course. Informed by the</p>	ECI 402/403/409	<p>ECI 402 - Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts In The Elementary School, ECI 403 - Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts In The Elem School. ECI 409- Literacy in Early Childhood ECI 402 - Integrated Lit I: Dev Literacy, Evidence-based Practices, And Language Arts In The Elementary School; You will learn about the core components of reading instruction including: print concepts, phonological awareness, phonics, fluency, vocabulary, and comprehension as identified in the Common Core State Standards (2010) and by both the National Reading Panel (2000) and the National Early Literacy Panel (2008). You will specifically focus on foundational skills such as phonological awareness and phonics as they influence literacy success for students. You will also learn about the theories and research about K-3 literacy to look at curriculum development, instructional methods, and assessments through focused readings, activities, and demonstrations related to teaching children reading and writing. Course outcomes include: Foundational Knowledge -- How Students Learn to Read/Write (K-3) Student will understand and gain knowledge of: ● Science of Reading and Writing. ● Evidence-based foundations and frameworks of structured literacy; Students will demonstrate an understanding of the Science of Reading regarding primary K-3 students.</p> <p>ECI 403 - Integrated Lit II: Reading Theory, Decoding, Evidence-based Practices, And Lang Arts in the Elem School; This course is a K-8 Elementary Education methods course. Informed by the Science of Reading, this course, we will focus on grades 3-8, specifically the components of literacy that support</p>

	<p>Science of Reading, this course, we will focus on grades 3-8, specifically the components of literacy that support reading comprehension (e.g., advanced phonics, fluency, vocabulary, and comprehension). We will investigate the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective literacy instruction in K-8 classrooms, with a strong focus on 3-8 grades. The overall focus of this course will help you gain knowledge of how students learn to read, understand what students know or do not know to support effective instruction, how to plan instruction, and how to collaborate and work with a variety of stakeholders. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment, including classroom management. Where candidates are exposed to developmentally appropriate instructional design and lesson planning with appropriate accommodations and modifications while assessing, monitoring, and reporting progress for diverse student populations including those with dyslexia and/or exceptionalities through facilitation and methodologies for teaching language.</p> <p>ECI 409- Literacy in Early Childhood -This course encompasses research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention, and remediation to support readers of varying ability levels, including students with dyslexia. It incorporates foundations of early literacy and focuses on children birth through age eight.</p>	<p>reading comprehension (e.g., advanced phonics, fluency, vocabulary, and comprehension). We will investigate the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective literacy instruction in K-8 classrooms, with a strong focus on 3-8 grades. The overall focus of this course will help you gain knowledge of how students learn to read, understand what students know or do not know to support effective instruction, how to plan instruction, and how to collaborate and work with a variety of stakeholders. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment, including classroom management. Where candidates are exposed to developmentally appropriate instructional design and lesson planning with appropriate accommodations and modifications while assessing, monitoring, and reporting progress for diverse student populations including those with dyslexia and/or exceptionalities through facilitation and methodologies for teaching language. ECI 409- Literacy in Early Childhood -This course encompasses research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention, and remediation to support readers of varying ability levels, including students with dyslexia. It incorporates foundations of early literacy and focuses on children birth through age eight.</p>
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