**Evidence File: Policies & Procedures for Monitoring Candidate Progression and Competency from Admission through Completion (CAEP Standards R3.2, R3.3, R5.2)**
[Modified to include only summary data.]

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 admission to a teacher preparation program (i.e., meeting Additional Admission Requirements specified in the catalog) through completion.

   ▪ These policies and procedures outline the steps followed by academic advisors when working with teacher preparation candidates and provide one source of evidence of meeting CAEP Standard Components R3.2, Monitoring and Supporting Candidate Progression and R3.3, Competency at Completion.

   ▪ *Summary:* 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) (implemented in the AY 2020-2021 catalog) as well as modifying student teaching requirements to address the multiple state and university training modules that are now required (implemented in the AY 2021-2022 catalog; also 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. Data regarding student teachers documents continued verification of meeting catalog and student teaching course requirements. When student teachers do not meet course requirements, an appropriate grade (i.e., Incomplete, Fail, or Withdraw) is entered based on university policies.

2. **Data Sources & Methods**

   ▪ The policies and procedures (see Section 5 Data below) followed by academic advisors, faculty, and PEP staff are aligned to NAU degree program catalog requirements and outline the application and admission 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 who are not cleared for student teaching or do not successfully complete 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 outlined program requirements from program admission through completion of a teacher preparation program (CAEP Standard R3.2 & R3.3). Program requirements are listed in NAU's catalog (see https://catalog.nau.edu/Catalog/results?cat=10015&catalogYear=2122). 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/; also evidence files tagged for CAEP Standards R1 & R3).
    3. **Progression through program:** Completion of multiple, required course embedded signature assignments/key assessments noted in the program's assessment plan provided in their SPA or ADE review report. Data charts/tables, data analyses, and use of data can be located 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.
    4. **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.
    5. **Completion of student teaching:** Candidates are required to earn passing scores for the final Student Teaching Evaluations (Aspiring Teacher Rubric and UTeach Observation Protocol; see evidence files tagged for CAEP Standard R1), Candidate Work Sample (see evidence file tagged for CAEP Standard R1), and the Final Grade Report (see evidence file tagged for CAEP Standard R3).
- 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 advisors and/or faculty advisors in each of the colleges that house a teacher preparation program(s) follows the catalog requirements and policies and procedures for admission to and completion of teacher preparation programs contained in this evidence file. Academic advisors and/or faculty advisors verify all requirements for admission are met. In cases where admission requirements have not been fully met, if appropriate, a determination regarding conditional admission is made based on deficits or the applicant is not admitted and their application re-reviewed at a later point once deficit requirements are met.

- o **Training:** Academic advisors and faculty 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/or faculty advisors consult with the appropriate Associate Deans, Department Chair, or Program Coordinator when questions are raised to ensure that policies and procedures are being implemented in an accurate and consistent manner by academic and faculty advisors.
- o **Method:** The Data section below provides a copy of the policies and procedures that are followed. Additionally, PEP's data management system (Salesforce) was implemented in Summer 2016. Candidates are directed to an online application for admission to a teacher preparation program as well as 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. Tracking in the system details student information regarding program, completion of the PEP admissions 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.

    All undergraduate initial teacher preparation programs require additional admission requirements beyond the requirements set by NAU for admission to the university. These requirements are listed by program in the NAU catalog (see https://catalog.nau.edu/Catalog/results?cat=10015&catalogYear=2122). Examples of these additional admission requirements are provided in the Data section below.

    All graduate initial teacher preparation programs require an undergraduate degree from a regionally accredited institution. Graduate applicants must also submit all transcripts and hold a GPA of 3.00 for full admission into the teacher preparation program. Graduate teacher preparation programs also have additional admission requirements which are outlined in the catalog.

    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).

2.a. **Evidence of Data Credibility**

- ▪ **Validity/trustworthiness for Policies & Procedures related to teacher preparation program processes:** Prior to receiving CAEP accreditation in 2017, the policies, procedures, and forms were developed by academic advisors and PEP staff in consultation with program faculty in each college who work with applicants and candidates. The policies and procedures were vetted by all academic advisors who work with initial teacher preparation programs to confirm the

information was accurate. Advisors were encouraged and did provide feedback on aspects of the policies and procedures that did not follow their typical process. Based on feedback, 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. The academic advisors, PEP staff, program faculty, and the NAU PEP Initial Teacher Preparation Coordinating Council members, with expertise in their respective specialty areas, have all been involved in the formulation of the final policies and procedures governing application admission, program requirements, and assessments. Following similar procedures outlined above, the policies and procedures have been updated to address issues, details related to how the PEP Data Management System functions, new state requirements, etc.

- **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 as well as to support consistency of implementation.

2.b. **Participants**

- Participants include all candidates applying for and enrolled in a NAU teacher preparation program. The practice described has been in place for multiple years (prior to NAU receiving CAEP accreditation in 2017). Candidates are from all colleges with a teacher preparation program(s): College of Arts and Letters, College of Education, College of Engineering, Forestry, and Natural Sciences, College of Engineering, Informatics, and Applied Sciences, and the College of Health and Human Services. The candidates include those in undergraduate and graduate teacher preparation programs.

- 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**

- In relation to program requirements, PEP leadership has consistently work with program leadership to update the catalog in relation to new state requirements or issues brought forth by academic advising staff. Academic advising staff developed training documentation related to PEP program requirements to support onboarding of new advisors. However, when reviewing the PEP policy document, we recognized the policies had not been similarly updated. This led to the review and revision of the two relevant policies contained in Section 5 Data by relevant internal stakeholders and approval was sought from the ITP Coordinating Council members.

- Cyclical processes performed by PEP staff include documentation of initial and final clearance for student teaching as well as 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.

4. **Findings, Implications, & 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 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 requirements to student teach as well as successfully completing student teaching requirements.

5. **Data**

- ***NAU Teacher Preparation Program Admission, Major, Teacher Preparation & Related Requirements***

The program admission, major, teacher preparation and related requirements are listed in NAU's catalog (see https://catalog.nau.edu/Catalog/results?cat=10015&catalogYear=2122). The Details tab for the degree program lists these requirements. 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 & 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:**  The purpose of this policy 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 who are applying for a teacher preparation program. Admission status of candidates applying is captured and retained within the PEP data management system.

**Policy/Procedures:**  In order 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:

- o 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
- o Additional requirements:
- o You must be declared in this major
- o 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) 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 at any time the advisor finds that 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 & Procedures to Receive an Institutional Recommendation for Arizona Licensure/Certification***

**Policy Name:**  Policies & 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 & 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 candidate 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:** In order 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 who have been admitted to an initial teacher preparation program will complete and submit the Student Teaching Application one year prior to 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 that is 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 teach. The advisor forwards the completed form to PEP to indicate an approval to move forward with requesting a placement on behalf of the candidate. 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 will be able to 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 & 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 as well as 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 it is not required in the program of study. All Elementary Education majors must meet the state requirement for Phonics and PEP staff indicates this by marking "yes". Finally, PEP staff indicates the degree earned, if a major is included, and the date the degree was awarded.

**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).

*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 are updated approximately three months after the conclusion of the fall and spring semesters.

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

| College/Degree Program | Summary Spring 2021 | Summary Fall 2021 |
|---|---|---|
| **College of Education Programs** | | |
| ▪ **BSED Early Childhood Education**<br>▪ **BSEd Early Childhood Education & Early Childhood Special Education**<br>▪ **BSEd Elementary Education**<br>▪ **MEd Elementary Education with Certification**<br>▪ **BSEd Special & Elementary Education**<br>▪ **MEd Special Education, Mild Moderate Disabilities**<br>▪ **MEd Early Childhood Special Education**<br>▪ **MAT-S Science Education (Secondary)** | 256 candidates; 253 passed and verifications complete; 1 Withdrew and 1 received an Incomplete; 1 candidate Failed and will make their next attempt in a future semester | 164 candidates; 159 candidates passed and verifications complete; 2 Withdrew and 1 received an Incomplete; 2 candidates Failed and will make their next attempt in a future semester |
| **College of Arts and Letters/ College of the Environment, Forestry, and Natural Sciences/College of Engineering, Informatics, and Applied Sciences/College of Health and Human Services Programs** | | |
| ▪ **BMEd Music Secondary Education**<br>▪ **BSEd Secondary Education, Art Education**<br>▪ **BSEd Secondary Education, English**<br>▪ **BSEd Secondary Education, Spanish**<br>▪ **BSEd Secondary Education, History & Social Studies**<br>▪ **BSEd Secondary Education, Mathematics** | 68 candidates; 67 candidates passed and verifications complete; 1 candidate received an Incomplete | 65 candidates; 64 candidates passed and verifications complete; 1 candidate Withdrew |

| College/Degree Program | Summary Spring 2022 | Summary Fall 2022 |
|---|---|---|
| - **BSEd Secondary Education, Science (Biology, Chemistry, Earth Science, General Science, Physics)**<br>- **BSEd Secondary Education, Physical Education** | | |

| College/Degree Program | Summary Spring 2022 | Summary Fall 2022 |
|---|---|---|
| **College of Education Programs** | | |
| - **BSED Early Childhood Education**<br>- **BSEd Early Childhood Education & Early Childhood Special Education**<br>- **BSEd Elementary Education**<br>- **MEd Elementary Education with Certification**<br>- **BSEd Special & Elementary Education**<br>- **MEd Special Education – Mild/Moderate Disabilities Certified**<br>- **MEd Special Education - Early Childhood Special Education With Certification**<br>- **MAT-S Teaching Science With Certification** | 326 candidates; 317 passed and verifications complete; 4 Withdrew; 3 received an Incomplete and 1 degree is now verified; 2 candidates Failed and will make their next attempt in a future semester; 1 incomplete from Fall 2021 is now verified; 1 took summer school program and degree is now verified; 1 candidate failed F21 has passed and degree is verified | 141 candidates; 132 candidates passed and verifications complete; 1 candidate is completing 2 degrees and will verify Spring 2023; 1 candidate completed program but degree has not posted; 1 candidate Failed and will make their next attempt in a future semester; 1 degree is waiting transfer transcript in order to post; 2 degree will verify after study abroad term; 2 candidates completing program over two terms |
| **College of Arts and Letters/College of the Environment, Forestry, and Natural Sciences/College of Health and Human Services Programs** | | |
| - **BMEd Music Secondary Education**<br>- **BSEd Art Education**<br>- **BSEd Secondary Education - English**<br>- **BSEd Secondary Education – Spanish**<br>- **MAT Spanish Education**<br>- **BSEd Secondary Education - History & Social Studies**<br>- **BSEd Secondary Education - Mathematics**<br>- **BSEd Secondary Education, Sciences (Biology, Chemistry, Earth Science, General Science, Physics)**<br>- **BSEd Health Sciences - Physical Education** | 76 candidates; 73 candidates passed and verifications complete; 1 candidate received an Incomplete; 1 completed summer school degree verified now; 1 Withdrew and changed majors | 49 candidates; 45 candidates passed and verifications complete; 2 received an Incomplete; 1 candidate Failed and will make their next attempt in a future semester; 1 candidate completed program but degree has not posted |