

Title II Higher Education Act

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Cynthia Conn Program User

Select Academic Year Menu

2020-21 Academic Year Data

2022 Title II Reports National Teacher Preparation Data
Northern Arizona University

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AZ
Northern Arizona University Alternative, IHE-based Report AY 2020-21 Arizona
Report CompleteStatus: Certified

Institution Information

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

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

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

NAU Professional Educat

Address line 2:

PO BOX 5774

City

FLAGSTAFF

State

Arizona

Zip

86011-5774

Salutation

Dr.

First Name

Cynthia

Last Name

Conn

Phone

(928) 523-7624

Email

Cynthia.Conn@nau.edu

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Section I: Program Information

List of Programs

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

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

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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List of Programs			
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	<div><div></div><div>Edit</div></div> <div><div></div><div>Delete</div></div>
13.1	Special Education	PG	<div><div></div><div>Edit</div></div> <div><div></div><div>Delete</div></div>
13.1322	Teacher Education - Biology	PG	<div><div></div><div>Edit</div></div> <div><div></div><div>Delete</div></div>
13.1323	Teacher Education - Chemistry	PG	<div><div></div><div>Edit</div></div> <div><div></div><div>Delete</div></div>
13.1337	Teacher Education - Earth Science	PG	<div><div></div><div>Edit</div></div> <div><div></div><div>Delete</div></div>
13.1316	Teacher Education - General Science	PG	<div><div></div><div>Edit</div></div> <div><div></div><div>Delete</div></div>
13.1329	Teacher Education - Physics	PG	<div><div></div><div>Edit</div></div> <div><div></div><div>Delete</div></div>
<div><div></div><div></div></div>		UG, PG, or Both <input checked="" type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<div><div></div><div>Insert</div></div> <div><div></div><div>Cancel</div></div>

Total number of teacher preparation programs:

Save Option

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

Section I: Program Information

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(§205\(a\)\(1\)\(C\)\(i\)\)](#)

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

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

This Page Includes:

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

Undergraduate Requirements

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1. Are there initial teacher certification programs at the undergraduate level? ☐ Yes
☒ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

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

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

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

Postgraduate Requirements

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1. Are there initial teacher certification programs at the postgraduate level? ☒ Yes
☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

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

3

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

3

4. Please provide any additional information about the information provided above: The personal statement or essay is only an admissions requirement for NAU's

The personal statement or essay is only an admissions requirement for NAU's Teaching Science with Certification MAT-S program.

Supervised Clinical Experience

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

Are there programs with student teaching models? ☐ Yes
☒ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours of supervised clinical experience required prior to student teaching
	<div></div>
Number of clock hours required for student teaching	Number of clock hours required for student teaching
	<div></div>

Are there programs in which candidates are the teacher of record? ☒ Yes
☐ No

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

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

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

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

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

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

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

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

All Programs

All Programs

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

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

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

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

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

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

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

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: Although there is not a specific number of clock hours required for mentoring/support, candidates in the alternative certificate programs serve as the teacher of record in their own classroom (i.e., they are working as full-time teachers),

Although there is not a specific number of clock hours required for mentoring/support, candidates in the alternative certificate programs serve as the teacher of record in their own classroom (i.e.,

and mentoring support is provided by the University Supervisor and a mentor assigned by the school principal.

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Info

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Calculate Full-Time Equivalent Faculty in the System

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

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)		
50% (Half-Time)		
75%	Employment Rate (%)	Number of Faculty Delete
25%	Employment Rate (%)	Number of Faculty Delete
Add Row		

Calculate FTE

Section I: Program Information

Enrollment and Program Completers

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

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

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

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

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

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

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="9"/>	Male Completers <input type="text" value="5"/>
Female	Female Enrollment <input type="text" value="69"/>	Female Completers <input type="text" value="29"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment <input type="text" value="3"/>	American Indian or Alaska Native Completers <input type="text" value="1"/>
Asian	Asian Enrollment <input type="text" value="1"/>	Asian Completers <input type="text" value="0"/>
Black or African American	Black or African American Enrollment <input type="text" value="4"/>	Black or African American Completers <input type="text" value="3"/>
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment <input type="text" value="36"/>	Hispanic/Latino of any race Completers <input type="text" value="22"/>
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>
White	White Enrollment <input type="text" value="32"/>	White Completers <input type="text" value="8"/>
Two or more races	Two or more races Enrollment <input type="text" value="1"/>	Two or more races Completers <input type="text" value="0"/>
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment <input type="text" value="1"/>	Nonreported race/ethnicity Completers <input type="text" value="0"/>

Save Option

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Section I: Program Information

Teachers Prepared

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

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

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

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

- [Academic Major](#)

This Page Includes:

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

Teachers Prepared by Subject Area

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

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

[What are CIP Codes?](#)

☐ No teachers prepared in academic year 2020-21

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

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

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="22"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="14"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
	Education - Other Specify:	
13.99	Other specify: <input type="text"/>	Number Prepared <input type="text"/>

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program? ☒ Yes

☐ No

☐ No teachers prepared in academic year 2020-21

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

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="22"/>

CIP Code	Academic Major	Number Prepared	
13.1202	Teacher Education - Elementary Education	Number Prepared	14
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	
13.1210	Teacher Education - Early Childhood Education	Number Prepared	
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	
13.1312	Teacher Education - Music	Number Prepared	
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - General Science	Number Prepared	
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	
13.1323	Teacher Education - Chemistry	Number Prepared	
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared	
01	Agriculture	Number Prepared	
03	Natural Resources and Conservation	Number Prepared	
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared	
09	Communication or Journalism	Number Prepared	
11	Computer and Information Sciences	Number Prepared	
12	Personal and Culinary Services	Number Prepared	
14	Engineering	Number Prepared	
16	Foreign Languages, Literatures, and Linguistics	Number Prepared	
19	Family and Consumer Sciences/Human Sciences	Number Prepared	
21	Technology Education/Industrial Arts	Number Prepared	

CIP Code	Academic Major	Number Prepared
22	Legal Professions and Studies	Number Prepared <input type="text"/>
23	English Language/Literature	Number Prepared <input type="text"/>
24	Liberal Arts/Humanities	Number Prepared <input type="text"/>
25	Library Science	Number Prepared <input type="text"/>
26	Biological and Biomedical Sciences	Number Prepared <input type="text"/>
27	Mathematics and Statistics	Number Prepared <input type="text"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text"/>
40	Physical Sciences	Number Prepared <input type="text"/>
41	Science Technologies/Technicians	Number Prepared <input type="text"/>
42	Psychology	Number Prepared <input type="text"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text"/>
45	Social Sciences	Number Prepared <input type="text"/>
46	Construction	Number Prepared <input type="text"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text"/>
50	Visual and Performing Arts	Number Prepared <input type="text"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text"/>
52	Business/Management/Marketing	Number Prepared <input type="text"/>
54	History	Number Prepared <input type="text"/>
	Other Specify:	
99	Other specify: <input type="text"/>	Number Prepared <input type="text"/>

Save Option

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Section I: Program Information**Program Assurances**

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

This Page Includes:

- [Program Assurances](#)

Program Assurances[Back To Top](#)

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. ☒ Yes

☐ No

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

☐ No

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

☐ No

- ☐ Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities. ☒ Yes
☐ No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. ☒ Yes
☐ No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families. ☒ Yes
☐ No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. ☒ Yes
☐ No
8. Describe your institution's most successful strategies in meeting the assurances listed above: Our candidates in the alternative pathway programs serve as the teacher of record for a class while they take their coursework. These candidates qualify for Arizona's Alternative Teaching Certificate. They bring their class and classroom experiences and needs into the discussion that takes place in program courses for faculty and fellow candidates to address. Based on state requirements for Special Education programs, preparation related to core academic subjects are specifically integrated into the program of study. As candidates majoring in Special Education, the focus of the program is on providing instruction to students with disabilities. The Elementary Program requires preparation in relation to implementing instructional strategies related to core academic subjects. The Elementary Education program also requires a foundation course in working with students with disabilities, including participation on IEP teams and supporting students with dyslexia. Strategies related to differentiation of instruction is integrated in required pedagogy courses. The MAT-S Teaching Science with Certification degree program was intentionally added an alternative pathway program to address the need statewide for qualified science teachers. This program did receive state approval to be offered as an alternative pathway program. Additionally, candidates enrolled in the Special Education, Elementary, and Teaching Science programs are required to take one course in providing instruction to limited English proficient students. Qualifying courses are approved by the Arizona Department of Education and were re-approved in 2021 based on the submission of syllabi and statements of assurance documenting the integration of content regarding the new framework adopted by the state in 2020. All programs are aligned to InTASC Standards and relevant Specialized Professional Association or discipline standards for the specific content area. Candidates enrolled in one of NAU's alternative pathway programs are working in schools in rural or

Our candidates in the alternative pathway programs serve as the teacher of record for a class while they take their coursework. These candidates qualify for Arizona's Alternative

urban areas throughout the state with students with diverse learning needs and from low-income families.

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Section II: Annual Goals

Annual Goals: Mathematics

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

☐ Yes☒ No

2. Describe your goal.

3. Did your program meet the goal? ☐ Yes
☐ No

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

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

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

Review Current Year’s Goal (2021-22)

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

8. Describe your goal.

Set Next Year’s Goal (2022-23)

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

10. Describe your goal.

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Section II: Annual Goals

Annual Goals: Science

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

- ☐ Yes
☒ No

2. Describe your goal.

3. Did your program meet the goal? ☐ Yes
☐ No

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

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

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

Review Current Year's Goal (2021-22)

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

8. Describe your goal. Our graduate Master of Arts in Teaching Science With Certification (MAT-S) program serves as an “alternative” program given it is open to in-service teachers who are not yet certified. This program is a fully online program starting in Fall 2021, therefore available to candidates throughout our state, without the

Our graduate Master of Arts in Teaching Science With Certification (MAT-S) program serves as an “alternative” program given it is open to in-service teachers who are not yet certified. This program

need for them to relocate to Flagstaff. Six students enrolled in this program during AY 2021–22.

Set Next Year's Goal (2022-23)

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

10. Describe your goal. Our goal is to double the number of students in the Teaching Science With Certification MAT-S program for AY 2022–23, that is going from 6

Our goal is to double the number of students in the Teaching Science With Certification MAT-S

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Section II: Annual Goals

Annual Goals: Special Education

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

☒ Yes

☐ No

2. Describe your goal. Given the enrollment trend over the past three years, the program goal for AY 2020-21 was to add 15 prospective teachers in special education. This will be accomplished through encouraging MEd Special Education – Mild/Moderate Disabilities Certified and MEd Special Education - Early Childhood Special Education With Certification candidates to take advantage of TIPP, an alternative pathway. Additionally, the Arizona Teachers Academy (ATA) was available for all initial teacher preparation programs at NAU for AY 2020-21. ATA provides scholarships for any remaining tuition and mandatory fees after all gift aid is applied. ATA graduates agree to teach in an Arizona public school for each portion of a year a scholarship was awarded. This scholarship program may also contribute to recruitment and retention efforts.

3. Did your program meet the goal? ☐ Yes

☒ No

4. Description of strategies used to achieve goal, if applicable: The total enrollment in educator preparation programs recruitment declined state-wide in the past few years and was exacerbated by the COVID-19 pandemic. Recruitment efforts (transfer fairs, career fairs, and outreach events) were also canceled or scheduled virtually. In addition, NAU experienced staffing shortages during this time that impacted recruiting efforts.

The total enrollment in educator preparation programs recruitment declined state-wide in the past few years and was exacerbated by the COVID-19 pandemic. Recruitment efforts

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: The COVID-19 pandemic caused disruptions to teacher preparation programs including recruitment and retention of students. It also helped to make us commit even more resources to educating professionals on how to teach well online and to envision strategies for providing more educational access and opportunities to rural areas. We will continue to explore initiatives that address

The COVID-19 pandemic caused disruptions to teacher preparation programs including

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

Review Current Year’s Goal (2021-22)

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

8. Describe your goal. Given the enrollment trend over the past three years, the program goal was to add 10 prospective teachers in alternative pathway special education in AY 2021-2022. Program faculty continue to re-evaluate the degree requirement to determine any redundancy in content coverage in courses in order to reduce the number of credit hours required to obtain the degree while maintaining program rigor. Program faculty believe this may assist with recruitment into special education degree programs.

Given the enrollment trend over the past three years, the program goal was to add 10 prospective teachers in alternative pathway special education in AY 2021-2022. Program

Set Next Year’s Goal (2022-23)

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

10. Describe your goal. Given the enrollment trend over the past three years, the program goal for AY 2022-2023 will be to add at least 50 prospective teachers in special education programs. The programs will continue promoting the programs in rural locations by connecting with specific sites, promoting the programs through NAU anchor program faculty who work at statewide sites. COVID-19 related issues are still affecting our communities. It is incumbent upon teacher preparation programs to deliver new teachers that can enter the profession ready to provide excellent education to their students in multiple formats. NAU will work on initiatives to recruit and support pre-service teachers and building a diverse teacher workforce by recruiting individuals from underrepresented communities. Approaches to bring more diverse candidates into teacher preparation programs will include grants, scholarships, or other financial support; grow your own programs; and a taskforce charged with exploring how to best serve students in statewide locations. The Arizona Teachers Academy (ATA) will continue to be available for all teacher preparation programs at NAU for AY 2022-2023. ATA provides scholarships for any remaining tuition and mandatory fees after all gift aid is applied. ATA graduates agree to teach in an Arizona public school for each portion of a year a scholarship was awarded. This scholarship program may also contribute to recruitment and retention efforts. Program faculty are continuing to re-evaluate the degree requirement to determine any redundancy in content coverage in courses in order to reduce the number of credit hours required to obtain the degree while maintaining program rigor. Program faculty believe this may assist with recruitment into special education degree programs. The Faculty Ambassador Network (FAN) that uses trained faculty to participate in transfer fairs, career fairs, information booths, and outreach events in collaboration with other NAU staff. A new initiative called What's up Wednesday (WuW) will be used as a weekly email blast for College of Education (COE) students, faculty, and staff where they can find deadlines, events, and opportunities happening in the COE. Another area that may contribute to an increase in the number of special education prospects is the MEd Special Education – Mild/Moderate Disabilities Certified degree is now also being offered online. To date, the program is seeing a higher number of applicants.

Given the enrollment trend over the past three years, the program goal for AY 2022-2023 will be to add at least 50 prospective teachers in special education programs.

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Section II: Annual Goals

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

- ☒ Yes
☐ No

2. Describe your goal. The goal was to prepare 40 prospective teachers in 2020-21 to work effectively with limited English proficient students. Preparation in

The goal was to prepare 40 prospective teachers in 2020-21 to work effectively with limited English proficient students. Preparation in Structured English Immersion is a required

Structured English Immersion is a required component of teacher preparation programs in Arizona.

3. Did your program meet the goal? ☒ Yes
☐ No

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

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

6. Provide any additional comments, exceptions and explanations below: NAU has multiple state-approved SEI courses (3 credit hours) that meet ADE's requirement for the 45 hour SEI Endorsement Completion course. A new SEI framework was adopted by the Arizona Department of Education's (ADE) Office of English Language Acquisition Services. For higher education institutes, the old framework sunset date was December 31, 2021. In Spring 2021, NAU submitted revised course syllabi as well as statements of assurance to ADE to address the new SEI framework for all of NAU's SEI state-approved courses.

NAU has multiple state-approved SEI courses (3 credit hours) that meet ADE's requirement for the 45 hour SEI Endorsement Completion course. A new SEI framework was adopted by the Arizona

Review Current Year’s Goal (2021-22)

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

8. Describe your goal. The goal was to prepare 40 prospective teachers in 2021-22 to work effectively with limited English proficient students. Based on current enrollment data, it appears we will meet or exceed this goal. Preparation in Structured English Immersion is a required component of teacher preparation programs in

The goal was to prepare 40 prospective teachers in 2021-22 to work effectively with limited English proficient students. Based on current enrollment data, it appears we will meet or

Arizona.

Set Next Year’s Goal (2022-23)

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

10. Describe your goal. The goal is to prepare 40 prospective teachers in 2021-22 to work effectively with limited English proficient students. Preparation in Structured

The goal is to prepare 40 prospective teachers in 2021-22 to work effectively with limited English proficient students. Preparation in Structured English Immersion is a required component of

English Immersion is a required component of teacher preparation programs in Arizona.

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Section III: Program Pass Rates

Assessment Pass Rates

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

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

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

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

This Page Includes:

- [Assessment Pass Rates](#)

Assessment Pass Rates

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Assessment Pass Rates				
Assessment code - Assessment name	Number	Avg.	Number	Pass
Test Company	taking	scaled	passing	rate
Group	tests	score	tests	(%)
NT051 -APK ELEMENTARY	5			
Evaluation Systems group of Pearson				
All enrolled students who have completed all noncl				
NT051 -APK ELEMENTARY	4			
Evaluation Systems group of Pearson				
Other enrolled students				
NT051 -APK ELEMENTARY	7			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
NT051 -APK ELEMENTARY	1			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD	1			

Assessment code - Assessment name
Test Company
Group

Number taking tests **Avg. scaled score** **Number passing tests** **Pass rate (%)**

Evaluation Systems group of Pearson
 All program completers, 2020-21

093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD 1

Evaluation Systems group of Pearson
 All program completers, 2018-19

NT601 -SPECIAL EDUCATION 9

Evaluation Systems group of Pearson
 All enrolled students who have completed all noncl

NT601 -SPECIAL EDUCATION 20 229 14 70

Evaluation Systems group of Pearson
 All program completers, 2020-21

NT601 -SPECIAL EDUCATION 4

Evaluation Systems group of Pearson
 All program completers, 2018-19

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Section III: Program Pass Rates

Summary Pass Rates

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

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

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

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

This Page Includes:

- [Summary Pass Rates](#)

Summary Pass Rates

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Summary Pass Rates

Group **Number taking tests** **Number passing tests** **Pass rate (%)**

All program completers, 2020-21 34 28 82

All program completers, 2018-19 14 14 100

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green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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

☐ No

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

☒ CAEP

☐ AAQEP

☐ Other specify:

Other specify:

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

☒ No

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Section V: Use of Technology

Use of Technology

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

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

This Page Includes:

- [Use of Technology](#)

Use of Technology

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1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

1. integrate technology effectively into curricula and instruction ☒ Yes
☐ No
2. use technology effectively to collect data to improve teaching and learning ☒ Yes
☐ No
3. use technology effectively to manage data to improve teaching and learning ☒ Yes

☐ No

4. use technology effectively to analyze data to improve teaching and learning ☒ Yes

☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. Technology Integration: The MED Early Childhood Special Education program requires an Educational Technology course for admission to the program. Additionally, all three alternative pathway degree programs (i.e., MED Early Childhood Special Education, MED Elementary Education - Certification, and MED Special Education Mild/Moderate Disabilities programs) require between one to four courses that directly address the use and integration of technology for research, assessment, and instructional planning. Data Literacy: Through the methods, assessment, and positive behavioral support courses, candidates are instructed and provided projects requiring the use of technology to manage student assessment data. Additionally, the Candidate Work Sample performance assessment completed during Student Teaching requires candidates to demonstrate their competency in relation to collecting, managing, and analyzing student assessment data and using the results to design appropriate instruction. Universal Design: Instruction related to universal design principles and differentiation is included as a course or through instruction embedded in required courses in the three programs of studies. Supporting the needs of diverse learners is assessed through the design of lesson and unit plans. Planning Activities: NAU Professional Education Programs are accredited by the Council for the Accreditation for Educator Preparation (CAEP). Technology, diversity and data literacy are key aspects of the CAEP Standards and data literacy is a new requirement for program review from the Arizona Department of Education (ADE). The unit is deeply involved in ensuring our programs meet the new CAEP Standards for Initial Teacher Preparation programs and ADE program review requirements, reviewing and revising locally developed instruments for validity and reliability, and implementing new instruction and assessments as needed. During AYs 2021-2022 and 2022-2023, NAU's teacher preparation programs are submitting extensive program review reports to either a CAEP Specialized Professional Association or ADE. These reports also require evidence of addressing technology, teaching and supporting students with diverse learning needs,

Technology Integration: The MED Early Childhood Special Education program requires an Educational Technology course for admission to the program. Additionally, all three alternative

and data literacy.

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Section VI: Teacher Training

Teacher Training

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

This Page Includes:

- [Teacher Training](#)

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
 1. Teach students with disabilities effectively Based on adopted state rule language, NAU's MEd Elementary Education - Certification and MAT-S Teaching Science With Certification programs require a special education course that focuses on dyslexia as well as addresses legal issues, characteristics, and learning needs of exceptional children as well as effective intervention strategies for educating children with disabilities. The method courses in these programs also focus on differentiation strategies for addressing the needs of diverse learners. Additionally, the concept of Universal Design for Learning (UDL) is introduced and reinforced in methods courses for NAU's MEd Elementary Education - Certification and MAT-S Teaching Science With Certification programs.
2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. NAU's initial teacher preparation programs include a program requirement for completing self-paced Professional Dispositions Modules (revised Fall 2019) on topics including the Model Code of Ethics for Educators (MCEE) as well as relevant laws and policies to ensure preparation for fieldwork

experiences. The modules contain specific information addressing laws pertaining to Special Education students. Additionally, the special education course required for elementary and secondary programs, respectively, addresses participating as a member of individualized education program teams.

NAU's initial teacher preparation programs include a program requirement for completing self-paced Professional Dispositions Modules (revised Fall 2019) on topics including the Model

3. Effectively teach students who are limited English proficient. All initial teacher preparation programs require one state-approved Structured English Immersion (SEI) course. The course provides the rationale/theory of second language acquisition, methods of assessing ELL students to identify learning needs, and strategies for providing instruction to ELL students. NAU has multiple SEI state-approved courses (3 credit hours) that meet ADE's requirement for the 45 hour SEI Endorsement Completion course. A new SEI framework was adopted by the Arizona Department of Education's (ADE) Office of English Language Acquisition Services. The old framework sunset date for higher education institutes was December 31, 2021. In Spring 2021, NAU submitted revised course syllabi as well as statements of assurance to ADE to address the new SEI framework for all of NAU's SEI state-approved

courses. All initial teacher preparation programs require one state-approved Structured English Immersion (SEI) course. The course provides the rationale/theory of second language acquisition,

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

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

1. Teach students with disabilities effectively MEd Special Education - Mild/Moderate Disabilities: This plan is appropriate for candidates who are not already certified in special education. Candidates in this program of study are required to demonstrate, through key assessments embedded in specific classes, content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. By earning their degree, candidates are ready to enter a special education teaching job in the private sector, human services agencies, or in school settings. Candidates focus on how to best help educate students with learning disabilities, emotional or behavioral disorders, mild-moderate intellectual disabilities, and orthopedic and health impairments. MEd Early Childhood Special Education: This plan guides candidates toward certification in early childhood special education as an area of expertise, and upon successfully completing the program candidates are eligible to receive an institutional recommendation. The Early Childhood Special Education certification means candidates will be prepared to work with young children ages 0-8 with disabilities. The demand for early childhood special educators currently outpaces the supply across the country. By earning this degree, candidates are ready to enter a special education teaching position in either early intervention, preschool and kindergarten to third grade settings in private, human service,

and public school settings. MEd Special Education - Mild/Moderate Disabilities: This plan is appropriate for candidates who are not already certified in special education. Candidates in this program of study

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. The MEd in Special Education - Mild/Moderate Disabilities, requires a course (ESE 650) that includes an IEP project which prepares candidates in these initial certification programs to be able to develop effective instructional plans tailored to the individual learning method of children with disabilities. This course enables candidates to prepare and participate in the IEP process. The MEd Early Childhood Special Education includes three courses (ESE 536, 556, and 657) that address the basic components of an IEP, learning how to write objectives, and the linkage between assessment, objectives, and evaluation. Additionally, NAU's initial teacher preparation programs include a program requirement for completing self-paced Professional Disposition Modules (revised Fall 2019) on topics including the Model Code of Ethics for Educators (MCEE) as well as relevant laws and policies to ensure preparation for fieldwork experiences. The modules contain specific information addressing laws pertaining to Special Education students. Additionally, the special education course required for elementary and secondary programs, respectively, addresses participating as a member of individualized education

program teams. The MEd in Special Education - Mild/Moderate Disabilities, requires a course (ESE 650) that includes an IEP project which prepares candidates in these initial certification programs to

3. Effectively teach students who are limited English proficient. As noted previously, all initial teacher preparation programs require one state-approved Structured English Immersion (SEI) course. The course provides the rationale/theory of second language acquisition, methods of assessing ELL students to identify learning needs, and strategies for providing instruction to ELL students. NAU has multiple SEI state-approved courses (3 credit hours) that meet ADE's requirement for the 45 hour SEI Endorsement Completion course. A new SEI framework was adopted by the Arizona Department of Education's (ADE) Office of English Language Acquisition Services. The old framework sunset date for higher education institutes was December 31, 2021. In Spring 2021, NAU submitted revised course syllabi as well as statements of assurance to ADE to address the new SEI framework for all of NAU's SEI state-

approved courses. As noted previously, all initial teacher preparation programs require one state-approved Structured English Immersion (SEI) course. The course provides the rationale/theory of second language

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Contextual Information

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

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

This Page Includes:

- Contextual Information

Contextual Information

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

Northern Arizona University's (NAU's) teacher preparation programs implement degree program assessment plans that include multiple measures of evidence regarding candidate competency in relation to the acquisition of the InTASC Model Core Teaching Standards as well as respective Specialized Professional Association or discipline standards. Programs submit internal reports on a biennial basis (fall of even years) to NAU PEP and the university curriculum and assessment office, and submit formal reports for national recognition and accreditation to the respective Specialized Professional Association, external accreditation agency, or state program review on a six-year cycle. In Fall 2017, NAU earned accreditation through the Council for the Accreditation of Educator Preparation (CAEP). Updated accreditation reports are submitted to CAEP annually, and NAU is currently in the process of preparing their next self-study report for re-accreditation which is due in Summer 2023. The requirements for CAEP's Annual Accreditation report changed for Spring 2022. Evidence regarding CAEP Standard R3.3 Candidate competency at completion and R5.3 Stakeholder involvement are now available on NAU PEP's program evaluation website, see <https://nau.edu/pep/program-evaluation/>. Additionally, program completers are surveyed by NAU Professional Education Programs (PEP) at the conclusion of each fall and spring semester. The survey results are available publicly through the following NAU PEP website (<http://nau.edu/PEP/Program-Evaluation/>). Strengths and areas for improvement from the data collected are considered in terms of ways to improve the teacher education programs. The State of Arizona launched the Arizona Teachers Academy (ATA), a scholarship and support program for individuals pursuing a degree leading to teacher certification. The program was designed to help address the significant teacher shortage in Arizona. The state funded ATA in 2019 and the program includes:

- A scholarship covering any remaining tuition and mandatory student fees after gift aid has been applied
- Kickstarting a graduate's teaching career by offering hands-on guidance, mentorship, and professional development opportunities during your program of study and after graduation

NAU's ATA Scholarship & Program is not a needs-based scholarship and is open to ALL students enrolled in an eligible program. During the 2020-2021 academic year, NAU enrolled a total of 952 students into ATA including 65 alternative pathway students; for these 952 ATA of NAU students, 35% of these students identified as Hispanic or Latino/a/x and overall, 45% identified as non-white. NAU now meets U.S. Department of Education Hispanic-Serving Institution (HSI) criteria and has earned recognition from the Hispanic Association of Colleges and Universities (HACU) as an HSI. The designation as a Hispanic-Serving Institution gives NAU greater access to grants, including Title V, which provides funds to expand educational opportunities for, and improve the attainment of, Hispanic students. This designation denotes that a college or university's Hispanic enrollment makes up at least 25 percent of its total enrollment and is a recognition of the diversity of its student population. NAU's population has strong rates of diversity (overall 39 percent) and first-generation (46 percent), and these designations allow the university to receive the support to serve the needs of all students. Latinos make up nearly 30 percent of Arizona's population, and NAU is working to not just enroll Hispanic students but also to offer support and celebrate students' degree completions and success after graduation.

Northern Arizona University's (NAU's) teacher preparation programs implement degree program assessment plans that include multiple measures of evidence regarding candidate competency in

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

Name of responsible representative for teacher preparation program:

Title:

Certification of review of submission

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

Name of reviewer:

Title: