



Northern Arizona University  
Traditional Report AY 2022-23  
Arizona



REPORT COMPLETE  
STATUS: 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

CITY

STATE

ZIP

SALUTATION

FIRST NAME

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Conn

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# List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), 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](#)

## List of Programs

**Note:** This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	Both	

Total number of teacher preparation programs:

20





# 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\(a\)\(1\)\(C\)\(i\)\)](#)

## THIS PAGE INCLUDES:

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

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](#)

## Undergraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

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.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.5

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.)

2.5

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

Several of NAU's undergraduate initial teacher preparation programs have program admission requirements of a 3.0 GPA in major content coursework and a 2.5 overall GPA. These degree programs include Art Education (BSEd), Secondary Education - English (BSEd), and Secondary Education - History and Social Studies (BSEd) programs. Additionally, at completion, GPA requirements vary somewhat among NAU's undergraduate initial teacher programs. A completion GPA requirement of 2.5 in all coursework, major content coursework, and/or teacher preparation coursework is required for Health Sciences - Physical Education (BSEd), Music Secondary Education (BMEd), Secondary Education - Spanish (BSEd), Secondary Education - Biology (BSEd), Secondary Education - Chemistry (BSEd), Secondary Education - Earth Science (BSEd), Secondary Education - General Science (BSEd), Secondary Education - Mathematics (BSEd), and Secondary Education - Physics (BSEd) degree programs. NAU's Art Education (BSEd), Secondary Education - English (BSEd), and Secondary Education - History and Social Studies (BSEd) programs require a 2.5 GPA in all coursework and a 3.0 GPA in major content coursework. Finally, NAU's Early Childhood Education (BSEd), Early Childhood Education and Early Childhood Special Education (BSEd), Elementary Education (BSEd), and Special and Elementary Education (BSEd) programs require a 2.5 GPA in all coursework and a 3.0 GPA in teacher preparation coursework.

## Postgraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes  
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

3

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 Teaching Science with Certification MAT-S program.

## Supervised Clinical Experience

**Note:** The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§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

45

### Programs with student teaching models (most traditional programs)

Number of clock hours required for student teaching

640

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)

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

45

Years required of teaching as the teacher of record in a classroom

0.5

### All Programs

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

38

[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)

100

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

552

Number of students in supervised clinical experience during this academic year

1302

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

Arizona has a Student Teaching Intern Certificate, which is a state certificate. Therefore, students complete the traditional program as listed in catalog but have the option to complete student teaching as the teacher of record for 1 semester/half a year. These candidates do have on-site K-12 supervision as well as a university supervisor per a state supervision plan.

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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](#)

## Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	1440
Subset of Program Completers	472

Gender	Total Enrolled	Subset of Program Completers
Male	204	57
Female	1236	415
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	61	22
Asian	19	7
Black or African American	19	3
Hispanic/Latino of any race	429	136
Native Hawaiian or Other Pacific Islander	3	2
White	844	280

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	57	20
No Race/Ethnicity Reported	8	2

## 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.

### THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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 2022-23

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>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	110

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	344
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	16
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	8
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	27
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	10
13.1312	Teacher Education - Music	15
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	5
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	26
13.1329	Teacher Education - Physics	1



CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="3"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes  
 No

No teachers prepared in academic year 2022-23

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="110"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="344"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="16"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="8"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="27"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="1"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	10
13.1312	Teacher Education - Music	15
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	1
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	5
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	26
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	3
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

## Program Assurances

**Note:** This section is preloaded from the prior year's IPRC.

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:

Q1: NAU continues to seek opportunities to collaborate with the Arizona Department of Education regarding teacher preparation programs and with local educational agencies. NAU conducts meetings with stakeholders to gather feedback regarding student teachers, program completers, and opportunities to partner. In Fall 2021, NAU Professional Education Programs (PEP) piloted new survey items administered to Cooperating Teachers to specifically solicit input regarding candidates' strengths and areas of improvements based on student teaching assessment results from the previous year as well as Cooperating Teacher (CT) observations working with a candidate. Beginning in Spring 2022 and for AY 2022-2023, these items were administered to all CTs as part of the mid-term evaluation of student teachers in 8-week and 16-week placements. Additionally, NAU PEP developed a Teacher Preparation Advisory Council. Cooperating teachers and principals across the state are invited to attend, and meetings based on discipline

area have been held in Spring 2022, Fall 2022, and Spring 2023. Additionally, NAU continues to collaborate closely with Flagstaff Unified School District where many candidates are placed for practicum and student teaching. Additionally, NAU seeks and uses external grant funding to support programs and increase enrollment in high need areas such as Mathematics, Science, Special Education, and Early Childhood Special Education. NAU hosts a career fair annually that is specifically for districts and schools in Arizona. Finally, in AY 2022-2023, in response to new Arizona state licensure requirements, NAU now requires all candidates in initial teacher preparation programs in elementary, special education, and early childhood to complete 6 credits in literacy and the science of reading. The 6 credits are necessary to obtain a Literacy, K-5 endorsement. Q2: NAU Professional Education Programs have been working with districts and schools to expand upon existing partnerships and develop new partnership programs with schools and districts throughout the state. The focus of these partnerships is to create deeper clinical experiences that prepare candidates more effectively in addressing instructional decisions faced by new teachers. Elementary Education, Special and Elementary Education, Early Childhood Education and Early Childhood Special Education, and Secondary faculty are collaborating with targeted school district partners to identify the needs of the schools and plan teacher preparation, professional development, and field experiences aligned with the specific needs of the PK-12 schools. This has included expanding the field experiences required for candidates. NAU's College of Education received a state grant and private foundation gift in 2021, 2022, and 2023 to develop an Arizona Teacher Residency program and two Grow Your Own programs, respectively, in collaboration with several Phoenix area school districts and districts serving indigenous communities and students. Additionally, NAU's Arizona K12 Center is supporting new teachers during their first year through mentoring and induction programs, and NAU's Center for Science Teaching and Learning includes a professional development group focused completely on supporting the development of in-service science teachers. Q3: NAU's Departments of Teaching and Learning and Educational Specialties maintain close articulation between the undergraduate dual certificate degree in Special and Elementary Education, Special Education Mild/Moderate, and Early Childhood Special Education. Q4: Elementary and Early Childhood Education majors are required to take a special education survey/introduction course (ESE 380 or ESE 548) that, in compliance with state rule language, address dyslexia. Additionally, programs address differentiation through lesson planning instruction. Again, based on adopted state rule language, NAU's Secondary Education programs require a special education course that focuses on dyslexia as well as other topics including universal design and preparation for candidates in pedagogical strategies to meet the diverse needs of special population students. Finally, the Professional Dispositions Modules (PDM; self-paced course) is required for all initial teacher preparation programs, which includes a section on Special Education laws. The content was last revised in Fall 2019 to address the Model Code of Ethics for Educators (MCEE) adopted by the Arizona Department of Education, and PDM data were reviewed annually for any improvements to these modules. Q5: All of NAU's teacher preparation program candidates are required to take one course on Structured English Immersion (SEI). Qualifying courses are approved by the Arizona Department of Education, and NAU's compliance with the SEI requirements was re-approved in Fall 2023 based on the submission of updated statements of assurance documenting the integration of SEI content in programs of study. Q6: NAU's Professional Education Programs ensure that all teacher preparation program candidates participate in a variety of field experiences in diverse settings including Title I schools. For example, Elementary Education and Special and Elementary Education candidates gain experiences in schools such as the tri-language school (Spanish, Navajo, English) Puente de Hozho or the Praxis (special education) program at Marshall Magnet school. Partnerships in urban school districts in the Phoenix area also offer field experiences in diverse settings. NAU's College of Education developed three site-based education programs in highly diverse Title I districts and districts serving indigenous communities and students. The Physical Education programs has a co-sponsored grant with an indigenous-serving school district which funds the practicum experiences of candidates in schools located in reservation areas. Q7: Beyond meeting Arizona Department of Education certification requirements, all of NAU's initial teacher licensure programs are aligned to InTASC Model Core Teaching Standards and relevant Specialized Professional Association standards for the specific content areas. Practicum and student teaching placements for candidates are in a variety of districts and schools throughout the state.

# Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

The AY 2022-2023 goal continued to focus on increased recruitment of BSEd Secondary Education - Mathematics majors into the NAU Teach program. Our goal was to get back to adding 12 new BSEd Secondary Education - Mathematics students to the program in AY 2022-2023 while also graduating 12 seniors from the program. In addition to expanded marketing efforts described in the previous year, Spring 2023 efforts included classroom visits to introductory courses (e.g., PreCalculus and Calculus) and Summer 2023 efforts included increased visibility and physical presence at on campus registration and orientation days, along with ambassador outreach at Discover NAU days. In addition, student ambassadors once again visited introductory mathematics classes to spread the word about the NAU Teach program and our introductory TSM 101 Step 1: Supervised Practicum Through Inquiry Approaches to Teaching class. We continued with the CCC-2-NAU outreach efforts (as supported by the NSF Noyce grant) by exploring offering TSM 101 and/or TSM 201 on the CCC campus in AY 2022-2023. Despite increased marketing, push notification in Canvas and ambassador visits to introductory mathematics and science classes at CCC in fall and spring semesters, we were unable to generate enough interest in these classes to offer them during the 2021-2022 school year. This is not an uncommon problem across community college campuses, especially given the fact that CCC does not have an education program. To support our program goals, we continued to offer \$18,000 NSF Noyce Grant scholarships to 6 highly qualified math/science secondary education majors in their final year of the program. Similarly, the Arizona Teachers Academy (ATA) at NAU continues to offer scholarships to preservice teacher candidates. Both of these should add to the attractiveness of secondary math teaching.

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:**

We did not reach our goal of adding an additional 12 prospective math teachers and graduating 12 seniors in the BSEd Secondary Education - Mathematics program in AY 2022-2023, but we were close. Overall, there were 58 BSEd Secondary Education - Mathematics students enrolled in Fall 2022 in comparison to 56 students enrolled in Fall 2021. Additionally, there were 5 Secondary Education – Mathematics BSEd students admitted to the PEP in AY 2022-2023 in comparison to 10 students in 2021-2022. These drops are not surprising considering the continued targeting of the teaching profession by politicians, policy makers, and some administrators. We continue to increase the marketing for our program to existing and incoming undergraduate students. This will include email pushes, web search prioritization, and other marketing efforts. In addition, we were unable to offer live sections of TSM 101 or TSM 102 (now named TSM 201) at CCC (Coconino Community College) due to repeatedly low enrollment (n = 1 or 2 per semester) in 2022-2023. Starting in Fall 2023 we switched our outreach efforts at CCC to more closely target students who have expressed an interest in secondary mathematics or science teaching. Rather than offering single TSM 101 or TSM 201 classes at CCC, we will try offering “scholarships” for students to take these classes on NAU’s Flagstaff Mountain campus by paying for tuition and parking passes at NAU. Our hope is that supporting interested community college students in becoming part of the NAU community will increase course participation and matriculation in our BSEd Secondary Education - Mathematics program on the Flagstaff Mountain campus. Finally, NAU was recently awarded a new NSF Noyce grant (July 2023-June 2028) that will continue to provide scholarships to highly qualified math and science BSEd students (the amount increases to \$26,000 under this new grant). CCC students who transfer from CCC to NAU through our supported program will be prioritized for a small number of these annual scholarships.

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

## Review Current Year’s Goal (2023-24)

**7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Current year’s goal continued to focus on increased recruitment of BSEd Secondary Education - Mathematics majors into the NAU Teach program. Our goal was to get back to adding 12 new BSEd Secondary Education - Mathematics students to the program in AY 2023-2024 while also graduating 12 seniors from the program. In addition to expanded marketing efforts described in the previous year, Spring 2024 efforts included classroom visits to introductory courses (e.g., PreCalculus and Calculus) and Summer 2024 efforts will include increased visibility and physical presence at on campus registration and orientation days, along with ambassador outreach at Discover NAU days. For late Summer and early Fall 2023, we sent a postcard to the permanent home address for all incoming freshman in the weeks before their arrival at NAU and an email was sent to students in the first week of class. In addition, student ambassadors once again visited introductory mathematics classes to spread the word about the NAU Teach program and our introductory Step 1 class in the first week of fall semester 2023. We continued with the CCC-2-NAU outreach efforts (as supported by the new NSF Noyce grant) through targeted recruitment (through advising) and supporting interested CCC students to take TSM 101 and TSM 201 classes at NAU. Our goal was to support 3 students in Fall 2023 and 3 students in Spring 2024 to take at least Step 1 at NAU. To support our program goals, we continued to offer NSF Noyce Grant scholarships (with a new amount of \$26,000 per year) to up to 10 highly qualified math/science secondary education majors in their final year of the program. Similarly, the Arizona Teachers Academy (ATA) at NAU continues to offer scholarships to preservice teacher candidates. Both of these should add to the attractiveness of secondary math teaching, as well as add the option for an engineering education specialization supported by the new NSF Noyce grant and add an incentive to remain in the program. Finally, mathematics education faculty pursued MTEP 2.0 Partnership participation in Spring 2023 with the goal of attracting more diverse teaching candidates and exploring possibilities to include more opportunities to work with more diverse students. Faculty and various stakeholders in the PEP (especially those related to secondary math/science programming) leveraged this program to establish clear communication and expectations with local partner schools and educators during the 2023-2024 school year. Re-establishing a line of communication and collaboration with local schools and teachers has laid the groundwork for future work with these partners.



## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
- No

10. Describe your goal.

Recruiting and retaining perspective students into our BSEd Mathematics program remains a priority. Through coordinated marketing efforts in the Department of Mathematics & Statistics (in CEFNS) and the Department of STEM Education (in COE) we hope to continue sharing with students the opportunity to become a secondary mathematics or science teacher. Through a physical presence at on-campus registration and orientation days, along with ambassador outreach at Discover NAU days and classroom visits, we get the word out about teaching as a powerful and rewarding profession. We hope to add 10 new BSEd Mathematics majors to our program in AY 2024-2025 and graduate (between both fall 2024 and spring 2025) 10 BSEd Mathematics majors. Based on the success of the CCC2NAU approach to having CCC students take TSM 101 on the NAU campus (piloted during the 2023-2024 academic year), we will continue reaching out to CCC students through electronic on-campus marketing and recruitment (e.g. push notification, fliers, electronic fliers, classroom visits), as well as targeted recruitment for students who specifically express an interest in math or science teaching via CCC advisors. Interested students will be supported to enroll in TSM 101 at NAU and will have their tuition and fees paid for, as well as receiving a \$200 stipend for successfully completing TSM 101. Grant funding allows us to support up to 6 students per academic year. Our goal will be to support 6 students. In addition, we are exploring adding a middle grades emphasis to our BSEd Secondary Mathematics degree program. We are hopeful this will serve the specific needs of middle school teachers and students across Arizona while also expanding the number of students who pursue post-primary mathematics teaching. This program is in the proposal stage and will hopefully go live in Fall 2025 or Fall 2026. To support our program goals, we will continue to offer NSF Noyce Grant scholarships (\$26,000 per year) to up to 10 highly qualified math/science secondary education majors. Similarly, the Arizona Teachers Academy (ATA) at NAU continues to offer scholarships to preservice teacher candidates. Both of these should add to the attractiveness of secondary math teaching, as well as add the option for an engineering education specialization supported by the new NSF Noyce grant and add an incentive to remain in the program. Finally, mathematics education faculty plan to continue the MTEP 2.0 Partnership, supported by AMTE and incorporating contributions from Flagstaff-area mathematics teachers, specialists, and leaders. Faculty and various stakeholders in the PEP (especially those related to secondary math/science programming) will continue to use this partnership to serve the needs of local math teachers and partners through discussions related to curriculum coherence, practicum placements, and academic programming.

# Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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\(a\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal for AY 2022-23 was to add 20 new traditional pathway students collectively within the five BSED Secondary Education Science programs (Biology, Chemistry, Earth Science, General Science, and Physics) and MAT-S Teaching Science With Certification program.

3. Did your program meet the goal?

- Yes  
 No

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

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

We came a little short on meeting this goal. We added 16 new students to our traditional BSED and MAT-S Secondary Education Sciences programs combined. The Secondary Education Sciences programs continued all recruitment efforts and activities described for the previous academic year, which included continued advertisement of our program at various orientations (Transfer Student Orientation, Freshman Orientation Summer Expos, and Discover NAU Monthly Events), presentations in different introductory science discipline courses (for recruitment to our undergraduate program) and upper level science discipline courses (for recruitment to our graduate program), and providing support to already enrolled undergraduate students through a Learning Community network and a student club (the WeTeach Club). Additionally, the programs enhanced the use of social media outlets to

both recruit new students and support those already enrolled in the programs. We sent individualized emails to all registered Secondary Education Sciences BSED students and sent recruitment emails to all Freshman students in NAU's College of the Environment, Forestry, and Natural Sciences and College of Engineering, Informatics, and Applied Sciences. For the graduate program, we also sent recruitment emails to principals across the state including to Bureau of Indian Affairs schools. However, we fell just a little short of meeting the goal we had set for AY 2022-2023.

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

We are satisfied with coming close to meeting the goal we had set for this year (adding 16 new secondary education science students, when the goal was to add up to 20 new students in AY 2022 -2023).

## Review Current Year's Goal (2023-24)

**7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

We aimed to add 20 new students collectively within the five BSED Secondary Education Science Programs (Biology, Chemistry, Earth Science, General Science, and Physics) and the graduate MAT-S Teaching Science With Certification program, to pursue teacher certification through a traditional pathway in AY 2023-2024.

## Set Next Year's Goal (2024-25)

**9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

We aim to add 10 new students collectively within the five BSED Secondary Education Science Programs (Biology, Chemistry, Earth Science, General Science, and Physics) and the graduate MAT-S Teaching Science With Certification program, to pursue traditional teacher certification pathway in AY 2024-2025.

# Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 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 2022-2023 was to add at least 50 prospective teachers in special education programs.

3. Did your program meet the goal?

- Yes  
 No

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

The programs continued 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. Teacher preparation programs need to focus on developing new teachers that can enter the profession ready to provide excellent education to their students in multiple formats. NAU worked 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 included 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) continued to be available for all initial 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. As noted previously, 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.

Other strategies such as outreach at recruitment events and promotion of programs through What's up Wednesday newsletter will be continued.

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 (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Given the enrollment trend during AY 2022-2023, the program goal for AY 2023-2024 was to add at least 50 prospective teachers in special education programs.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Given the continued growth of the program throughout the state, the program goal is to add at least 50 students into the various special education programs in AY 2024-2025.

# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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\(a\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

The goal was to prepare approximately 1,650 prospective teachers in 2022-23 to work effectively with limited English proficient students. Preparation in 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:

The Arizona Teachers Academy scholarship is a full tuition scholarship that covers all student fees and tuition after other aid is applied. We built out our summer enrollment numbers and added information on this program to the parent outreach sites on the NAU webpages. We initiated two grow your own programs for initial teacher preparation in Elementary Education (one in an urban area and one dedicated to serving schools with indigenous student populations).

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 (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

The goal was to prepare approximately 1,550 prospective teachers in 2023-24 to work effectively with limited English proficient students. Preparation in Structured English Immersion is a required component of teacher preparation programs in Arizona.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

The goal is to prepare approximately 1,520 prospective teachers in 2024-25 to work effectively with limited English proficient students. Preparation in Structured English Immersion is a required component of teacher preparation programs in Arizona.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [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](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	27	248	25	93
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	33	239	26	79
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2022-23	304	249	293	96
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2021-22	365	248	349	96
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2020-21	326	252	323	99



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT052 -APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
NT052 -APK SECONDARY Evaluation Systems group of Pearson Other enrolled students	3			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2022-23	87	254	87	100
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2021-22	120	256	119	99
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2020-21	110	255	108	98
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	3			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	5			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2022-23	14	263	13	93
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	18	249	16	89
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2020-21	12	255	11	92
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	8			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	75	247	70	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	78	246	73	94
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	77	244	73	95

## 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. [\(S205\(a\)\(1\)\(B\)\)](#)

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.

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	472	459	97
All program completers, 2021-22	564	544	96
All program completers, 2020-21	487	481	99

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

**Note:** This section is preloaded from the prior year's IPRC.

## Low-Performing

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:

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

- Yes
- No

# Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

## Use of Technology

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:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. 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:** Technology integration is addressed through a variety of ways for the different initial teacher preparation programs. A technology integration course is required for the Elementary Education, Special and Elementary Education, and Early Childhood Education and Early Childhood Special Education degree programs. One Special Education program also includes an Assistive Technology course. Secondary Science and Mathematics majors receive detailed instruction during the Apprentice Teaching Seminar taken at the same time as Student Teaching. In Art, English, History, Spanish, and Music secondary education programs, technology integration is taught in one to four courses depending on the program. **Data Literacy:** Through assessment and methods courses of all of NAU's initial teacher preparation programs, candidates are instructed in the use of technology applications to manage student assessment data. Additionally, the Candidate Work Sample performance assessment completed during Student Teaching requires all of NAU's initial teacher preparation program 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 all programs of study for NAU's initial teacher preparation programs. Candidates' abilities to support the needs of diverse learners are assessed through the design of lessons and unit plans. **Planning Activities:** NAU's Professional Education Programs are accredited through CAEP. Technology, diversity, and data literacy are key aspects of the CAEP Standards, and data literacy is an Arizona Department of Education (ADE) requirement for program review. The unit is deeply involved in ensuring that our programs meet 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, 2022-2023, and 2023-2024, NAU's teacher preparation programs submitted extensive program review reports to either a CAEP Specialized Professional Association or ADE. These reports also required evidence of addressing technology, data literacy, teaching, and supporting students with diverse learning needs.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

**Note:** This section is preloaded from the prior year's IPRC.

## Teacher Training

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

#### a. Teach students with disabilities effectively

Based on adopted state rule language, NAU's initial teacher preparation programs for elementary and secondary teachers require a special education course that focuses on dyslexia, addresses legal issues, characteristics, and learning needs of exceptional children, and provides 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 across all of NAU's initial teacher preparation programs for elementary and secondary teachers. For all of NAU's initial teacher preparation programs, the Professional Dispositions Modules also introduces and reinforces all of these concepts.

#### b. 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 Disposition Modules 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 in individualized education program teams.

#### c. Effectively teach students who are limited English proficient.

All of NAU's initial teacher preparation programs require one state-approved Structured English Immersion (SEI) course. The SEI courses provide 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 each) that meet Arizona Department of Education's (ADE's) requirement for the 45-hour SEI Endorsement. NAU's compliance with the SEI requirements was re-approved in Fall 2023 based on the submission of updated statements of assurance documenting the integration of SEI content in programs of study.

### 2. Does your program prepare special education teachers?

- Yes  
 No

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

#### a. Teach students with disabilities effectively

BSEd Special and Elementary Education: This undergraduate program prepares candidates to become certified teachers of K-12 students who have disabilities, as well as those who do not. The BSED Special and Elementary program pairs a strong background in elementary education (teaching of math, science, social studies, reading, etc.) with a rich coursework in special education. Practicum and fieldwork experiences give direct experience in classrooms throughout the program. The dual certification prepares candidates to teach students with learning disabilities, emotional and behavioral disorders, intellectual disabilities, and orthopedic and health impairments. Candidates spend one semester student teaching, dividing time

between special education and elementary education classroom settings. Candidates graduate with certifications in special education for K-12 and elementary education in K-8. BSEd Early Childhood Education and Early Childhood Special Education: This degree program allows teacher candidates the opportunity to earn dual certification in both early childhood (EC) and early childhood special education (ECSE) at the bachelor's level. Certification in both EC and ECSE prepares candidates to meet the needs of all young children birth to age eight in strategic and evidence-based ways across multiple settings. MEd Special Education - Mild/Moderate Disabilities Certified: This program is appropriate for candidates who are not already certified in special education. Candidates in this MEd Special Education - Mild/Moderate Disabilities Certified program are required to demonstrate, through key assessments embedded in specific classes, content knowledge, professional knowledge, and pedagogical knowledge and skills to be eligible to enter student teaching placements. By earning this 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 educate students with learning disabilities, emotional or behavioral disorders, mild/moderate intellectual disabilities, and orthopedic and health impairments. MEd Special Education - Early Childhood Special Education With Certification: This program 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 that candidates are 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 MEd Special Education - Early Childhood Special Education With Certification degree, candidates are ready to enter a special education teaching position in either early intervention or preschool and kindergarten to third grade settings in private, human service, and public school settings.

**b. 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 BSEd Special and Elementary Education, BSEd Early Childhood Education and Early Childhood Special Education, and MEd in Special Education - Mild/Moderate Disabilities Certified programs require a course (ESE 450, ESE 435, or ESE 650, respectively) that includes an IEP project in order to prepare candidates in these initial certification programs to be able to develop effective instructional plans tailored to the individual learning needs of children with disabilities. The MEd Special Education – Early Childhood Special Education With Certification includes three required courses (ESE 536, ESE 556, and ESE 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 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.

**c. 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 SEI courses provide 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 each) that meet Arizona Department of Education's (ADE's) requirement for the 45-hour SEI Endorsement. NAU's compliance with the SEI requirements was re-approved in Fall 2023 based on the submission of updated statements of assurance documenting the integration of SEI content in programs of study.



# Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (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 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 Professional Education Programs (PEP) and the university curriculum and assessment office, and programs also submit formal reports for national recognition to their respective Specialized Professional Association 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 CAEP re-accreditation, and the site visit was completed in March 2024. The requirements for CAEP's Annual Accreditation report changed starting in 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: CAEP Accountability Measures website, see <https://nau.edu/pep/program-evaluation/>. Additionally, program completers are surveyed by NAU PEP at the conclusion of each fall and spring semester. The survey results are available publicly through the following website: <http://nau.edu/PEP/Program-Evaluation/>. Strengths and areas for improvement from the data collected are used to improve the teacher education programs. The State of Arizona funded the Arizona Teachers Academy (ATA) in 2019. ATA is 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 scholarship and program includes: ·A scholarship covering any remaining tuition and mandatory student fees after gift aid has been applied; and ·A full year of hands-on mentorship and professional development opportunities after graduation. The ATA scholarship and program is not a needs-based scholarship and is open to all students enrolled in an eligible program. During the 2022-2023 academic year, NAU enrolled a total of 1,147 students into ATA, of which 756 were traditional pathway students. Of the 1,147 total ATA scholarship recipients, 30% identified as Hispanic or Latine and, overall, 42.9% 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 47% percent) and first-generation (47%), and these designations allow the university to receive the support to serve the needs of all students. Latinos make up 32.5% 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.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification 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 RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Donelle Ruwe

TITLE:

Associate Dean, College of Education and Professional Education Programs

## 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:

Donelle Ruwe

TITLE:

Associate Dean, College of Education and Professional Education Programs