title II higher education act

2025 TITLE II REPORTS
National Teacher Preparation Data

AZ

Northern Arizona University
Alternative, IHE-based Report AY 2023-24
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

105330

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

NAU Professional Education Programs

PO BOX 5774

CITY

FLAGSTAFF

STATE

Arizona ▼

ZIP

86011-5774

SALUTATION

Dr. ▼

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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))**

THIS PAGE INCLUDES:

›› List of Programs

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
13.1202	Elementary Education	PG	
13.1	Special Education	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1316	Teacher Education - General Science	PG	
13.1329	Teacher Education - Physics	PG	

Total number of teacher preparation programs:

4

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

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	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No

Element	Admission		Completion	
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ 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. 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

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	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	○ Yes	● No

Element	Admission		Completion	
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: No additional requirements	○ Yes	● No	○ Yes	● 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 2023-24. (§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 required for student teaching	

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) Optional tool for automatically calculating full-time equivalent faculty in the system	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	37
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	47
Number of students in supervised clinical experience during this academic year	93

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

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

2023-24 Total	
Total Number of Individuals Enrolled	70
Subset of Program Completers	55

Gender	Total Enrolled	Subset of Program Completers
Male	10	8
Female	60	47
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	3
Asian	1	1
Black or African American	4	3
Hispanic/Latino of any race	25	22
Native Hawaiian or Other Pacific Islander	0	0
White	33	24
Two or more races	3	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	0	0

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

Please provide the number of teachers prepared by subject area for academic year 2023-24.

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 2023-24**

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**	16
13.1202	**Teacher Education - Elementary Education**	37

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
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	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
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	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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 2023-24**

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	16
13.1202	Teacher Education - Elementary Education	37
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	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	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

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:**

   NAU's 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 classroom experiences 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 each program of study. The focus of the Special Education programs is on providing instruction to students with disabilities. All alternative pathway programs require preparation in the implementation of 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 are integrated in required pedagogy courses. The MAT-S Teaching

Science with Certification degree program was intentionally added as an alternative pathway program to address the need statewide for qualified science teachers. This program received state approval to be offered as an alternative pathway program starting in Fall 2021. Finally, in AY 2022-2023, in response to new Arizona state licensure requirements, NAU now requires all candidates in impacted alternative pathway initial teacher preparation programs in elementary and special education to complete 6 credits in literacy and the science of reading. The 6 credits are necessary to obtain a Literacy, K-5 endorsement. Additionally, alternative pathway candidates enrolled in the Special Education, Elementary Education, 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 NAU's compliance with the Structured English Immersion (SEI) requirements was re-approved in Fall 2024 based on the submission of updated statements of assurance documenting the integration of SEI content in programs of study. All of NAU's alternative pathway programs are aligned to InTASC Standards and relevant Specialized Professional Association or discipline standards for the specific content areas. Candidates enrolled in one of NAU's alternative pathway programs are also working in schools in rural or urban areas throughout the state with students with diverse learning needs and from low-income families. NAU's College of Education, which houses all of NAU's alternative pathway programs, developed three site-based education programs in highly diverse Title I districts and districts serving indigenous communities and students.

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))**

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 (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

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))**

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 (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

We intended to continue doubling the number of candidates pursuing alternative certification pathway through our Teaching Science With Certification MAT-S program, as the number of candidates needing an alternative certification pathway keeps growing in our state. Thus, we made efforts to increase the number of these alternative pathway candidates to 4 during the current year in AY 2023-24, compared to the 2 alternative pathway candidates we had in the last year (AY 2022–23) in the Teaching Science With Certification (MAT-S) 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:

Our program is state accredited/approved as an alternative certification pathway and has been advertised as such throughout the state to schools and districts. The actual number of candidates who would choose our program for pursuing their alternative certification pathway depends on a variety of factors, some of which are outside the realm of our recruitment efforts such as the high cost of living in Flagstaff.

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

With changing credentialing options through the state, this program has suffered greatly in terms of enrollment and is being deleted in 2024-2025.

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal is to add 3 new students pursuing alternative certification pathway through our Teaching Science With Certification (MAT-S) program in AY 2024-2025.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

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))**

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 (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

The program goal for AY 2023-2024 was to add at least 10 prospective teachers in special education programs into the alternative pathway.

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:

One of the primary strategies that influenced the achievement of this goal related to mentor teacher involvement. Many graduate students were already certified teachers who had completed student teaching during their undergraduate work. These candidates were informed about NAU's TIPP (Teacher Intern Preparation Program) Program in special education and encouraged to apply. This allowed the students to continue to work during the embedded student teaching portion of their program of study.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The program goal for AY 2024-25 is to add at least 7 prospective teachers into the alternative program.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Through active recruitment, we anticipate that we will have 10 TIP students added to the alternative program due to growth in the MEd in Early Childhood Special education and the MEd in Mild/Moderate Special Educucation Certified.

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))**

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 (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

The goal was to prepare 50 prospective teachers through the alternative pathway in AY 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.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Northern Arizona University expanded three programs that work through alternative pathways: Arizona Teacher Residency (AZTR); Preparing Indigenous Teachers for Arizona Schools (PITAS); and West Valley. These grow-your-own programs have proved to be extremely popular in meeting the needs of hard-to-staff rural and urban districts with high levels of Title I schools.

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 (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The goal is to prepare 60 prospective teachers through the alternative pathway in AY 2024-2025 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 (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The goal is to prepare 50 prospective teachers through the alternative pathway in AY 2024-2025 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

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	2			
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	1			
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2023-24	29	248	28	97
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2022-23	13	261	13	100
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2021-22	17	247	15	88
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2023-24	2			

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 program completers, 2022-23	1			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2021-22	1			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson Other enrolled students	2			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2023-24	1			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	10	234	9	90
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	4			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	15	240	14	93

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	54	53	98
All program completers, 2022-23	21	21	100
All program completers, 2021-22	35	33	94

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

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: The MEd in Special Education - Early Childhood Special Education With Certification program requires an Educational Technology course for admission to the program. Additionally, all four alternative pathway degree programs (i.e., MEd Special Education - Early Childhood Special Education With Certification, MEd Elementary Education - Certification, MEd Special Education - Mild/Moderate Disabilities Certified, and MAT-S Teaching Science With Certification 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 methods, assessment, and/or positive behavioral support courses, candidates are instructed in the use of pedagogical technology 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 in all of NAU's alternative pathway programs 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 four programs of studies for NAU's alternative pathway 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. All programs were CAEP-accredited in Fall 2024.

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 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 for these two 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. 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 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**

   MEd Special Education - Mild/Moderate Disabilities Certified: This plan 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 or internship 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 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 MEd in Special Education - Mild/Moderate Disabilities Certified program requires a course (ESE 650) that includes an IEP project in order to prepare candidates in this 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 Special Education - Early Childhood Special Education with Certification program 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, the above programs include a program requirement for completing self-paced Professional Disposition Modules on professional 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.

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

As noted previously, the above 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 2024 based on the submission of updated statements of assurance documenting the integration of SEI content in programs of study.

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); in Fall 2024, NAU was reaccredited by CAEP. Updated accreditation reports are submitted to CAEP annually. 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/Progam-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 55 were alternative pathway students in one of NAU's initial teacher preparation programs. Of the 1,147 total ATA scholarship recipients, 30% identified as Hispanic or Latine and, overall, 42.9% identified as non-white. In 2023-2024, NAU enrolled 1230 students in the ATA, and of this number 226 were in the high-need area of Special Education, and 99 were in the high need area of STEM fields. 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

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 of 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 of College of Education and Professional Education Programs