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2022 Title II Reports National Teacher Preparation Data
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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

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Section I: Program Information

List of Programs

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

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

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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List of Programs			
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	- Edit - Delete
13.1202	Elementary Education	Both	- Edit - Delete
13.1	Special Education	Both	- Edit - Delete
13.1302	Teacher Education - Art	UG	- Edit - Delete
13.1322	Teacher Education - Biology	Both	- Edit - Delete
13.1323	Teacher Education - Chemistry	Both	- Edit - Delete
13.1337	Teacher Education - Earth Science	Both	- Edit - Delete
13.1305	Teacher Education - English/Language Arts	Both	- Edit - Delete
13.1306	Teacher Education - Foreign Language	Both	- Edit - Delete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1316	Teacher Education - General Science	Both	- Edit - Delete
13.1328	Teacher Education - History	UG	- Edit - Delete
13.1311	Teacher Education - Mathematics	UG	- Edit - Delete
13.1312	Teacher Education - Music	UG	- Edit - Delete
13.1314	Teacher Education - Physical Education and Coaching	UG	- Edit - Delete
13.1329	Teacher Education - Physics	Both	- Edit - Delete
		UG, PG, or Both ☒ UG ☐ PG ☐ Both ☐	- Insert - Cancel

Total number of teacher preparation programs:

Save Option

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Section I: Program Information

Program Requirements

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

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

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

This Page Includes:

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

Required for Entry ☒ Yes ☐ No ☐ Required for Exit ☒ Yes ☐ No ☐

Fingerprint check

Required for Entry ☒ Yes ☐ No ☐ Required for Exit ☒ Yes ☐ No ☐

Background check

Required for Entry ☐ Yes ☒ No ☐ Required for Exit ☐ Yes ☒ No ☐

Minimum number of courses/credits/semester hours completed

Required for Entry ☒ Yes ☐ No ☐ Required for Exit ☒ Yes ☐ No ☐

Minimum GPA

Required for Entry ☒ Yes ☐ No ☐ Required for Exit ☒ Yes ☐ No ☐

Minimum GPA in content area coursework

Required for Entry ☒ Yes ☐ No ☐ Required for Exit ☒ Yes ☐ No ☐

Minimum GPA in professional education coursework

Required for Entry ☒ Yes ☐ No ☐ Required for Exit ☒ Yes ☐ No ☐

Minimum ACT score

Required for Entry ☐ Yes ☒ No ☐ Required for Exit ☐ Yes ☒ No ☐

Minimum SAT score

Required for Entry ☐ Yes ☒ No ☐ Required for Exit ☐ Yes ☒ No ☐

Minimum basic skills test score

Required for Entry ☐ Yes ☒ No ☐ Required for Exit ☐ Yes ☒ No ☐

Subject area/academic content test or other subject matter verification

Required for Entry ☐ Yes ☒ No ☐ Required for Exit ☒ Yes ☐ No ☐

Recommendation(s)

Required for Entry ☒ Yes ☐ No ☐ Required for Exit ☐ Yes ☒ No ☐

Essay or personal statement

Required for Entry ☒ Yes ☐ No ☐ Required for Exit ☐ Yes ☒ No ☐

Interview

Required for Entry ☐ Yes ☒ No ☐ Required for Exit ☐ Yes ☒ No ☐

Other Specify:

Required for Entry ☐ Yes ☒ No ☐ Required for Exit ☐ Yes ☒ No ☐Other specify: Required for Entry ☐ Yes ☒ No ☐ Required for Exit ☐ 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:

Supervised Clinical Experience

[Back To Top](#)Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))Are there programs with student teaching models? ☒ Yes☐ No

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

Programs with student teaching models (most traditional programs)

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for 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)

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

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

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

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

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

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

All Programs
All Programs

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

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

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

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

Number of students in supervised clinical experience during this academic year

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

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

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

Number of students in supervised clinical experience during this academic year

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.

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

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Calculate Full-Time Equivalent Faculty in the System

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

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

50% (Half-Time)

Employment Rate (%)

Number of Faculty

Delete

Employment Rate (%)

Number of Faculty

Delete

Add Row

Calculate FTE

Section I: Program Information

Enrollment and Program Completers

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

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

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

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 1666

Subset of Program Completers Subset of Program Completers in 2020-21 487

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment 242	Male Completers 65
Female	Female Enrollment 1424	Female Completers 422
Non-Binary/Other	Non-Binary/Other Enrollment 0	Non-Binary/Other Completers 0
No Gender Reported	Nonreported gender Enrollment 0	Nonreported gender Completers 0

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment 49	American Indian or Alaska Native Completers 9
Asian	Asian Enrollment 25	Asian Completers 8
Black or African American	Black or African American Enrollment 27	Black or African American Completers 9
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 464	Hispanic/Latino of any race Completers 115
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 0	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 1012	White Completers 317
Two or more races	Two or more races Enrollment 78	Two or more races Completers 27
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 11	Nonreported race/ethnicity Completers 2

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Section I: Program Information

Teachers Prepared

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

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

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

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

- [Academic Major](#)

This Page Includes:

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

Teachers Prepared by Subject Area

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

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

[What are CIP Codes?](#)

☐ No teachers prepared in academic year 2020-21

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

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

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared 99
13.1202	Teacher Education - Elementary Education	Number Prepared 351
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared
13.1210	Teacher Education - Early Childhood Education	Number Prepared 15
13.1301	Teacher Education - Agriculture	Number Prepared
13.1302	Teacher Education - Art	Number Prepared 14
13.1303	Teacher Education - Business	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared 36
13.1306	Teacher Education - Foreign Language	Number Prepared 6
13.1307	Teacher Education - Health	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared
13.1311	Teacher Education - Mathematics	Number Prepared 9
13.1312	Teacher Education - Music	Number Prepared 18

CIP Code	Subject Area	Number Prepared
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared 3
13.1315	Teacher Education - Reading	Number Prepared
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared 0
13.1317	Teacher Education - Social Science	Number Prepared
13.1318	Teacher Education - Social Studies	Number Prepared
13.1320	Teacher Education - Trade and Industrial	Number Prepared
13.1321	Teacher Education - Computer Science	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared 8
13.1323	Teacher Education - Chemistry	Number Prepared 2
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared 24
13.1329	Teacher Education - Physics	Number Prepared 1
13.1331	Teacher Education - Speech	Number Prepared
13.1337	Teacher Education - Earth Science	Number Prepared 0
13.14	Teacher Education - English as a Second Language	Number Prepared
	Education - Other Specify:	
13.99	Other specify:	Number Prepared

Teachers Prepared by Academic Major

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

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

[What are CIP Codes?](#)

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

☐ No

☐ No teachers prepared in academic year 2020-21

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

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared 99
13.1202	Teacher Education - Elementary Education	Number Prepared 351
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared
13.1210	Teacher Education - Early Childhood Education	Number Prepared 15
13.1301	Teacher Education - Agriculture	Number Prepared
13.1302	Teacher Education - Art	Number Prepared 14
13.1303	Teacher Education - Business	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared 36

CIP Code	Academic Major	Number Prepared	Number Prepared
13.1306	Teacher Education - Foreign Language	Number Prepared	6
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	9
13.1312	Teacher Education - Music	Number Prepared	18
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	3
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - General Science	Number Prepared	0
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	8
13.1323	Teacher Education - Chemistry	Number Prepared	2
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	24
13.1329	Teacher Education - Physics	Number Prepared	1
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	0
13.14	Teacher Education - English as a Second Language	Number Prepared	
13.99	Education - Other Specify: Other specify:	Number Prepared	
01	Agriculture	Number Prepared	
03	Natural Resources and Conservation	Number Prepared	
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared	
09	Communication or Journalism	Number Prepared	
11	Computer and Information Sciences	Number Prepared	
12	Personal and Culinary Services	Number Prepared	
14	Engineering	Number Prepared	
16	Foreign Languages, Literatures, and Linguistics	Number Prepared	
19	Family and Consumer Sciences/Human Sciences	Number Prepared	
21	Technology Education/Industrial Arts	Number Prepared	
22	Legal Professions and Studies	Number Prepared	
23	English Language/Literature	Number Prepared	
24	Liberal Arts/Humanities	Number Prepared	
25	Library Science	Number Prepared	
26	Biological and Biomedical Sciences	Number Prepared	
27	Mathematics and Statistics	Number Prepared	
30	Multi/Interdisciplinary Studies	Number Prepared	

CIP Code	Academic Major	Number Prepared
38	Philosophy and Religious Studies	Number Prepared
40	Physical Sciences	Number Prepared
41	Science Technologies/Technicians	Number Prepared
42	Psychology	Number Prepared
44	Public Administration and Social Service Professions	Number Prepared
45	Social Sciences	Number Prepared
46	Construction	Number Prepared
47	Mechanic and Repair Technologies	Number Prepared
50	Visual and Performing Arts	Number Prepared
51	Health Professions and Related Clinical Sciences	Number Prepared
52	Business/Management/Marketing	Number Prepared
54	History	Number Prepared
	Other Specify:	
99	Other specify:	Number Prepared

Save Option

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Section I: Program Information

Program Assurances

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

This Page Includes:

- [Program Assurances](#)

Program Assurances

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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) implemented 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 observations working with a candidate. Additionally, NAU PEP has developed a Teacher Preparation Advisory Council. Cooperating teachers and principals across the state were invited to attend, and the first series of meetings based on discipline area were held in Spring 2022. Additionally, NAU continues to collaborate closely with Flagstaff Unified School District where many candidates are placed for practicum and student teaching. In Spring 2022, NAU College of Education and PEP leadership facilitated round table discussion with principals and district leaders to solicit feedback on strengths and areas for improvement. The feedback from these stakeholder meetings are shared with faculty and staff to determine how to best act upon recommendations. 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 teacher career fair annually that is specifically for districts and schools in Arizona. 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 P-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 to develop an Arizona Teacher Residency program and a Grow Your Own program, respectively, in collaboration with several Phoenix area school districts. Additionally, NAU's Arizona K-12 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 Departments of Teaching and Learning and Educational Specialties maintain close articulation between the undergraduate dual certificate degree in Special and Elementary Education as well as Early Childhood Education 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) as well as due to adopted state rule language these courses also 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. The content was revised in Fall 2019 to address the Model Code of Ethics for Educators (MCEE) adopted by the Arizona Department of Education and the PDM includes a section on Special Education laws. Q5: All 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 were re-approved in 2021 based on the submission of syllabi and statements of assurance documenting the integration of content regarding the new framework adopted by the state. Q6: NAU Professional Education Programs ensure candidates participate in a variety of field experiences in diverse settings including Title I schools. Elementary Education and dual certificate degree 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. Q7: Beyond meeting Arizona Department of Education certification requirements, all initial teacher licensure programs are aligned to InTASC Model Core Teaching Standards and relevant Specialized Professional Association standards for the specific content area. Practicum

Q1: NAU continues to seek opportunities to collaborate with the Arizona Department of Education regarding teacher preparation programs and with local educational agencies.

and student teaching placements for candidates are in a variety of districts and schools throughout the state.

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Section II: Annual Goals

Annual Goals: Mathematics

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal. The BSEd Secondary Education – Mathematics program goal for AY 2020-21 was to add 12 prospective teachers in mathematics. The program planned to continue existing outreach, recruitment, and student-ambassador efforts to maintain or increase enrollment in the program. Additionally, the Arizona Teachers Academy (ATA) was available for all initial teacher preparation programs at NAU for AY 2020-21. ATA provides scholarships for any remaining tuition and mandatory fees after all gift aid is applied. ATA graduates agree to teach in an Arizona public school for each portion of a year a scholarship was awarded. This scholarship program, in addition to the long-running NSF Noyce Grant scholarship program that provides up to 10 \$18,000 scholarships to math/science education students in the final year of the NAUTeach program, was expected to contribute to recruitment and retention efforts. Another goal for this year was to update the BSEd Secondary Education - Mathematics and all BSEd Secondary Education Science programs offered through the NAUTeach program. As part of streamlining the degree program and aligning our practicum experiences with other programs offered through the College of Education (where NAU’s Center for Science Teaching and Learning and NAUTeach courses are housed). As such, a program update was submitted at the start of Spring 2021 that included removal of TSM 404 (Research Methods) and shifting of some of the content from TSM 404 to MAT 402 (Methods Of Teaching Secondary School Mathematics II). In addition, course supervision numbers and structure have been updated to better reflect the practicum requirements of students and time commitments of faculty involved in practicum classes.

The BSEd Secondary Education – Mathematics program goal for AY 2020-21 was to add 12 prospective teachers in mathematics. The program planned to continue existing outreach,

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: The number of students enrolled in the BSEd Secondary Education - Mathematics program dropped from 81 students in Fall 2019 to 72 students in Fall 2020. In addition, the number of BSEd Secondary Education – Mathematics students admitted to the PEP dropped from 46 in AY 2019-2020 to 44 in AY 2020-2021. These drops in numbers were not surprising considering the 2020-2021 school year occurred in the midst of the COVID pandemic. We saw all classes and program applications drop during this year as students adjusted to and dealt with physical and mental issues related to the pandemic. We also saw an exorbitant amount of pressure being placed on public school teachers during this time. It was not surprising that students took a break from classes and even reconsidered their dedication to the teaching profession. Finally, in person freshman registration and orientations did not occur, so it was difficult to reach incoming freshmen to advertise our program and encourage them to try teaching their first year at NAU. We continued with existing outreach, marketing, and advertising strategies as best as we could during the NAUFlex hybrid academic year.

The number of students enrolled in the BSEd Secondary Education - Mathematics program dropped from 81 students in Fall 2019 to 72 students in Fall 2020. In addition, the number of

6. Provide any additional comments, exceptions and explanations below: Goals related to curricular updates did occur. For incoming freshmen for the 2021-2022 AY, TSM 404 (Research Methods) is no longer required as part of their program of study. The loss of the 3 credits associated with TSM 404 were absorbed by changes to TSM 101 Step 1: Inquiry Approaches to Teaching (from 1 credit to 2) and TSM 102 Step 2: Inquiry-based Lesson Design (from 1 credit to 3) to better reflect existing course load and expectations in those classes and expand content covered in TSM 102. A result of these changes is that TSM 101 will remain our primary recruitment

class that encourages students to “try” teaching, while TSM 102 will no longer be considered a recruitment class.

Goals related to curricular updates did occur. For incoming freshmen for the 2021-2022 AY, TSM 404 (Research Methods) is no longer required as part of their program of study. The loss of the 3

Review Current Year’s Goal (2021-22)

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

8. Describe your goal. Our program goals for AY 2021-21 were similar to prior years, with the expectation of adding 12 prospective teachers in mathematics and graduating 13 seniors. As we emerged from the pandemic, our goal was to increase the number of students enrolled in the BSEd Secondary Education - Mathematics program once again. We continued with existing outreach, marketing, and advertising strategies. In coordination with the various BSEd Secondary Education Science

programs, we have two student ambassadors. As the first year of relative normalcy since the COVID pandemic, another goal was also to return to in person practicum and student teaching experiences for our teacher candidates. Though our options are limited to what local districts will allow, ensuring in person field experiences is vital to the development of our candidates. A final goal of the program was to enact the CCC (Coconino Community College) to NAU pipeline for NAUTeach (math & science BSEd programs) by offering the TSM 101 Step 1: Inquiry Approaches to Teaching and TSM 102 Step 2: Inquiry-based Lesson Design courses at CCC. These courses have been approved through the CCC curriculum approval process and approved for matriculation into NAU's NAUTeach program as part of the CCC to NAU program. It was our hope that these courses would have a minimum of 6 students enrolled in TSM 101 Step 1 (Fall 2021) and TSM 102 Step 2 (Spring 2022) and that at least 2 students matriculate from these introductory courses into the NAUTeach program by Fall 2023. To support our program goals, we continued to offer \$18,000 NSF Noyce Grant scholarships to 10 highly qualified math/science secondary education majors in their final year of the program. Similarly, the Arizona Teachers Academy continues to offer scholarships to preservice teacher educators. Both of these should add to the attractiveness of secondary math teaching and add an incentive to remain in the program. We maintained active recruitment of students into the program through our NAUTeach ambassador marketing/outreach.

Our program goals for AY 2021-21 were similar to prior years, with the expectation of adding 12 prospective teachers in mathematics and graduating 13 seniors. As we emerged from the

Set Next Year’s Goal (2022-23)

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

10. Describe your goal. Next year’s goal will continue to focus on increased recruitment of BSEd Secondary Education - Mathematics majors into the NAUTeach program. We would like 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 2022 efforts included classroom visits to introductory courses (e.g., PreCalculus and Calculus) and Summer 2022 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 2022, we are drafting a postcard to be sent to the permanent home address for all incoming freshman in the weeks before their arrival at NAU and an email to be sent to students in the first week of class. In addition, student ambassadors will once again visit introductory mathematics classes to spread the word about the NAUTeach program and our introductory TSM 101 Step 1: Inquiry Approaches to Teaching class. We will continue with the CCC-2-NAU outreach efforts (as supported by the NSF Noyce grant) with the expectation to offer TSM 101 Step 1 in Spring 2023. Offering this class spring semester rather than fall will allow us to use ambassadors to establish a presence on campus and market the course (and the NAUTeach program) to freshmen students more effectively. Our goal will be to enroll 8 students in TSM Step 1 in Spring 2023. To support our program goals, we will continue to offer \$18,000 NSF Noyce Grant scholarships to 5 highly qualified math/science secondary education majors in their final year of the program. The current Noyce program will run under a no-cost extension during AY 2022-2023 and will end in June 2023. Faculty are submitting a new Noyce proposal in August 2022 to continue the scholarship program and offer an engineering education microcredentials to all Noyce scholars/fellows (current and past). Similarly, the Arizona Teachers Academy continues to offer scholarships to preservice teacher educators. Both of these should add to the attractiveness of secondary math teaching, as well as add the

Next year’s goal will continue to focus on increased recruitment of BSEd Secondary Education - Mathematics majors into the NAUTeach program. We would like to get back

option for an engineering education specialization, and add an incentive to remain in the program.

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Section II: Annual Goals

Annual Goals: Science

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

☒ Yes

☐ No

2. Describe your goal. The program goal for AY 2020-21 was to add 35 prospective teachers in BSEd and MAT-S Secondary Education – Science degree programs. One major change implemented in the graduate science teacher certification program in AY 2020-2021 is that this program is now offered completely online. Our graduate (MAT-S) program also serves as an “alternative” program since it is open to in-service teachers who are not yet certified; More information on this program is provided in NAU’s Alternative Title II Report. We anticipate that offering this program in a fully online format will lead to increased enrollment as the program will now be accessible to many more candidates across the state of Arizona. Finally, the Arizona Teachers Academy (ATA) was and continues to be available for all initial teacher preparation programs at NAU for AY 2020-21. ATA provides scholarships for any remaining tuition and mandatory fees after all gift aid is applied. ATA graduates agree to teach in an Arizona public school for each portion of a year a scholarship was awarded. This scholarship program may also contribute to recruitment and retention

efforts. The program goal for AY 2020-21 was to add 35 prospective teachers in BSEd and MAT-S Secondary Education – Science degree programs. One major change implemented in the

3. Did your program meet the goal? ☐ Yes

☒ No

4. Description of strategies used to achieve goal, if applicable: The program 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 program 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 Science BSED students and sent recruitment emails to all Freshman students in the College of the Environment, Forestry, and Natural Sciences and College of Engineering, Informatics, and Applied Sciences. However, we fell short of meeting the goal we had set for AY 2020-2021. During AY 2020-2021, we added only 10 new students to the science secondary education program between the BSEd and MAT-S

degrees combined. The program continued all recruitment efforts and activities described for the previous academic year, which included continued advertisement of our program at various orientations (Transfer

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: The improvement steps included enhanced use of social media and improved communication with prospective majors, specifically by the NAUTeach Student Ambassador. AY 2020-21 was impacted by COVID, with hybrid modes of instruction. Therefore in-class presentations of the BSED program in the science classes could not happen as effectively as they do in fully on-campus, in-

person modes of instruction. The improvement steps included enhanced use of social media and improved communication with prospective majors, specifically by the NAUTeach Student Ambassador. AY 2020-21

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

Review Current Year's Goal (2021-22)

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

☐ No

8. Describe your goal. Given the trend we have seen in enrollment in NAU's BSEd and MAT-S Secondary Education – Science degree programs over the past 3 years, we aimed in AY 2021-22 to add up to 15 new students in the secondary science teaching programs, between the BSEd and MAT-S degrees combined.

Given the trend we have seen in enrollment in NAU's BSEd and MAT-S Secondary Education

Science degree programs over the past 3 years, we aimed in AY 2021-22 to add up to 15 new

Set Next Year's Goal (2022-23)

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

☐ No

10. Describe your goal. Our goal for AY 2022-23 is to add 20 new students collectively within the five BSED Secondary Education Science Programs (Biology,

Our goal for AY 2022-23 is to add 20 new students collectively within the five BSED Secondary Education Science Programs (Biology, Chemistry, Earth Science, General Science, and Physics).

Chemistry, Earth Science, General Science, and Physics).

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Section II: Annual Goals

Annual Goals: Special Education

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

☒ Yes

☐ No

2. Describe your goal. Given the enrollment trend over the past three years, the program goal for AY 2020-2021 was to add 170 prospective teachers in special education programs. 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, and the Faculty Ambassador Network (FAN) that uses trained faculty to participate in transfer fairs, career fairs, information booths, and outreach events in collaboration with other NAU staff. Additionally, program faculty are continuing to re-evaluate the degree requirement to determine any redundancy in content coverage in courses 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. Another area that may contribute to an increase in the number of special education prospects is the MEd Special Education – Mild/Moderate Disabilities Certified degree is now also being offered online. To date, the program is seeing a higher number of applicants. Finally, the Arizona Teachers Academy (ATA) was available for all initial teacher preparation programs at NAU for AY 2020-2021. 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 working remotely continued during AY 2020-2021, NAU worked with faculty, staff, and students to minimize the effects of technology and accessibility issues to facilitate student learning and retention while minimizing anxiety connected to the course, maintain student/student and instructor/student interactions, and maintain consistency due to COVID-19 pandemic

Given the enrollment trend over the past three years, the program goal for AY 2020-2021 was to add 170 prospective teachers in special education programs. The programs continued

restrictions.

3. Did your program meet the goal? ☐ Yes

☒ No

4. Description of strategies used to achieve goal, if applicable: The total enrollment in educator preparation programs recruitment declined statewide in the past few years and was exacerbated by the COVID-19 pandemic. Recruitment efforts (transfer fairs, career fairs, and outreach events) were also canceled or scheduled

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

virtually. In addition, NAU experienced staffing shortages during this time that impacted recruiting efforts.

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

The COVID-19 pandemic caused disruptions to traditional teacher preparation program including recruitment and retention of students. It also helped to make us commit even more resources

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

Review Current Year's Goal (2021-22)

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

☐ No

8. Describe your goal. Given the enrollment trend over the past three years, the program goal for AY 2021-2022 was to add 115 prospective teachers in special education programs. The department continued promoting the Special Education programs in rural locations by connecting with specific sites through the strategies noted above (i.e., NAU anchor program faculty who work at statewide sites and outreach events supported by the Faculty Ambassador Network (FAN) and other NAU staff). Additionally, a new initiative called What's up Wednesday (WuW) was used as a weekly email blast for College of Education (COE) students, faculty, and staff where they can find deadlines, events, and opportunities happening in the COE. Program faculty are continuing to re-evaluate degree requirements to determine 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. Another area that may contribute to an increase in the number of special education prospects is the MEd Special Education – Mild/Moderate Disabilities Certified degree is now also being offered online. To date, the program is seeing a higher number of applicants. Finally, the Arizona Teachers Academy (ATA) was available for all initial teacher preparation programs at NAU for AY 2021-2022. 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

Given the enrollment trend over the past three years, the program goal for AY 2021-2022 was to add 115 prospective teachers in special education programs.

a scholarship was awarded. This scholarship program may also contribute to recruitment and retention efforts.

Set Next Year's Goal (2022-23)

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

☐ No

10. Describe your goal. Given the enrollment trend over the past three years, the program goal for AY 2022-2023 will be to add at least 50 prospective teachers in special education programs. The programs will continue promoting the programs in rural locations by connecting with specific sites, promoting the programs through NAU anchor program faculty who work at statewide sites. COVID-19 related issues are still affecting our communities. 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 will work on initiatives to recruit and support pre-service teachers and building a diverse teacher workforce by recruiting individuals from underrepresented communities. Approaches to bring more diverse candidates into teacher preparation programs will include grants, scholarships, or other financial support; grow your own programs; and a taskforce charged with exploring how to best serve students in statewide locations. The Arizona Teachers Academy (ATA) will continue to be available for all 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.

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

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Section II: Annual Goals

Annual Goals: Instruction of Limited English Proficient Students

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

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

- Quantifiable Goals

This Page Includes:

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

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

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

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

☒ Yes

☐ No

2. Describe your goal. The goal was to prepare approximately 1,775 prospective teachers in 2020-21 to work effectively with limited English proficient students. Preparation in Structured English Immersion is a required component of teacher preparation programs in Arizona.

The goal was to prepare approximately 1,775 prospective teachers in 2020-21 to work effectively with limited English proficient students. Preparation in Structured English Immersion is a

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

4. Description of strategies used to achieve goal, if applicable: NAU continues to explore grant funding and other creative strategies such the formation of Grow Your Own initiatives with hard to staff school districts in Arizona as well as marketing the Arizona Teachers Academy to help address the critical teacher shortage and expand the pipeline of students choosing teacher preparation degree programs.

NAU continues to explore grant funding and other creative strategies such the formation of Grow Your Own initiatives with hard to staff school districts in Arizona as well as marketing

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: Enrollment in teacher preparation programs decreased from AY 2019-20 to AY 2020-21 by approximately 4% overall with slight declines in all areas. Therefore, we did not meet our goal to prepare approximately 1,775

prospective teachers in 2020-21, however we did prepare all of our traditional teacher candidates (1,666 candidates) in 2020-21 to work effectively with limited

Enrollment in teacher preparation programs decreased from AY 2019-20 to AY 2020-21 by approximately 4% overall with slight declines in all areas. Therefore, we did not meet our goal to

English proficient students.

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

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

Review Current Year’s Goal (2021-22)

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

8. Describe your goal. The goal was to prepare approximately 1,775 prospective teachers in 2021-22 to work effectively with limited English proficient students. Preparation in Structured English Immersion is a required component of teacher preparation programs in Arizona.

The goal was to prepare approximately 1,775 prospective teachers in 2021-22 to work effectively with limited English proficient students. Preparation in Structured English Immersion is a

Set Next Year’s Goal (2022-23)

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

10. Describe your goal. The goal is to prepare 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.

The goal is 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

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Section III: Program Pass Rates

Assessment Pass Rates

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

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

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

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

This Page Includes:

- [Assessment Pass Rates](#)

Assessment Pass Rates

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Assessment Pass Rates				
Assessment code - Assessment name 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	58	251	55	95
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	24	249	23	96
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2020-21	318	252	313	98
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2019-20	342	252	340	99
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2018-19	371	250	362	98
NT052 -APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
NT052 -APK SECONDARY Evaluation Systems group of Pearson Other enrolled students	3			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2020-21	107	256	106	99
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2019-20	122	255	121	99
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2018-19	120	255	120	100
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number Pass passing tests	Pass rate (%)
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2020-21	11	254	10	91
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	13	256	12	92
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	26	260	24	92
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	245	11	92
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	74	246	72	97
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	95	247	91	96
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	21	250	20	95

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Section III: Program Pass Rates**Summary Pass Rates**

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

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

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

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

This Page Includes:

- [Summary Pass Rates](#)

Summary Pass Rates
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Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	487	480	99
All program completers, 2019-20	554	548	99
All program completers, 2018-19	557	548	98

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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

☐ No

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

☒ CAEP

☐ AAQEP

☐ Other specify:

 Other specify:

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

☒ No
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Section V: Use of Technology

Use of Technology

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

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

This Page Includes:

- [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

1. integrate technology effectively into curricula and instruction

☒ Yes
☐ No
2. use technology effectively to collect data to improve teaching and learning

☒ Yes
☐ No
3. use technology effectively to manage data to improve teaching and learning

☒ Yes
☐ No
4. use technology effectively to analyze data to improve teaching and learning

☒ Yes
☐ No
2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. Technology Integration: 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, 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 candidates to demonstrate their competency in relation to collecting, managing, and analyzing data student assessment data and using the results to design appropriate instruction. Universal Design: Instruction related to universal design principles and differentiation is included as a course or through instruction embedded in required courses in the programs of study. Supporting the needs of diverse learners is assessed through the design of lesson and unit plans. Planning Activities: NAU Professional Education Programs are accredited through CAEP. Technology, diversity, and data literacy are key aspects of the CAEP Standards and data literacy is a requirement for program review from the Arizona Department of Education (ADE). The unit is deeply involved in ensuring 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 and 2022-2023, NAU’s teacher preparation programs are submitting extensive program review reports to either a CAEP Specialized Professional Association or ADE. These reports also require evidence of addressing technology, teaching and supporting students with diverse learning needs, and data literacy.

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

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Section VI: Teacher Training

Teacher Training

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

This Page Includes:

- [Teacher Training](#)

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:
1. Teach students with disabilities effectively Based on adopted state rule language, NAU’s initial teacher preparation programs for elementary and secondary

teachers require a special education course that focuses on dyslexia as well as addresses legal issues, characteristics, and learning needs of exceptional children as well as effective intervention strategies for educating children with disabilities. The method courses in these programs also focus on differentiation strategies for addressing the needs of diverse learners. Additionally, the concept of Universal Design for Learning (UDL) is introduced and reinforced in methods courses across all of NAU's initial teacher preparation programs for elementary and secondary teachers.

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

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. NAU's initial teacher preparation programs include a program requirement for completing self-paced Professional Disposition Modules (revised Fall 2019) on topics including the Model Code of Ethics for Educators (MCEE) as well as relevant laws and policies to ensure preparation for fieldwork experiences. The modules contain specific information addressing laws pertaining to Special Education students. Additionally, the special education course required for elementary and secondary programs, respectively, addresses participating as a member of individualized education program teams.

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

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

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

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

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

1. Teach students with disabilities effectively BSEd Special and Elementary Education: This undergraduate program prepares students to become certified teachers of children and youth who have disabilities, as well as those who do not. The program pairs a strong background in elementary education (teaching of math, science, social studies, reading, etc.) with a rich coursework in special education. Teaching practicums and fieldwork 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 will spend one semester student teaching, dividing time between special education and elementary education classroom settings. Candidates graduate with certification in special education for K-12 and elementary education in K-8. BSEd Early Childhood Education and Early Childhood Special Education: This degree allows teacher candidates the opportunity to earn dual certification in both early childhood (EC)/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: This plan is appropriate for candidates who are not already certified in special education. Candidates in this program of study are required to demonstrate, through key assessment embedded in specific classes, content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. By earning 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 help educate students with learning disabilities, emotional or behavioral disorders, mild-moderate intellectual disabilities, and orthopedic and health impairments. MEd Early Childhood Special Education: This plan guides candidates toward certification in early childhood special education as an area of expertise, and upon successfully completing the program candidates are eligible to receive an institutional recommendation. The Early Childhood Special Education certification means candidates 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 degree candidates are ready to enter a special education teaching position in either early intervention, preschool and kindergarten to third grade settings in private, human service, and public school settings.

BSEd Special and Elementary Education: This undergraduate program prepares students to become certified teachers of children and youth who have disabilities, as well as those who do

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. The BSEd Special and Elementary Education, BSEd Early Childhood Education and Early Childhood Special Education, and MEd in Special Education - Mild/Moderate Disabilities, requires a course (ESE 450, ESE 435, or ESE 650, respectively) that includes an IEP project which prepares candidates in these initial certification programs to be able to develop effective instructional plans tailored to the individual learning needs of children with

disabilities. The MED Early Childhood Special Education includes three courses (ESE 536, 556, and 657) that address the basic components of an IEP, learning how to write objectives, and the linkage between assessment, objectives, and evaluation. Additionally, NAU's initial teacher preparation programs include a program requirement for completing self-paced Professional Disposition Modules (Fall 2019) 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. Additionally, the special education course required for elementary and secondary programs, respectively, addresses participating as a member of individualized education program teams.

The BSEd Special and Elementary Education, BSEd Early Childhood Education and Early Childhood Special Education, and MEd in Special Education - Mild/Moderate Disabilities,

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

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

approved courses.

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Contextual Information

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

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Contextual Information

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

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

includes: ·A scholarship covering any remaining tuition and mandatory student fees after gift aid has been applied ·Kickstarting a graduate’s teaching career by offering hands-on guidance, mentorship, and professional development opportunities during a student’s program of study and after graduation NAU’s ATA Scholarship & Program is not a needs-based scholarship and is open to ALL students enrolled in an eligible program. During the 2020-2021 academic year, NAU enrolled a total of 952 students into ATA including 873 traditional pathway students; for these 952 ATA of NAU students, 35% of these students identified as Hispanic or Latino/a/x and overall, 45% identified as non-white. NAU now meets U.S. Department of Education Hispanic-Serving Institution (HSI) criteria and has earned recognition from the Hispanic Association of Colleges and Universities (HACU) as an HSI. The designation as a Hispanic-Serving Institution gives NAU greater access to grants, including Title V, which provides funds to expand educational opportunities for, and improve the attainment of, Hispanic students. This designation denotes that a college or university’s Hispanic enrollment makes up at least 25 percent of its total enrollment and is a recognition of the diversity of its student population. NAU’s population has strong rates of diversity (overall 39 percent) and first-generation (46 percent), and these designations allow the university to receive the support to serve the needs of all students. Latinos make up nearly 30 percent of Arizona’s population, and NAU is working to not just enroll Hispanic students but also to offer support and celebrate

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

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.

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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:

Title:

Certification of review of submission

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

Name of reviewer:

Title: