



Northern Arizona University
Traditional Report AY 2018-19
Arizona



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

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

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

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

Arizona

▼

ZIP

SALUTATION

Dr.

▼

FIRST NAME

LAST NAME

Conn

PHONE

(928) 523-7624

EMAIL

Cynthia.Conn@nau.edu

List of Programs

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

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

Total number of teacher preparation programs:

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

| Element | Admission | Completion |
|-------------------------------|---|---|
| Interview | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify: <div></div> | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

2.5

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

2.5

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

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

Postgraduate Requirements

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

☒ Yes

☐ No

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

| Element | Admission | Completion |
|--|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Background check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

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

3

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

3

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§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 | <div>45</div> |
| Number of clock hours required for student teaching | <div>640</div> |

Are there programs in which candidates are the teacher of record?

- ☒ Yes
- ☐ No

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

| Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs) | |
|--|-----|
| Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom | 45 |
| Number of years required for 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 | 70 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) | 124 |
| Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year | 818 |
| Number of students in supervised clinical experience during this academic year | 1653 |

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

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

Enrollment and Program Completers

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

| 2018-19 Total | |
|--------------------------------------|------|
| Total Number of Individuals Enrolled | 1767 |
| Subset of Program Completers | 558 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male | 240 | 66 |
| Female | 1527 | 492 |
| Non-Binary/Other | 0 | 0 |
| No Gender Reported | 0 | 0 |
| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native | 36 | 7 |
| Asian | 28 | 8 |
| Black or African American | 25 | 6 |
| Hispanic/Latino of any race | 454 | 150 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 1136 | 360 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|----------------------------|----------------|------------------------------|
| Two or more races | 75 | 21 |
| No Race/Ethnicity Reported | 13 | 6 |

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 2018-19.

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 2018-19

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 | <input type="text" value="114"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="400"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|-----------------|
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | |
| 13.1210 | Teacher Education - Early Childhood Education | 30 |
| 13.1301 | Teacher Education - Agriculture | |
| 13.1302 | Teacher Education - Art | 8 |
| 13.1303 | Teacher Education - Business | |
| 13.1305 | Teacher Education - English/Language Arts | 28 |
| 13.1306 | Teacher Education - Foreign Language | 5 |
| 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 | 8 |
| 13.1312 | Teacher Education - Music | 22 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 5 |
| 13.1315 | Teacher Education - Reading | |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | 2 |
| 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 | 14 |
| 13.1323 | Teacher Education - Chemistry | 1 |
| 13.1324 | Teacher Education - Drama and Dance | |
| 13.1328 | Teacher Education - History | 28 |
| 13.1329 | Teacher Education - Physics | 4 |
| 13.1331 | Teacher Education - Speech | |

| CIP Code | Subject Area | Number Prepared |
|----------|--|--------------------------------|
| 13.1337 | Teacher Education - Earth Science | <input type="text" value="2"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text"/> |

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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 2018-19

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](#)).

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------------------|
| 13.10 | Teacher Education - Special Education | <input type="text" value="114"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="400"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text" value="30"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text"/> |
| 13.1302 | Teacher Education - Art | <input type="text" value="8"/> |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text" value="28"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text" value="5"/> |
| 13.1307 | Teacher Education - Health | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | <input type="text"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text"/> |
| 13.1311 | Teacher Education - Mathematics | 8 |
| 13.1312 | Teacher Education - Music | 22 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 5 |
| 13.1315 | Teacher Education - Reading | <input type="text"/> |
| 13.1316 | Teacher Education - General Science | 2 |
| 13.1317 | Teacher Education - Social Science | <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | <input type="text"/> |
| 13.1320 | Teacher Education - Trade and Industrial | <input type="text"/> |
| 13.1321 | Teacher Education - Computer Science | <input type="text"/> |
| 13.1322 | Teacher Education - Biology | 14 |
| 13.1323 | Teacher Education - Chemistry | 1 |
| 13.1324 | Teacher Education - Drama and Dance | <input type="text"/> |
| 13.1328 | Teacher Education - History | 28 |
| 13.1329 | Teacher Education - Physics | 4 |
| 13.1331 | Teacher Education - Speech | <input type="text"/> |
| 13.1337 | Teacher Education - Earth Science | 2 |
| 13.14 | Teacher Education - English as a Second Language | <input type="text"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text"/> |
| 01 | Agriculture | <input type="text"/> |
| 03 | Natural Resources and Conservation | <input type="text"/> |
| 05 | Area, Ethnic, Cultural, and Gender Studies | <input type="text"/> |
| 09 | Communication or Journalism | <input type="text"/> |

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

| CIP Code | Academic Major | Number Prepared |
|----------|----------------------------|-----------------|
| 99 | Other Specify: <div></div> | <div></div> |

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\(b\)\)](#)

Program Assurances

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. 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. 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 now 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, a Professional Dispositions Module (self-paced course) was added as a requirement for all initial teacher preparation programs beginning in Spring 2016, which includes a section on Special Education laws, and based on new state requirements. 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. 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 and student teaching placements for candidates are located in a variety of districts and schools.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The program goal was to add 12 prospective teachers in mathematics in 2018-19.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The program actively participated in on-campus recruitment days and weekends, engaged in word-of-mouth promotion at professional meetings, and advertised NAUTeach and the Step 1 & Step 2 recruitment classes in introductory classes (e.g., MAT 125, 136, 137). Arizona school districts are

familiar with the quality of our NAUTeach program, which makes our graduates highly employable. This in turn may cause potential students to enroll at NAU.

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

N/A

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

As of Fall 2018, we had 68 BSEd Secondary Education - Mathematics students enrolled in the program, which is down from 82 in fall 2017. During the 2018-2019 academic year, we graduated 10 BSEd Secondary Education - Mathematics students. Recruitment of students into the program remains an area of focus, especially in light of lower numbers of students enrolling in teacher preparation programs across the state and across the nation. Although the enrollment numbers show a slight dip, they remain solid. One thing the program will be watching is if this dip in enrollment is an emerging pattern or how it relates to enrollment numbers in the university overall. Enrollment and graduation trend data are shared regularly among program faculty. In addition to the "student ambassador" hired during the 2016-2017 academic year to work on recruitment events for NAUTeach, the program continues to use our initial course (Step 1 & Step 2) as recruitment classes with \$100 stipends as an incentive upon completion of each class. The program's "student ambassador" regularly presents at Discover NAU (High School students considering NAU), Summer Freshman Orientation (admitted NAU Freshman), class presentations in entry level science and mathematics courses, and classroom presentations in current NAUTeach courses to encourage retention. In addition, we are using an NSF Noyce grant (#1660849) to provide outreach to the local community college, Coconino Community College (CCC), to recruit students into the program. This outreach program is currently awaiting approval to teach Step 1 and Step 2 at CCC to broaden the recruitment tool, reach out to students who wouldn't otherwise consider a career in mathematics teaching, and to ensure smooth transition into and efficient completion of the NAUTeach program.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The program goal was to add 12 prospective teachers in mathematics in 2019-20. As of fall 2019 the enrollment in the BSEd Secondary Education - Mathematics program was 83 students up from 68 in fall 2018. It is worth noting that, in a time of decreasing enrollment in teacher preparation programs across the nation, the enrollment numbers have risen back and are now similar to our fall 2017 enrollment numbers. It appears that current outreach, recruitment, and student-ambassador efforts and the strength of our program may be supporting the increase in enrollment numbers. Again, through the program's Noyce grant, we are collaborating with Coconino Community College (CCC) to increase the awareness of our NAUTeach program on the CCC campus in order to recruit their graduates to enroll in the BSEd Secondary Education - Mathematics degree program at NAU. Finally, the Arizona Teachers Academy (ATA) was launched for all initial teacher preparation programs at NAU for AY 2019-20. 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 have also contributed to recruitment efforts and the increase in enrollment.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes

10. Describe your goal.

The program goal for AY 2020-21 is to add 12 prospective teachers in mathematics. The program plans to continue current outreach, recruitment, and student-ambassador efforts (as described above). Additionally, the Arizona Teachers Academy (ATA) will 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.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal.

The program goal was to add 35 prospective teachers in BSEd Secondary Education – Science degree programs in AY 2018-19.

3. Did your program meet the goal?

☐ Yes

☒ No

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

The programs' strategies included continued advertisement of programs 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 programs) 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).

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

The programs hired an undergraduate 'student ambassador' to support recruitment efforts. The activities of the student ambassador are described in question 6 below.

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

The programs' goal is to double the number of graduates over a 5 year period. The program added 32 prospective science teachers during the 2018-19 academic year, a significant increase even though the goal of 35 was not met. Faculty met at the beginning of the AY 2018-19 and recruitment was one of the major topics of the meeting. Data from past years was shared, and new strategies were considered. The programs' "student ambassador" continued work on undergraduate recruitment events for AY 2018-19 as well as summer 2019. Enrollment in the initial classes continues to vary but retention from the first (TSM 101) to second (TSM 102) course has improved. To continue to encourage recruitment and retention in the programs, the "student ambassador" completed presentations for the following recruitment events: Discover NAU (High School students considering NAU), Summer Freshman Orientation (admitted NAU Freshman), class presentations in entry level science and mathematics courses (prior to enrollment to the Spring semester), and classroom presentations in current NAU Teach courses.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The program goal was to add 35 prospective teachers in BSEd Secondary Education – Science degree programs in AY 2019-20. The program continued all recruitment efforts and activities described for AY 2018-19. The program also made more effective use of the social media outlets to both recruit new students and support those already enrolled in the programs. Finally, the Arizona Teachers Academy (ATA) was launched for all initial teacher preparation programs at NAU for AY 2019-20. 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.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The program goal for AY 2020-21 is to add 35 prospective teachers in BSEd Secondary Education – Science degree programs. The program plans to continue all of recruitment efforts and activities described for previous academic year. Additionally, the program plans to continue consistent use of social media outlets to both recruit new students and support those already enrolled in the programs. One major change coming for the graduate science teacher certification program in is the program will be offered completely online starting in AY 2020-21. The program anticipates that offering a

fully online program design 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) will 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.

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\(a\)\)](#)

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- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal.

The program goal was to add 150 prospective teachers in special education in 2018-19.

3. Did your program meet the goal?

☐ Yes

☒ No

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

Although the programs did not meet the AY 2018-19 goal, several new recruitment strategies have been implemented. New clinical partnerships (Grow Your Own) are in place in Navajo County and Mojave County. Discussions continue with Northland Pioneer College, located in Holbrook, AZ, to develop

a partnership to offer teacher preparation programs to students located at Arizona American Indian reservations through Blackboard Learn's Collaborate Ultra. Program leadership have also met with Graham County in southeastern Arizona to develop a partnership to offer the programs in rural areas where students have few opportunities to attend a university teacher preparation program. Recruitment also continues on the NAU Flagstaff Mountain Campus for the BSEd Special and Elementary Education dual certification program and the MEd Special Education Mild Moderate Disabilities program.

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

The programs are addressing the needs of remote communities and providing opportunities for those communities to "grow their own" teachers. While some of the communities are small, the programs believe that utilizing technology to offer the programs will provide sustainable special education teachers for the regions. NAU anchor program faculty are in place around the state to continue to recruit students and support them as they progress through their program of study.

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

The programs will continue to work with the prospective teachers to maintain enrollment in the programs. The department will be reaching out to students who are active in the program but are not actively enrolled to promote continuation in the programs. Finally, starting in Fall 2018, a new program in BSEd Early Childhood Education and Early Childhood Special Education was launched, which should further improve the number of special education teachers being prepared.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The program goal was to add 150 prospective teachers in special education in 2019-20. Given the current admission numbers for AY 2019-20 (over 80 prospective teachers in the pipeline at the time of this report), we anticipate meeting this goal. The programs continues to partner with NAU departments to conduct outreach in outlying areas by connecting with specific, local education agencies and county superintendent of education offices. Additionally, programs are promoted by anchor program faculty who work at NAU's statewide sites. The College of Education Faculty Ambassador Network (FAN) has also trained program faculty to participate in transfer fairs, career fairs, information booths, and outreach events in collaboration with other NAU staff. Finally, program faculty are currently re-evaluating 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. NAU anchor program faculty at NAU's statewide sites will continue to provide continuity and support for students. Emphasis is also being placed on maintaining partnerships with new "Grow your own" and paraprofessional partnerships with school districts such as Glendale and Tucson. Finally, the Arizona Teachers Academy (ATA) was launched for all initial teacher preparation programs at NAU for AY 2019-20. 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.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes

10. Describe your goal.

The program goal for AY 2020-21 is to add 170 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, 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 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 degree is now also being offered online. To date, the program is seeing a higher number of applicants. Finally, the Arizona Teachers Academy (ATA) will 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.

Annual Goals: Instruction of Limited English Proficient Students

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[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal.

The goal was to prepare 2200 prospective teachers in 2018-19 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:

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 (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The goal was to prepare approximately 2200 prospective teachers in 2019-20 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 (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The goal was to prepare approximately 2200 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.

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 Westat's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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 | 24 | 250 | 23 | 96 |
| NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students | 26 | 253 | 26 | 100 |
| NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2018-19 | 361 | 250 | 348 | 96 |
| NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2017-18 | 395 | 250 | 380 | 96 |
| NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2016-17 | 401 | 251 | 398 | 99 |
| NT052 -APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 7 | | | |

| 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 Other enrolled students | 2 | | | |
| NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2018-19 | 114 | 255 | 114 | 100 |
| NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2017-18 | 83 | 257 | 83 | 100 |
| NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2016-17 | 114 | 255 | 113 | 99 |
| NT503 -ART Evaluation Systems group of Pearson All program completers, 2016-17 | 13 | 252 | 13 | 100 |
| NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17 | 5 | | | |
| NT306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17 | 3 | | | |
| 036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17 | 19 | 257 | 17 | 89 |
| 045 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17 | 3 | | | |
| NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2016-17 | 410 | 241 | 410 | 100 |
| NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2016-17 | 410 | 245 | 410 | 100 |
| 002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17 | 1 | | | |
| NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17 | 20 | 251 | 18 | 90 |
| NT311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17 | 2 | | | |
| NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2016-17 | 18 | 238 | 16 | 89 |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17 | 10 | 244 | 10 | 100 |
| NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2016-17 | 13 | 267 | 13 | 100 |
| NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19 | 1 | | | |
| NT308 -PHYSICS Evaluation Systems group of Pearson All program completers, 2016-17 | 1 | | | |
| 092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2016-17 | 1 | | | |
| 093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 2 | | | |
| 093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson Other enrolled students | 3 | | | |
| 093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2018-19 | 21 | 259 | 17 | 81 |
| 093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2017-18 | 17 | 251 | 14 | 82 |
| 093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2016-17 | 18 | 250 | 17 | 94 |
| NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2016-17 | 5 | | | |
| 023 -SPECIAL ED.: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2016-17 | 1 | | | |
| NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 12 | 240 | 11 | 92 |
| NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students | 7 | | | |
| NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19 | 22 | 251 | 20 | 91 |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18 | 57 | 242 | 48 | 84 |
| NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17 | 153 | 249 | 149 | 97 |

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\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2018-19 | 561 | 545 | 97 |
| All program completers, 2017-18 | 547 | 529 | 97 |
| All program completers, 2016-17 | 552 | 540 | 98 |

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

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:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

d. use technology effectively to analyze data to improve teaching and learning

- ☒ Yes
- ☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Technology Integration: Technology integration is addressed through a variety of ways for the different initial teacher preparation programs. A technology integration course is required for the Elementary Education, Special and Elementary Education, and Early Childhood Education and Early Childhood Special Education degree programs. One Special Education program also includes an Assistive Technology course. Secondary Science and Mathematics majors receive detailed instruction during the Apprentice Teaching Seminar taken at the same time as Student Teaching. In Art, English, History, Spanish, and Music secondary education programs, technology integration is taught in one to four courses depending on the program. Data Literacy: Through assessment and methods courses, 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. 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.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

Based on adopted state rule language, NAU’s initial teacher preparation programs for elementary and secondary teachers require a special education course that focuses on dyslexia 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.

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*.

Based on initial feedback from local principals and district administrators related to preparation of candidates in the area of participating as a member of individualized education program teams, the NAU Professional Education Programs received a university sponsored grant to develop self-paced modules on professional topics including ethics, laws, and policies for preparation for fieldwork experiences for all the teacher education programs. There is a specific module addressing laws pertaining to Special Education students. The self-paced modules were initially piloted in Fall 2015 and fully implemented with all initial teacher preparation programs in Spring 2016. The completion of the NAU Professional Dispositions Modules has been added as a program requirement for all initial teacher preparation programs. Additionally, the special education course required for elementary and secondary programs, respectively, addresses participating as a member of individualized education program teams.

c. Effectively teach students who are limited English proficient.

All initial teacher preparation programs require one, state approved Structured English Immersion (SEI) course. This 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.

2. Does your program prepare special education teachers?

- ☒ Yes
- ☐ No

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

a. Teach students with disabilities effectively

BSEd Special and Elementary Education: This undergraduate program prepares 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 will graduate with certification in special education for K-12 and elementary education in 1-

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 will better prepare candidates to meet the needs of ALL young children birth to age eight in strategic and evidence-based ways across multiple settings. This degree leads to Arizona state certification in early childhood and early childhood special education. 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 studies are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in specific classes. By earning our degree, candidates will be ready to enter a special education teaching job in the private sector, human services agencies, or in school settings. Candidates will 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 will guide candidates toward certification in early childhood special education as an area of expertise, and upon successfully completing the program candidates will be eligible to receive an institutional recommendation. The Early Childhood Special Education certification means candidates will be prepared to work with young children ages 0-8 with disabilities. The demand for early childhood special educators currently outpaces the supply across the country. By earning this degree candidates will be 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.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The BSEd Special and Elementary Education, BSEd Early Childhood Education and Early Childhood Special Education, and MEd in Special Education, Mild Moderate Disabilities, 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 method of children with disabilities. This course enables candidates to prepare and participate in the IEP process. The MEd Early Childhood Special Education includes three courses (ESE 536, 556, and 657) that address the basic components of an IEP, learning how to write objectives, and the linkage between assessment, objectives, and evaluation. Additionally, based on initial feedback from local principals and district administrators related to preparation of candidates in the area of participating as a member of individualized education program teams, the NAU Professional Education Programs received a university sponsored grant to develop self-paced modules on professional topics including ethics, laws, and policies for preparation for fieldwork experiences for all the teacher education programs. There is a specific module addressing laws pertaining to Special Education students. The self-paced modules were initially piloted in Fall 2015 and fully implemented with all initial teacher preparation programs in Spring 2016. The completion of the NAU Professional Dispositions Modules has been added as a program requirement for all initial teacher preparation programs.

c. Effectively teach students who are limited English proficient.

As noted previously, all initial teacher preparation programs require one, state approved Structured English Immersion (SEI) courses. Both 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.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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.

NAU's initial teacher certification programs implement degree program assessment plans in which every candidate's acquisition of the InTASC Model Core Teaching Standards as well as respective Specialized Professional Association or discipline standards are tracked and provide evidence of competency. Programs submit internal reports on a biennial basis (fall of even years) to the college and university curriculum and assessment committees 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 has earned accreditation through the Council for the Accreditation of Educator Preparation (CAEP). Updated accreditation reports are submitted to CAEP annually. Program completers are surveyed by NAU Professional Education Programs (PEP) at the conclusion of each semester. The survey results are available publicly through the following NAU PEP website (<http://nau.edu/PEP/Program-Evaluation/>). Strengths and areas for improvement from the data collected are being considered in terms of ways to improve the teacher education programs.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **1767**.

Number of program completers from Section I: Program Information, Program Completers is **558**.

For a total enrollment of **2325**.

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:

Cynthia Conn

TITLE:

Assistant Vice Provost, NAU 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:

Laura Jones

TITLE:

Chief Institutional Data Officer, NAU Institutional Research & Analysis