title II

higher
education
act

2019 TITLE II REPORTS
National Teacher Preparation Data

AZ | **Northern Arizona University**
Traditional Report AY 2017-18
Arizona

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

NAU Professional Education Programs

PO BOX 5774

CITY

FLAGSTAFF

STATE

Arizona

ZIP

86011-5774

SALUTATION

Dr.

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ Yes
● No

If yes, provide the following:

AWARD YEAR

[   ]

GRANTEE NAME

[   ]

PROJECT NAME

[   ]

GRANT NUMBER

[   ]

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

○ **Residency**

○ **Pre-baccalaureate**

○ **Both Residency and Pre-baccalaureate**

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at **https://www2.ed.gov/programs/tqpartnership/awards.html**.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art Education (Bachelor's degree, BSED)	No	
Early Childhood Education (Bachelor's degree, BSED)	No	
Elementary Education (Bachelor's degree, BSED)	No	
Elementary Education - Certification (Master's degree, MED)	No	
English - Secondary Education (Master's degree, MA)	No	
Health Sciences - Physical Education (Bachelor's degree, BSED)	No	
Music Secondary Education, Choral or Instrumental Emphasis (Bachelor's degree, BMED)	No	
Science Education: Biology, Chemistry, Physics, Earth Science, General Science (BSED)	No	
Science Education: Biology, Chemistry, Physics, Earth Science, General Science (Master's, MAT-S)	No	
Secondary Education - English (Bachelor's degree, BSED)	No	
Secondary Education - French (Bachelor's degree, BSED)	No	
Secondary Education - German (Bachelor's degree BSED)	No	
Secondary Education - History and Social Studies (Bachelor's degree, BSED)	No	

Total number of teacher preparation programs: 19

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Secondary Education - Mathematics (Bachelor's degree, BSED)	No	
Secondary Education - Spanish (Bachelor's degree, BSED)	No	
Spanish Education (Master's degree, MAT)	No	
Special & Elementary Education, dual certification (Bachelor's degree, BSED)	No	
Special Education - Early Childhood Special Education with Certification (Master's degree, MED)	No	
Special Education - Mild/Moderate Disabilities Certified (Master's degree, MED)	No	
Total number of teacher preparation programs: 19		

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

THIS PAGE INCLUDES:

>> Admissions

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

> Other ▼

If Other, please specify:

> Junior year or when admission requirements are met; also, at admissions to graduate program.

2. Does your initial teacher certification program conditionally admit students?

- ● Yes
- ○ No

3. Provide a link to your website where additional information about admissions requirements can be found:

> https://nau.edu/PEP/PEP-Application-Steps/

4. Please provide any additional information about or exceptions to the admissions information provided above:

> Generally, students are conditionally admitted if they are deficient in one or two courses required for admission that can be completed within the first semester of conditional admission into the program. They must meet all admission requirements by the end of the first semester of conditional admission to the program.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	● No	○ Yes	● No

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

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.45

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.71

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

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

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

○ **Yes** (selected)
○ **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 rest of the page blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	● No	○ Yes	● No

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

3

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.36

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.87

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	45
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	68
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	104
Number of students in supervised clinical experience during this academic year	1290

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

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2017-18	1251
Unduplicated number of males enrolled in 2017-18	169
Unduplicated number of females enrolled in 2017-18	1082

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. **(§205(a)(1)(C)(ii)(H))**

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	330
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	23
Asian	20
Black or African American	16
Native Hawaiian or Other Pacific Islander	0
White	798
Two or more races	53

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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))**

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	151
13.1210	Teacher Education - Early Childhood Education	17
13.1202	Teacher Education - Elementary Education	433
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	92
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	23
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	19
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	15
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	2

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	151
13.1210	Teacher Education - Early Childhood Education	17
13.1202	Teacher Education - Elementary Education	432
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	92
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	23
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	19
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	3
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	15
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	2
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify:	

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	548
2016-17	567
2015-16	505

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

> 12

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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

Program faculty actively participated in on-campus recruitment days and weekends and promoted the program through word-of-mouth at professional meetings. Arizona school districts are familiar with the quality of the NAUTeach program, which makes our graduates highly sought after for teaching positions. This in turn may have supported prospective student interest in NAU's degree program.

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:

Recruitment of students into our program remains an area of focus, especially in light of lower numbers of students enrolling in teacher preparation programs across the state and nation. Although enrollment numbers remain steady, encouraging student consideration of secondary mathematics teaching and enrollment into the BSED Secondary Education, Mathematics degree program remains a priority. Data from past years are shared regularly among program faculty. The program continues to use the initial course (Step 1 & Step 2) as recruitment classes with $100 stipends as an incentive upon completion of each class. In addition a "student ambassador" was hired during the 2016-2017 academic year to work on recruitment events for NAUTeach. The "student ambassador" regularly presents at Discover NAU (I.e., an on campus event for 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 our local community college (i.e., Coconino Community College (CCC)) with the purpose of recruiting students into the NAUTeach program. This program is currently awaiting approval to teach Step 1 and Step 2 at CCC to broaden recruitment efforts by reaching 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.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

12

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

It is worth noting that in a time of decreasing enrollment in teacher preparation programs across the nation, NAU's enrollment numbers and expectations for future enrollments remain constant. NAU and NAUTeach faculty remain committed to current outreach and recruitment efforts, including efforts accomplished by the student ambassador as well as maintaining a strong program of study.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

12

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

It is worth noting that in a time of decreasing enrollment in teacher preparation programs across the nation, NAU's enrollment numbers and expectations for future enrollments remain constant. NAU and NAUTeach faculty remain committed to current outreach and recruitment efforts, including efforts accomplished by the student ambassador as well as maintaining a strong program of study. As noted above, as part of NSF Noyce Grant, NAU faculty are collaborating with Coconino Community College (CCC) to increase the awareness of the NAUTeach program on the CCC campus in order to encourage their graduates to enroll at NAU.

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

> 32

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ○ Yes
- ● No
- ○ Not applicable

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

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

Our strategies included continued advertisement of the 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 into the undergraduate program) and upper level science discipline courses (for recruitment to the graduate program), and providing support to already enrolled undergraduate students through a Learning Community network and a student club (the WeTeach Club). An undergraduate 'student ambassador' was hired to help with recruitment efforts. The activities of the student ambassador are described in item 6 below. Similar to other institutions of higher education, NAU is facing recruitment challenges for Science teacher preparation programs. Program faculty and leadership are continuing to brainstorm strategies related to broader delivery of programs, scholarships for students, and sources of data that would support marketing and recruitment efforts.

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

Base on enrollment data, program faculty are committed to doubling the number of graduates over a 5 year period. During academic year 2017-2018, the program enrolled 21 new prospective science teachers for the undergraduate and graduate programs. Faculty met at the beginning of AY 2017-2018 and discussed recruitment efforts. Data from past years were shared and new recruitment strategies were considered. Faculty and leadership decided to continue hiring a "student ambassador" to work on undergraduate recruitment events for AY 2017-2018 and summer 2018. Enrollment in the initial classes did improve and retention from the first (TSM 101) to second (TSM 102) course also improved. The "student ambassador" completed presentations for the following recruitment events: Discover NAU (for high school students considering NAU); Summer Freshman Orientation (for admitted NAU Freshman); class presentations in entry level science and mathematics courses (prior to enrollment for the Spring semester); and classroom presentations in current NAUTeach courses to encourage retention.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

30

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

Enrollment projections were revised to be more realistic with the established long-term goals.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

30

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

Faculty and leadership plan to continue all current recruitment efforts and activities. Additionally, faculty and leadership plan to make more effective use of social media applications for recruiting new students as well as supporting students currently enrolled in the programs.

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 to state credential 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)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

120

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ○ Yes
- ● No
- ○ Not applicable

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:

NAU is addressing the needs of remote communities and providing opportunities for those communities to "grow their own" teachers. While some of the communities are small, NAU faculty and leadership believe that this process will provide sustainable special education teachers for the regions. Anchor faculty are in place around the state to continue to recruit students and support them as they move through their programs. The programs are continuing to be refined so that even remote communities with small populations can participate in programs via Collaborate Ultra (a synchronous video conferencing tool run inside of NAU's learning management system).

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

NAU faculty and leadership are engaged in conversations with school districts in rural areas of Arizona to find ways to deliver special education degree programs to rural communities where students do not have many opportunities to attend a university teacher preparation program. NAU is also working with urban school districts to provide programs for individuals in these communities who would like to become special educators.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

150

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

Clinical partnerships (Grow Your Own) are in place in Navajo County and Mojave County. Discussion continues with Northland Pioneer College, located in Holbrook, AZ, to partner with them to offer the teacher preparation program to students residing in American Indian reservation communities in the state by delivering courses through Blackboard Learn's Collaborate Ultra. NAU leadership has met with Graham County in southeastern Arizona to consider sustainable ways to deliver degree programs to rural areas where students have few opportunities to attend a university teacher preparation program. Recruitment continues on the Mountain Campus for the BSEd Special and Elementary Education (dual certification) and the MEd Special Education, Mild Moderate Disabilities certification degree programs. Additionally, starting in fall 2018, a new degree program, BSED Early Childhood Education and Early Childhood Special Education, was launched. The above process has worked well and has allowed the programs to exceed the projected number of prospective teachers accepted into the programs. We will need to continue working 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 not enrolled to promote enrollment.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

150

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

NAU will continue promoting and delivering special education degree programs in urban, rural and reservations communities serving high needs student populations, promoting the degree programs through anchor faculty who work and reside in the community, and the Faculty Ambassador Network (FAN), which has trained faculty to participate in transfer fairs, career fairs, information booths, and outreach events in collaboration with other NAU staff. Additionally, faculty and leadership evaluate program curricula and assessment data to consider revisions for the program of study, a key component of continuous improvement. The focus is on refinements that address findings from assessment results. The focus remains on maintaining program rigor and accreditation and state approval requirements, while also considering changes that could reduce the number of credit hours required to obtain the

degree. These program refinements could support recruitment into the area of special education.

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

> 2200

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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

Per state program approval requirements, all teacher preparation programs require a Structured English Instruction (SEI) course.

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

NAU Professional Education Programs has an active recruitment and retention committee that meets regularly with faculty and staff from departments across to the university to discuss and plan for the implementation of strategies related to recruitment and retention.

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

Per state program approval requirements, all teacher preparation programs require a Structured English Immersion (SEI) course. The state requested revisions to the SEI framework utilized in approved courses. Appropriate changes were made to course materials in 2017, and the revised courses materials were submitted to the Arizona Department of Education (ADE). The revisions met ADE expectations and the courses were re-approved.

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

○ Yes
○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

2200

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

Per state program approval requirements, all teacher preparation programs require a Structured English Immersion (SEI) course.

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

● Yes
○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

2200

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

Per state program approval requirements, all teacher preparation programs require a Structured English Immersion (SEI) course.

Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) **Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

1. 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. Q2: Following the recommendations of the Transforming Teacher Education Through Clinical Practice (2010) report commissioned by NCATE, since AY 2013-2014, NAU Professional Education Programs has been working with districts 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 and dual certificate degree in Special and Elementary Education 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 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. Q4: Elementary and Early Childhood Education majors are required to take a special education survey/introduction course (ESE 380 or ESE 548). Additionally, programs address differentiation through lesson planning instruction. A universal design course (ESE 304) is a requirement for the BSEd Secondary Education, History and Social Studies program, and the BSEd Secondary Education, Physical Education degree program requires a course entitled Physical Education for Special Populations (PE 365). This course requires fieldwork experience at local schools with students with special needs, and also prepares candidates in pedagogical strategies to meet the diverse needs of special population students. Additionally, 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, a new Special Education course is being added to the Secondary Education degree program curricula. 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.

Assessment Pass Rates

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

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	42	249	38	90
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	15	242	13	87
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2017-18	383	250	365	95
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2016-17	398	251	395	99
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2015-16	330	252	328	99
NT052 -APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
NT052 -APK SECONDARY Evaluation Systems group of Pearson Other enrolled students	1			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2017-18	82	257	82	100
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2016-17	113	255	112	99
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2015-16	128	251	127	99

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT503 -ART Evaluation Systems group of Pearson All program completers, 2016-17	13	252	13	100
NT503 -ART Evaluation Systems group of Pearson All program completers, 2015-16	14	250	14	100
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	5			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	9			
NT306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	3			
NT306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	3			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	18	256	16	89
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	7			
045 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	3			
045 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	3			
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2016-17	410	241	410	100
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2015-16	348	242	346	99
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2016-17	410	245	410	100
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2015-16	348	243	346	99
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	18	255	17	94
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	33	253	32	97
NT402 -FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
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
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	22	242	21	95
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	10	244	10	100
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	12	253	12	100
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	13	267	13	100
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	20	262	20	100
NT308 -PHYSICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
NT308 -PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2015-16	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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson Other enrolled students	2			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	16	250	13	81
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	18	249	16	89
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	8			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	5			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	3			
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All program completers, 2015-16	1			
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	2			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	55	242	47	85
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	152	249	148	97
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	139	250	138	99

Summary Pass Rates

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	546	525	96
All program completers, 2016-17	549	537	98
All program completers, 2015-16	490	478	98

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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.

Low-Performing

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

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
- ☐ NCATE
- ☐ TEAC
- ☑ CAEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ○ Yes
- ● No

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.

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 and Special and Elementary 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, Global Languages (i.e., Spanish, French, and German), and Music secondary education programs, technology integration is taught in one to four courses depending on the program. Data Literacy: Through the 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.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

Teacher Training

Provide the following information about 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)(G))

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No

   b. **participate as a member of individualized education program teams**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

2. **Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

   Elementary and Early Childhood education candidates take a special education foundation/introduction course (ESE 380 or ESE 548) that 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. 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. Additionally, the concept of Universal Design for Learning (UDL) is introduced and reinforced in methods' courses. 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 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.

3. **Does your program prepare special education teachers to:**

a. **teach students with disabilities effectively**

  ● Yes
  ○ No
  ○ Program does not prepare special education teachers

b. **participate as a member of individualized education program teams**

  ● Yes
  ○ No
  ○ Program does not prepare special education teachers

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

  ● Yes
  ○ No
  ○ Program does not prepare special education teachers

4. **Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

The BSEd Special and Elementary Education and MEd in Special Education, Mild Moderate Disabilities, requires a course (ESE 450 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. 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. 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 piloted in Fall 2015 and fully implemented with all initial teacher preparation programs in Spring 2016. The completion of the NAU Professional Dispositions Modules have been added as a program requirement for all initial teacher preparation programs.

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 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 on a six-year cycle. Updated reports to Specialized Professional Associations were submitted beginning in Spring 2014. In Fall 2017, NAU has earned accreditation through the Council for the Accreditation of Educator Preparation (CAEP). Program completers are surveyed by NAU Professional Education Programs (PEP) at the conclusion of each semester. This survey results are available publicly through the following NAU PEP website (http://nau.edu/PEP/Progam-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 **1251**.

Number of program completers from Section I: Program Information, Program Completers is **548**.

For a total enrollment of **1799**.

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, Northern Arizona University 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, Northern Arizona University Institutional Research & Analysis

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	797	1251	56.96%
Male Enrollment	100	169	69.00%
Female Enrollment	697	1082	55.24%
Hispanic/Latino Enrollment	204	330	61.76%
American Indian or Alaska Native Enrollment	12	23	91.67%
Asian Enrollment	10	20	100.00%
Black or African American Enrollment	16	16	0.00%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	515	798	54.95%
Two or more races Enrollment	33	53	60.61%
Average number of clock hours required prior to student teaching	45	45	0.00%
Average number of clock hours required for student teaching	640	640	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	18	68	277.78%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	69	104	50.72%
Number of students in supervised clinical experience during this academic year	567	1290	127.51%
Total completers for current academic year	567	548	-3.35%
Total completers for prior academic year	505	567	12.28%
Total completers for second prior academic year	621	505	-18.68%