



Northern Arizona University
Traditional Report AY 2024-25
Arizona



100% COMPLETE
STATUS: IN PROGRESS

Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Ruwe

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(928) 523-6729

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donelle.ruwe@nau.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

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

- [Teacher Preparation Program](#)

List of Programs

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

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

Total number of teacher preparation programs:

20

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

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

- Yes
 No

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

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

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

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

2.5

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

2.5

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

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

Postgraduate Requirements

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

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

- Yes
 No

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

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

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

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

3

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

3

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

The personal statement or essay is only an admissions requirement for NAU's Teaching Science with Certification MAT-S program.

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2024-25. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

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

45

Programs with student teaching models (most traditional programs)

Number of clock hours required for student teaching

640

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

- Yes
 No

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

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

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

45

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

0.5

All Programs

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

51

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

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

102

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

438

Number of students in supervised clinical experience during this academic year

1136

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

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

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

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

Enrollment and Program Completers

2024-25 Total	
Total Number of Individuals Enrolled	1250
Subset of Program Completers	388

Gender	Total Enrolled	Subset of Program Completers
Male	202	52
Female	1048	336
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	38	3
Asian	10	6
Black or African American	37	8
Hispanic/Latino of any race	410	127
Native Hawaiian or Other Pacific Islander	2	0
White	694	230
Two or more races	54	13

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

5

1

Teachers Prepared

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2024-25.

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 2024-25

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="57"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="256"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	11
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	11
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	25
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	10
13.1312	Teacher Education - Music	29
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	4
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	19
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	4
13.14	Teacher Education - English as a Second Language	
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 2024-25. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

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

- Yes
 No

No teachers prepared in academic year 2024-25

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	57
13.1202	Teacher Education - Elementary Education	256
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	11
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	11
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	25
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	

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	10
13.1312	Teacher Education - Music	29
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	4
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	19
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	4
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: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

Q1: Northern Arizona University (NAU) collaborates with local educational agencies and the Arizona Department of Education to support the continuous improvement of its teacher preparation programs. NAU regularly convenes meetings with key stakeholders to gather feedback on student teacher performance, program completers, and potential partnership opportunities. In addition, the NAU Professional Education Programs (PEP) administer annual surveys to cooperating teachers to systematically collect input on candidates' strengths and areas for growth. This feedback is informed by student teaching evaluation data from the previous academic year as well as cooperating teachers' direct observations of candidates during their clinical experiences. Additionally, NAU PEP has a Teacher Preparation Advisory Council. Cooperating teachers and principals across the state are invited to attend, and meetings have been held in Spring 2022, Fall 2022, Spring 2023, and Fall 2024. NAU collaborates closely with Flagstaff Unified

School District, where many candidates are placed for practicum and student teaching. Additionally, NAU seeks external grant funding to support programs and increase enrollment in high-need districts in rural, urban, and reservation-land communities as well as in high-need fields such as Mathematics, Science, and Special Education. NAU hosts a career fair annually that is specifically for districts and schools in Arizona. NAU requires all candidates in initial teacher preparation programs in elementary, special education, and early childhood to complete 6 credits in literacy and the science of reading. The 6 credits are necessary to obtain a Literacy, K-5 endorsement. Q2: NAU Professional Education Programs work collaboratively with districts and schools to expand existing partnerships and establish new initiatives. These efforts are designed to create deeper and more intentional clinical experiences that better prepare candidates to address instructional decisions faced by new teachers. Faculty from Elementary, Special and Elementary Education, Early Childhood Special Education, and Secondary Education collaborate with targeted school district partners to identify the needs of schools and plan teacher preparation, professional development, and field experiences aligned with the specific needs of the PK-12 schools. This has included expanding the field experiences required for candidates. NAU's College of Education received a state grant and private foundation gift in 2021, 2022, 2023, 2024, and 2025 to develop an Arizona Teacher Residency program and two Grow Your Own programs, respectively, in collaboration with several Phoenix area school districts and districts serving indigenous communities and students. Additionally, NAU's Arizona K-12 Center supports new teachers during their first year through mentoring and induction programs, and NAU's Center for Science Teaching and Learning includes a professional development group focused completely on supporting the development of in-service science teachers. Q3: NAU's Department of Teaching and Learning and the Department of Educational Specialties maintain close articulation between the undergraduate dual certificate degree in Special and Elementary Education, Special Education Mild/Moderate, and Early Childhood Special Education. Q4: Elementary and Early Childhood Education majors are required to take a special education course (ESE 380 or ESE 548) that, in compliance with state rule language, addresses dyslexia. Additionally, programs address differentiation through lesson planning and instructional strategies. Again, based on state rule, NAU's Secondary Education programs require a special education course that focuses on dyslexia as well as other topics such as universal design and pedagogical strategies to meet the diverse needs of special populations. Finally, the Professional Dispositions Modules (PDM; self-paced course) is required for all initial teacher preparation programs, and it includes a section on Special Education laws. The content was last revised in Fall 2019 to address the Model Code of Ethics for Educators (MCEE) adopted by the Arizona Department of Education, and PDM data were reviewed annually for any improvements to these modules. Q5: All of NAU's teacher preparation program candidates are required to take one course on Structured English Immersion (SEI). Qualifying courses are approved by the Arizona Department of Education, and NAU's compliance with the SEI requirements was re-approved in Fall 2024 based on the submission of updated statements of assurance documenting the integration of SEI content in programs of study. Q6: NAU's Professional Education Programs ensure that all teacher preparation program candidates participate in a variety of field experiences in diverse settings, including Title I schools. For example, Elementary Education and Special and Elementary Education candidates gain experiences in schools such as the tri-language school Puente de Hozho (Spanish, Navajo, English) or through the Praxis (special education) program at Marshall Magnet school. Partnerships in urban school districts in the Phoenix area also offer field experiences in diverse settings. NAU's College of Education developed three site-based education programs in highly diverse Title I districts and districts serving indigenous communities and students. The Physical Education programs have a co-sponsored grant with an indigenous-serving school district which funds the practicum experiences of candidates in schools located in Navajo reservation areas. Q7: Beyond meeting Arizona Department of Education certification requirements, all of NAU's initial teacher licensure programs are aligned to INTASC Model Core Teaching Standards and relevant Specialized Professional Association standards for the specific content areas. Practicum and student teaching placements for candidates are in a variety of districts and schools throughout the state.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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

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

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

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to add 10 new BSEd Mathematics majors to the program in 2024–2025 and to graduate 10 BSEd Mathematics majors between fall 2024 and spring 2025. Building on the success of the CCC2NAU initiative—where Coconino Community College students take TSM 101 on the NAU campus (first piloted in the 2023–2024 academic year)—we continue outreach to CCC students through electronic on-campus marketing and recruitment strategies (e.g., push notifications, fliers, electronic fliers, classroom visits), along with targeted recruitment of students who express interest in math or science teaching via CCC advisors. Interested students are supported in enrolling in TSM 101 at NAU, with tuition and fees fully covered, and a \$200 stipend awarded upon successful course completion. Grant funding allows us to support up to 6 students per academic year. Our goal will be to recruit 4 students during the 24-25 AY.

3. Did your program meet the goal?

- Yes
 No

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

Coordinated outreach in introductory mathematics classes and during on-campus student events (e.g. club day) allowed us to try and reach potential students already on the NAU campus to enroll in TSM 101 and eventually enroll in the BSEd Math program. In addition, the CCC2NAU program to encourage CCC students to take TSM 101 at NAU allowed us to bring 3 new students on campus during AY 24-25 to take TSM 101. The NSF Noyce scholarship program continued to provide financial support to qualified BSEd math students during their final 2 years in the program. Finally, a newly developed emphasis in middle-grades mathematics was approved through the NAU curricular process and will begin being an option for NAU students starting Fall 2026.

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:

Recruiting and retaining prospective students in our BSEd Mathematics program continues to be a priority. Through coordinated marketing efforts by the Department of Mathematics & Statistics (in CEFNS) and the Department of STEM Education (in COE), we aim to share with students the opportunity to become secondary mathematics or science teachers. Unfortunately, a physical presence is no longer an option for orientation days during the summer before freshmen start at NAU. This was a prime point of contact to get students interested in secondary STEM teaching at NAU that we have noticed is hurting our fall enrollment numbers. Ambassador outreach during Discover NAU events and classroom visits will continue to be used to raise awareness about teaching as a powerful and rewarding profession. We also submitted paperwork to include a middle-grades emphasis to our BSEd Secondary Mathematics degree program. This addition aims to meet the specific needs of middle-school teachers and students across Arizona while also expanding opportunities for students to pursue post-primary mathematics teaching. Our goal is to have this program approved and ready to implement by Fall 2026. To further support our program goals, we continue offering NSF Noyce Grant scholarships of \$26,000 per year to up to 10 highly qualified math or science secondary education majors. Similarly, the Arizona Teachers Academy (ATA) at NAU continues to provide scholarships to preservice teacher candidates. Both initiatives enhance the appeal of secondary math teaching, and the new NSF Noyce grant adds an engineering education specialization option, creating additional incentives for students to remain in the program.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to add 10 new BSEd Mathematics majors to the program in 2025–2026 and to graduate 10 BSEd Mathematics majors between fall 2025 and spring 2026. In addition, we want to continue to support our strong retention rates once students enter the program. TSM 101 is a recruiting “try teaching out” course. Our retention goal from TSM 101 into TSM 201 is 30%. Once students take TSM 201 they are considered in our program, so we also have a retention goal of 60% from TSM 201 into the program and through to graduation.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Due to upward trends in our enrollments and retention, our goal for 2026-2027 is to add 13 new BSEd Mathematics majors to the program and to graduate 12 BSEd Mathematics majors between fall 2026 and spring 2027. While it is too early to see graduates in the middle-grades emphasis, our goal to add 13 new majors in 2026-2027 includes at least 3 from the middle-grades emphasis.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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

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

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

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

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

3. Did your program meet the goal?

- Yes
 No

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

There were 25 BSED and MAT-S traditional pathway students admitted to PEP in AY 24-25 in comparison to 10 BSED and MAT-S traditional pathway students admitted to PEP in AY 23-24. We accomplished this through increased recruitment within current STEM majors at the university. This includes hiring two NAU Teach Ambassadors, students who attend recruitment events and speak in large undergraduate STEM classes recruitment for the program. It is important to note that the MAT-S program has been disestablished this academic year due to low numbers. While previously a robust program, changes to certification policy at the state level made it difficult to recruit for the 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:

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal for the BSED programs is to increase enrollment by 10 students over the 2024-2025 numbers. In 2025-2026, the MAT-S graduate certification program will be terminated, and we are no longer admitting students.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal for the BSED programs is to enroll a minimum of 15 BSED science students per year.

Annual Goals: Special Education

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

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

3. Did your program meet the goal?

- Yes
 No

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

The programs continued promoting the programs in rural locations by connecting with specific sites, promoting the programs through NAU anchor program faculty who work at statewide sites. Teacher preparation programs need to focus on developing new teachers that can enter the profession ready to provide excellent education to their students in multiple formats. NAU worked on initiatives to recruit and support pre-service teachers and building a diverse teacher workforce by recruiting individuals from underrepresented communities. Approaches to bring more diverse candidates into teacher preparation programs included grants, scholarships, or other financial support; and grow your own programs. The Arizona Teachers Academy scholarship (ATA) continued to be available for all initial teacher preparation programs at NAU for AY 2024-2025. 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. Strategies such as outreach at recruitment events and promotion of programs through an internal student and faculty newsletter, What's up Wednesday, will be continued.

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

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

We will continue to work with statewide programs, and we will also work to connect these statewide programs to online programs that exist. This includes work with the AZ K1-2 Center and grant-funded programs.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

In response to ongoing demand throughout the state, faculty and staff will work to maintain existing programs while creating new programs (e.g., AZ K-12 Center partnership). The goal is to add an additional 20 prospective teachers. We see this goal as attainable given that there were 98 special education traditional pathway BSED and MED students admitted to PEP in AY 2024-25 in comparison to 55 students in AY 2023-24. Maintaining this number and adding an additional 20 prospective teachers seems reachable.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

For the 2026-27 year, we will have a goal of maintaining our 2025-26 goal of 20 new candidates per year plus work on retention of prospective teachers in the program.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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

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

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

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

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

3. Did your program meet the goal?

- Yes
 No

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

NAU enrolled 1250 students in initial teacher preparation programs in 2024-2025. Preparation in Structured English Immersion is a required component of teacher preparation programs in Arizona. Recruitment strategies included leveraging the Arizona Teachers Academy scholarship (ATA) and expanding three grant-funded grow-your-own programs, two that reach urban schools with a Title II status, and one that focuses on providing initial teacher preparation programs to indigenous communities.

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 (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The goal is to prepare approximately 1,450 prospective teachers in 2025-26 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 (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The goal is to prepare approximately 1,450 prospective teachers in 2025-26 to work effectively with limited English proficient students. Preparation in Structured English Immersion is a required component of teacher preparation programs in Arizona.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	23	254	23	100
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	18	242	17	94
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2024-25	223	250	217	97
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2023-24	279	248	272	97
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2022-23	316	249	309	98
NT052 -APK SECONDARY 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 (%)
NT052 -APK SECONDARY Evaluation Systems group of Pearson Other enrolled students	2			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2024-25	103	253	101	98
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2023-24	99	254	97	98
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2022-23	90	254	90	100
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	2			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	4			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	3			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson Other enrolled students	1			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2024-25	7			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2023-24	14	262	14	100
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2022-23	15	262	14	93
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	42	237	37	88

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, 2023-24	56	246	53	95
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	76	247	72	95

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	382	374	98
All program completers, 2023-24	461	452	98
All program completers, 2022-23	472	463	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\(a\)\(1\)\(E\)](#))

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

 Yes

 No

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

 Yes

 No

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

 Yes

 No

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

 Yes

 No

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

Technology Integration: Technology integration is addressed through a variety of ways for the different initial teacher preparation programs. A technology integration course is required for the Elementary Education, Special and Elementary Education, and Early Childhood Education and Early Childhood Special Education degree programs. One Special Education program also includes an Assistive Technology course. Secondary Science and Mathematics majors receive detailed instruction during the Apprentice Teaching Seminar taken at the same time as Student Teaching. In Art, English, History, Spanish, and Music secondary education programs, technology integration is taught in one to four courses depending on the program. **Data Literacy:** Through assessment and methods courses in all of NAU's initial teacher preparation programs, candidates are instructed in the use of technology applications to manage student assessment data. Additionally, the Candidate Work Sample performance assessment completed during Student Teaching requires all of NAU's initial teacher preparation program candidates to demonstrate their competency in relation to collecting, managing, and analyzing student assessment data and using the results to design appropriate instruction. **Universal Design:** Instruction related to universal design principles and differentiation is included as a course or through instruction embedded in required courses in all programs of study for NAU's initial teacher preparation programs. Candidates' abilities to support the needs of diverse learners are assessed through the design of lessons and unit plans. **Planning Activities:** NAU's Professional Education Programs are accredited through CAEP. Technology and data literacy are key aspects of the CAEP Standards, and data literacy is an Arizona Department of Education (ADE) requirement for program review. The unit is deeply involved in ensuring that our programs meet CAEP Standards for Initial Teacher Preparation programs and ADE program review requirements, reviewing and revising locally developed instruments for validity and reliability, and implementing new instruction and assessments as needed. During

AYs 2021-2022, 2022-2023, and 2023-2024, NAU's teacher preparation programs submitted extensive program review reports to either a CAEP Specialized Professional Association or ADE. These reports also required evidence of addressing technology, data literacy, teaching, and supporting students with diverse learning needs. In fall 2024, NAU was re-accredited by CAEP.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

Based on adopted state rule language, NAU's initial teacher preparation programs for elementary and secondary teachers require a special education course that focuses on dyslexia, addresses legal issues, characteristics, and learning needs of exceptional children, and provides effective intervention strategies for educating children with disabilities. The method courses in these programs also focus on differentiation strategies for addressing the needs of diverse learners. Additionally, the concept of Universal Design for Learning (UDL) is introduced and reinforced in methods courses across all of NAU's initial teacher preparation programs for elementary and secondary teachers. All of NAU's initial teacher preparation programs require candidates to pass the Professional Dispositions Modules. These modules introduce and reinforce professional behaviors and standards in relationship to students with disabilities.

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

NAU's initial teacher preparation programs include a program requirement for completing self-paced Professional Disposition Modules on topics including the Model Code of Ethics for Educators (MCEE) as well as relevant laws and policies to ensure preparation for fieldwork experiences. The modules contain specific information addressing laws pertaining to special education students. Additionally, the special education course required for elementary and secondary programs, respectively, addresses participating in individualized education program teams.

c. Effectively teach students who are limited English proficient.

All of NAU's initial teacher preparation programs require one state-approved Structured English Immersion (SEI) course. The SEI courses provide the rationale/theory of second language acquisition, methods of assessing ELL students to identify learning needs, and strategies for providing instruction to ELL students. NAU has multiple SEI state-approved courses (3 credit hours each) that meet Arizona Department of Education's requirement for the 45-hour SEI Endorsement. NAU's compliance with the SEI requirements was re-approved in Fall 2024 based on the submission of updated statements of assurance documenting the integration of SEI content in programs of study.

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 offers a dual certification: it prepares candidates to become certified teachers of K-8 students who have disabilities as well as those who do not. The BSED Special and Elementary program pairs a strong background in elementary education (teaching of math, science, social studies, reading, etc.) with a rich coursework in special education. Practicum and fieldwork experiences give direct experience in classrooms throughout the program. The dual certification prepares candidates to teach students with learning

disabilities, emotional and behavioral disorders, intellectual disabilities, and orthopedic and health impairments. Candidates spend one semester student teaching, dividing time between special education and elementary education classroom settings. Candidates graduate with certifications in special education for K-12 and elementary education in K-8. BSEd Early Childhood Education and Early Childhood Special Education. This degree program offers teacher candidates dual certification in both early childhood (EC) and early childhood special education (ECSE) at the bachelor's level. Certification in both EC and ECSE prepares candidates to meet the needs of all young children birth to age eight in strategic and evidence-based ways across multiple settings. MEd Special Education - Mild/Moderate Disabilities Certified: This program is appropriate for candidates who are not already certified in special education. Candidates in this MEd Special Education - Mild/Moderate Disabilities Certified program are required to demonstrate, through key assessments embedded in specific classes, content knowledge, professional knowledge, and pedagogical knowledge and skills to be eligible to enter student teaching placements. By earning this degree, candidates are ready to enter a special education teaching job in the private sector, human services agencies, or in school settings. Candidates focus on how to best educate K-12 students with learning disabilities, emotional or behavioral disorders, mild/moderate intellectual disabilities, and orthopedic and health impairments. MEd Special Education - Early Childhood Special Education with Certification. This program guides candidates toward certification in early childhood special education as an area of expertise. Upon successfully completing the program, candidates are eligible to receive an institutional recommendation from the Arizona Department of Education. Early Childhood Special Education certification means that candidates are prepared to work with young children ages 0-8 with disabilities. The demand for early childhood special educators currently outpaces the supply across the country. By earning this MEd Special Education - Early Childhood Special Education with Certification degree, candidates are ready to enter a special education teaching position in either early intervention or preschool and kindergarten to third grade settings in private, human service, and public-school settings.

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

The BSEd Special and Elementary Education, BSEd Early Childhood Education and Early Childhood Special Education, and MEd in Special Education - Mild/Moderate Disabilities Certified programs require a course (ESE 450, ESE 435, or ESE 650, respectively) that includes an IEP project in order to prepare candidates in these initial certification programs to be able to develop effective instructional plans tailored to the individual learning needs of children with disabilities. The MEd Special Education – Early Childhood Special Education with Certification includes three required courses (ESE 536, ESE 556, and ESE 657) that address the basic components of an IEP, how to write objectives, and the link between assessment, objectives, and evaluation. Additionally, NAU's initial teacher preparation programs include a program requirement for completing self-paced Professional Disposition Modules on topics including the Model Code of Ethics for Educators (MCEE) as well as relevant laws and policies to ensure preparation for fieldwork experiences. The modules contain specific information addressing laws pertaining to special education students. Additionally, the special education course that is required for all elementary and secondary programs addresses participating as a member of individualized education program teams.

c. Effectively teach students who are limited English proficient.

As noted previously, all initial teacher preparation programs require one state-approved Structured English Immersion (SEI) course. The SEI courses provide the rationale/theory of second language acquisition, methods of assessing ELL students to identify learning needs, and strategies for providing instruction to ELL students. NAU has multiple SEI state-approved courses (3 credit hours each) that meet Arizona Department of Education's (ADE's) requirement for the 45-hour SEI Endorsement. NAU's compliance with the SEI requirements was re-approved in Fall 2024 based on the submission of updated statements of assurance documenting the integration of SEI content in programs of study.

Contextual Information

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

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

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.

Northern Arizona University's (NAU's) teacher preparation programs implement degree program assessment plans that include multiple measures of evidence regarding candidate competency in relation to the InTASC Model Core Teaching Standards as well as respective Specialized Professional Association or discipline standards. Programs submit internal reports on a biennial basis (fall of even years) to NAU Professional Education Programs (PEP) and the university curriculum and assessment office, and programs also submit formal reports for national recognition to their respective Specialized Professional Association or state program review on a six-year cycle. In Fall 2017, NAU earned accreditation through the Council for the Accreditation of Educator Preparation (CAEP); NAU was reaccredited by CAEP in Fall 2024. Updated accreditation reports are submitted to CAEP annually. Evidence regarding CAEP Standard R3.3 Candidate Competency at Completion and R5.3 Stakeholder Involvement are now available on NAU PEP webpages, under Program Evaluation: CAEP Accountability Measures (see <https://nau.edu/pep/program-evaluation/>). Additionally, program completers are surveyed by NAU PEP at the conclusion of each fall and spring semester. The survey results are available publicly through the following website: <http://nau.edu/PEP/Program-Evaluation/>. Strengths and areas for improvement from the data collected are used to improve the teacher education programs. The State of Arizona funded the Arizona Teachers Academy (ATA) in 2019. ATA is a scholarship and support program for individuals pursuing a degree leading to teacher certification. The program was designed to help address the significant teacher shortage in Arizona. The state-funded ATA scholarship and program include a scholarship covering any remaining tuition and mandatory student fees after gift aid has been applied and a full year of hands-on mentorship and professional development opportunities after graduation. The ATA scholarship and program is not a needs-based scholarship and is open to all students enrolled in an eligible program. During the 2022-2023 academic year, NAU enrolled a total of 1,147 students into ATA, of which 756 were traditional pathway students. Of the 1,147 total ATA scholarship recipients, 30% identified as Hispanic or Latine and, overall, 42.9% identified as non-white. In AY 2023-2024, 1230 students participated in the ATA at NAU, and of this number, 226 were in special education programs and 99 were in STEM fields. In AY 2024-2025, 1299 students participated in the ATA. NAU meets U.S. Department of Education Hispanic-Serving Institution (HSI) criteria and has earned recognition from the Hispanic Association of Colleges and Universities (HACU) as an HSI. NAU's population is diverse (47% percent overall) and first-generation (47%). NAU has developed several grant-funded programs to support initial teacher preparation. Preparing Indigenous Teachers for Arizona Schools (PITAS) is designed for para-professionals, educational assistants, and others in Native-serving schools in Arizona and surrounding communities who want to become certified teachers. PITAS Scholars can earn a bachelor's degree in elementary education (K-8th grade); OR a bachelor's degree in early childhood special education (PreK-3rd grade); OR a master's degree in elementary education (K-8th grade). PITAS Scholars stay and work in their home communities while earning their degree. The West Valley Pathways to Teaching initiative offers degrees in Elementary Education, Special Education, and Early Childhood Special Education at locations throughout Western Maricopa County. The program offers both graduate and undergraduate degrees and focuses on high-need schools and leverages the ATA scholarship program to cover the cost of candidate tuition.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

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

NAME OF REVIEWER:

TITLE: