title II higher education act

2023 TITLE II REPORTS
National Teacher Preparation Data

AZ

University of Arizona
Traditional Report AY 2021-22
Arizona

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

104179

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

College of Education

PO Box 210069

CITY

Tucson

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ZIP

85721

SALUTATION

Mrs. ▼

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List of Programs

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

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	UG	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	UG	
13.1302	Teacher Education - Art	Both	
13.1306	Teacher Education - Foreign Language	PG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	

Total number of teacher preparation programs:

16

Program Requirements

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

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

- ● Yes
- ○ No

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

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

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

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

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:

We have discussed raising the minimum GPA to 3.0, but have chosen not to pursue the change as peer institution GPA requirements for teacher preparation admission are 2.0-2.5. We also recognize and value the diversity of experiences students bring to the program, and that lower GPA often indicates overcoming challenges; this can be a useful attribute for future educators in understanding and working with children and youth who struggle academically.

Postgraduate Requirements

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

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

● Yes
○ No

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

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
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 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:

> Minimum courses and subject matter verification may vary slightly across programs.

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 2021-22. (§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	350
Number of clock hours required for student teaching	500

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	315
Years required of teaching as the teacher of record in a classroom	0.5

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	20
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	70
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	450
Number of students in supervised clinical experience during this academic year	565

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

This is difficult to accurately determine, as supervision varies from program to program. Additionally, number of supervised clinical hours required prior to student teaching ranges across programs from 0 (smallest programs) to 405 (largest programs). Estimates are provided for reporting purposes. Adjunct faculty include site coordinators who oversee students' practica and university student teacher supervisors who oversee student teaching experiences. Cooperating teachers includes practicum and student teacher mentors and cooperating teachers. Some students are eligible to serve as teachers of record for their final semester, and therefore are still following the traditional program model as this occurs after completion of all prerequisite courses. Candidates are selected through a rigorous screening process, which includes a 3.0 or higher GPA; passing all required certification exams; recommendations from faculty, site supervisors and mentor teachers; and demonstration of success in practica experiences. Since this is optional, 0 years of serving as teacher of record are required; but a full semester of student teaching is otherwise required.

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

2021-22 Total	
Total Number of Individuals Enrolled	565
Subset of Program Completers	265

Gender	Total Enrolled	Subset of Program Completers
Male	119	44
Female	443	220
Non-Binary/Other	0	0
No Gender Reported	3	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	18	10
Asian	11	8
Black or African American	10	1
Hispanic/Latino of any race	211	106
Native Hawaiian or Other Pacific Islander	0	0
White	284	126

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	19	9
No Race/Ethnicity Reported	12	5

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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 2021-22**

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	43
13.1202	Teacher Education - Elementary Education	138

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	17
13.1301	Teacher Education - Agriculture	4
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	16
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	4
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	8
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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 2021-22**

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	43
13.1202	Teacher Education - Elementary Education	138
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	16
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	17
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	3
13.1317	Teacher Education - Social Science	4
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	8
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	4
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	5
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

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

Program Assurances

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

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

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

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   We meet regularly with the district representatives who work with and hire our students; we engage in common research and program development projects; we carefully negotiate effective field experiences; we evaluate the performance of our candidates as well as their perceptions of their experiences and we place our students in Title I schools. We are ever expanding our outreach to more rural districts and are utilizing an undergraduate recruiter to do more of this work. Our special education mild-moderate disabilities program is expanding to online in an effort to better serve rural communities who cannot commute to our main campus and complete coursework in person. We began a Pathways to Teaching initiative in spring 2020 to "grow our own" teachers by supporting Southern Arizona residents in earning a bachelor's degree in elementary education with an English as a Second Language (ESL) endorsement; this program has grown substantially since its inception, demonstrating that it is meeting a community need to

teach in urban and rural schools with students from low-income backgrounds, many of which whose first language is not English. This initiative partners closely with local districts with predominantly Title I schools, who sponsor students to participate and hire the completers as full-time teachers upon graduation. We have gone through a college strategic planning process, in which local districts participated, and are currently evaluating expansion of our recruitment and marketing strategies with a targeted focus on underrepresented students. We survey local districts who hire our students in order to determine their perceptions of how well prepared our student are. All general education students complete coursework in special education, and focus across courses in modifying lessons for students of varying needs. All students completing any teacher preparation program at the University of Arizona earn a Structured English Immersion (SEI) endorsement, verifying their preparation to serve students with limited English proficiency. All Elementary and Early Childhood graduates earn an ESL and/ or Bilingual endorsement, both of which supersede the SEI endorsement in terms of preparation to serve students with limited English proficiency.

Annual Goals: Mathematics

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates. We actively advertise funds to help students pay for their programs of study, such as the state's Arizona Teacher Academy initiative.

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

The College of Education hired two full-time recruiters to support recruitment of bachelor's-level candidates.

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

The market does not adequately support teachers, especially mathematics majors who have many and more lucrative opportunities. Working conditions and salaries are a serious problem here in Arizona, which makes recruitment challenging.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Annual Goals: Science

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates. We actively advertise funds to help students pay for their programs of study, such as the state's Arizona Teacher Academy initiative.

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

Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates.

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

The market does not adequately support teachers, especially science majors who have many and more lucrative opportunities. Working conditions and salaries are a serious problem here in Arizona, which makes recruitment challenging.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Annual Goals: Special Education

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates. We apply for and secure grants to support special education: visual impairment and hearing impairment, and we actively recruit locally for our mild-moderate disabilities program. We have established accelerated master's programs with our mild-moderate disabilities undergraduate program in an effort to increase recruitment and retention of special education teachers who become dually certified in two special education fields through this program. We actively advertise funds to help students pay for their programs of study, such as the state's Arizona Teacher Academy initiative; special education candidates are particularly prioritized for such funding.

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

In an effort to prepare more special educators, we launched a fully online bachelor's certification program in the 2022-23 year, in addition to maintaining our in-person programs. We also have two full-time recruiters who recruit for bachelor's-level programs and also guide interested candidates towards master's programs.

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

The market does not adequately support teachers, especially those in special education. Working conditions, the increasing burden of paperwork, and salaries are a serious problem here in Arizona, which makes recruitment challenging.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible. We have expanded the locations for our Pathways to Teaching Elementary Education program in an effort to serve more local communities; all graduates of this program earn an English as a Second Language endorsement.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates. We actively advertise funds to help students pay for their programs of study, such as the state's Arizona Teacher Academy initiative.

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

All students in the Early Childhood and Elementary Education programs now graduate with an ESL and/or bilingual endorsement; content is infused

throughout the curricula. We continue to grow our Pathways to Teaching initiative, using a "grow your own" model by supporting local candidates in earning a bachelor's degree in Elementary Education with an ESL endorsement. We recruit local cohorts of students to complete coursework and fieldwork embedded in and partially funded through stipend by local school districts; tuition and fees are paid for through the Arizona Teachers Academy (State) funding. These cohorts continue to grow and expand in number of teacher candidates and locations served.

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

The market does not adequately support teachers. Working conditions and salaries are a serious problem here in Arizona, which makes recruitment challenging.

Review Current Year's Goal (2022-23)

7. **Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.**

- ● Yes
- ○ No

8. **Describe your goal.**

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible. We expanded the locations for our Pathways to Teaching program in an effort to serve more local communities; all graduates of this program earn an English as a Second Language endorsement.

Set Next Year's Goal (2023-24)

9. **Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.**

- ● Yes
- ○ No

10. **Describe your goal.**

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible. We plan to continue expanding the locations for our Pathways to Teaching program in an effort to serve more local communities; all graduates of this program earn an English as a Second Language endorsement.

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	17	243	14	82
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	46	236	37	80
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2021-22	113	243	107	95
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2020-21	117	246	114	97
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2019-20	94	248	92	98
NT052 -APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	251	12	100

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	5			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2021-22	61	258	60	98
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2020-21	63	257	63	100
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2019-20	58	258	58	100
NT503 -ART Evaluation Systems group of Pearson All program completers, 2019-20	2			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	2			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	3			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			
NT306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	1			
NT404 -CHINESE Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT404 -CHINESE Evaluation Systems group of Pearson All program completers, 2020-21	1			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	5			
035 -ECONOMICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson Other enrolled students	23	219	11	48
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2021-22	22	223	14	64
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2020-21	15	243	15	100
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2019-20	26	213	13	50
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson Other enrolled students	24	215	13	54
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2021-22	22	223	13	59
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2020-21	15	240	12	80
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2019-20	25	230	15	60
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	3			
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	9			
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT402 -FRENCH Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2020-21	2			
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	2			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT304 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	5			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	6			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
NT504 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT504 -MUSIC Evaluation Systems group of Pearson Other enrolled students	2			
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	1			
NT308 -PHYSICS Evaluation Systems group of Pearson Other enrolled students	1			
NT308 -PHYSICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson Other enrolled students	1			
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2021-22	1			
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2020-21	2			
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	3			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	15	250	12	80
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2020-21	16	251	13	81
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	21	254	20	95
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2020-21	4			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	3			
026 -SPECIAL ED.: HEARING IMPAIRED 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 (%)
032 -SPECIAL ED.: VISUALLY IMPAIRED Evaluation Systems group of Pearson All program completers, 2019-20	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	6			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	14	244	12	86
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	24	249	23	96
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	31	254	29	94

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	202	179	89
All program completers, 2020-21	220	208	95
All program completers, 2019-20	207	186	90

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:**

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

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   All courses in our teacher preparation programs are aligned with professional teaching standards; this includes the ISTE-NETS-T Technology Standards and InTASC Model Core Teaching Standards, Performance and Essential Knowledge technology tasks. Technology instruction is embedded in every course in the program, including field experience and student teaching. The evaluation instruments for those include items specific to the effective use of technology in the classroom with students, and are documented in final products such as e-portfolios. Teacher candidates are given multiple opportunities to observe, analyze, and respond to a variety of different kinds of data across the program. Early in the program, teacher candidates are introduced to assessment practices in general. Then, each of the pedagogy courses reinforce the initial introduction to assessment and data literacy by discussing and examining particular assessments tools within the discipline(s). Teacher candidates also learn how to incorporate student assessment into planning through Benchmark Assignments of each pedagogy course, which require they collect data on a particular student or students and plan lessons with that knowledge in mind. Built into each of the assignments is an assessment component so that teacher candidates connect learning outcomes to assessment. Instructors model technology for the teacher candidates to then use in classrooms. The following are representative examples of instructional Technology modeled across courses: • Teacher candidates learn to use the SmartBoard as an interactive tool. Teacher candidates are required to peer teach using the SmartBoard and then replicate that lesson in a classroom. • Teacher candidates learn to videotape their teaching and then annotate the video in order to reflect on their own teaching and examine elementary children's learning during their teaching. • Teacher candidates learn to use Point2View cameras while teaching to project examples of student work for discussion. The Point2View camera is used to share resources with the class during group presentations or other activities. • Teacher candidates learn a variety of ways to incorporate "presentation software,"

PowerPoint and Animoto, for active engagement. • Instructors and teacher candidates use various "apps" that are free to design elementary learning activities. Some examples include "Thinking Blocks," "My Script Calculator", and "Loading Fuel." • Teacher candidates use a course management system, Desire2Learn (D2L), to hand in assignments, communicate with colleagues, and participate in online discussions. • Zoom and Kubi robots are used in telepresence classes. Instructors introduce the teacher candidates to websites that they will find helpful in their teaching careers along with ways to look critically at websites to determine if the content is worthwhile and appropriate. Some examples include NCTM's Illuminations and NLVM, the National Library of Virtual Manipulatives. In the Special Education program, specific coursework focuses on the integration of technology into teaching and learning and use of devices such as laptops, netbooks, PDAs, lightscribe pens, Smart Boards, and other applications. Special education students learn and develop technology for adaptive devices by creating an adaptation for a student, use it, and report back, and students attend the technology presentations created and presented by the DRC (Disability Resource Center), which highlights technology for use in classroom settings with a variety of disabilities. Supervising practitioners also have seen technology integration through the activities and lessons that the teacher candidates have led during their fieldwork experiences. Having integrated technology in fieldwork assignments, teacher candidates are prepared to work with their supervising practitioners to incorporate technology in their capstone experience. One example of a capstone project includes analyzing relevant qualitative and quantitative data (from assignments, exams, journals, surveys, observations) to assess how the teacher candidate's instruction impacts student learning, attendance, motivation, etc.

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**

   We use four forms of evidence to document our students' proficiency in teaching students with disabilities: teaching portfolios, student surveys, principal surveys, and surveys of Human Resources directors. There is convergence across the surveys that our graduates are prepared to work with special needs students. In addition, the portfolios indicate that our students are meeting the InTASC standards, which include diversifying instruction and working with students of varying abilities. All of our general education students are required to take at least one course in special education. The surveys mentioned previously indicated that our graduates are rated above the state average in this area.

   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.***

   We are having ongoing discussions around ways to better incorporate collaborative teaching into our programs. All student teachers must participate in the same activities as their mentor teacher, which includes serving as a member on IEP teams, attending IEP meetings, and assessing IEP progress as related to their student teaching placement.

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

   We use four forms of evidence to document our students' proficiency in teaching students who are limited English proficient: teaching portfolios, student surveys, principal surveys, and surveys of Human Resources directors. There is convergence across the surveys that our graduates are prepared to work with English language learners. In addition, the portfolios indicate that our students are meeting the InTASC standards, which include diversifying instruction. The surveys mentioned previously indicated that our graduates are rated above the state average in this area. All of our general education students (Elementary and Early Childhood Education) are now required to earn a state English as a Second Language (ESL) and/or Bilingual endorsement through completion of their program. The knowledge and training to work with students who are limited English proficient is interconnected throughout the general education curricula.

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**

   We use four forms of evidence to document our students' proficiency in teaching students with disabilities: teaching portfolios, student surveys, principal surveys, and surveys of Human Resources directors. There is convergence across the surveys that our graduates are prepared to work with special needs students. In addition, the portfolios indicate that our students are meeting the InTASC standards, which include diversifying instruction and working with students of varying abilities. The surveys mentioned previously indicated that our graduates are rated above the state average in this area.

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.***

All of our special education program students have multiple opportunities to participate on IEP teams during student teaching and in early field experiences. Where appropriate, they have the opportunity to lead portions of such meetings during student teaching.

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

We use four forms of evidence to document our students' proficiency in teaching students who are limited English proficient: teaching portfolios, student surveys, principal surveys, and surveys of Human Resources directors. There is convergence across the surveys that our graduates are prepared to work with English language learners. In addition, the portfolios indicate that our students are meeting the InTASC standards, which include diversifying instruction. The surveys mentioned previously indicated that our graduates are rated above the state average in this area. All of our special education program students are required to take at least one course in working with English language learners and earn the Structured English Immersion (SEI) endorsement in Arizona. They are also required to take a course in cultural and linguistic diversity in special education, which includes a focus on special education students who have limited English proficiency.

Contextual Information

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.

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.

Conditions in Arizona and across the U.S. make teaching a low-valued, poorly paid, highly criticized and undesirable profession. Despite this context, we continue to recruit students into the program and retain a vast majority through program completion. According to our 2022 Teacher Preparation (T-Prep) Survey results, a vast majority of our teacher candidates in our Elementary, Early Childhood and Secondary (Teach Arizona) programs reported a high degree of satisfaction with the preparation they had received and felt prepared to teach and assess students. Our teacher preparation programs are also evaluated by the Office of Instruction and Assessment through annual reports submitted to Taskstream, which can be provided upon request. The Arizona Department of Education also analyzes educator certification programs every six years for renewed accreditation and every two years through biennial reports.

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:

Sara Knepper

TITLE:

Certification Officer

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:

Elizabeth Moraga

TITLE:

Curriculum Coordinator