

ACCREDITATION ACTION REPORT

Northern Arizona University
Flagstaff, Arizona

October 2017

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

ACCREDITATION DECISION

Accreditation is granted. This accreditation status is effective between fall 2017 and fall 2024. The next site visit will take place in spring 2024.

SUMMARY OF STANDARDS

| CAEP STANDARDS | INITIAL LEVEL | ADVANCED LEVEL |
|---|---------------|----------------|
| STANDARD 1/A.1: Content and Pedagogical Knowledge | Met | Not Applicable |
| STANDARD 2/A.2: Clinical Partnerships and Practice | Met | Not Applicable |
| STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity | Met | Not Applicable |
| STANDARD 4/A.4: Program Impact | Met | Not Applicable |
| STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement | Met | Not Applicable |

The Educator Preparation Provider is encouraged to refer to the site visit report for strengths and additional information on findings.

AREAS FOR IMPROVEMENT AND STIPULATIONS

NONE

AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

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| <p>(2) With the exception of the elementary education program, the unit does not ensure that all candidates have field experiences or clinical practice in settings with diverse P-12 students.</p> | <p>support it. The Addendum descriptions included professional standards aligned to the dispositions, instrument(s) used to assess dispositions, and three semesters of data reported, with the exception of Special Education that reported two semesters. In addition, the evidence included separate program files, with copies of the assessment, scoring guides, data, and analysis and interpretation. Six programs are administering the Professional Dispositions Modules either alone or in conjunction with a discipline-based assessment. The Addendum also described the formation of a new Coordinating Council for Advanced Programs in 2016 and the on-going discussions of dispositions, laws and policies, codes of ethics, and professional standards with advanced faculty. An interview with the Coordinating Council and advanced program faculty showed that programs are committed to identifying, assessing, and supporting candidate dispositions as an important component of their professional development. In addition, an interview with candidates and graduates from advanced programs confirmed that dispositions were a major part of their curricula and assessed throughout their programs.</p> <p>(2) REMOVAL: The Sequence of Clinical of Clinical Experiences by Program of Study chart and the Student Placement Diversity Data by School spreadsheet provide evidence that all initial teacher preparation programs have field experiences and clinical practice in schools</p> |
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Continued:

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

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