

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:

Area for Improvement or Weakness	Rationale
(1) The unit lacks data to demonstrate that candidates in advanced programs for teachers and other school professionals have the dispositions necessary to help all students learn.	(1) REMOVAL: The Addendum provided descriptions of 18 advanced programs, while a 19th program was added in an updated report received during the onsite visit. This program, M.Ed. Secondary Education Continuing Professional, is under review for declining enrollment, and the EPP is currently assessing how to

<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 with diverse P-12 students. The Addendum Report, provided additional information about the development of specific partnerships linked to programs to ensure candidate participation in schools with diverse P-12 learners. At the time of the Self-Study Report, the EPP had 30 signed Memorandums of Agreement (MOA). As of February 2017, the EPP has 81 formal MOAs with Arizona school districts. These partnerships continue to expand the opportunities across programs for candidates to work with diverse student populations. At the Site Visit, program faculty provided evidence of tracking systems that are used to ensure that all candidates have diverse placements. Interviews with EPP and P-12 faculty and administrators and EPP teacher candidates confirmed that processes are in place to ensure all candidates across all programs have practicum or clinical experiences in settings with diverse P-12 students.</p>
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Continued:

Area for Improvement or Weakness	Rationale
None	None

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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