



## ACCREDITATION ACTION REPORT

Educator Preparation Program  
Brigham Young University  
Provo, Utah

Accreditation Council May 2022  
Accreditation Application Date: \*

*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.*

\* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

### ACCREDITATION DECISION

**Accreditation** is granted at the initial-licensure level and at the advanced-level. This Accreditation status is effective between Spring 2022 and Spring 2029. The next site review will take place in Fall 2028.

### SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED-LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

### AREAS FOR IMPROVEMENT AND STIPULATIONS

**Areas for Improvement:** Identified areas for improvement are addressed in the provider's annual report.

**Stipulations:** Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

No Areas for Improvement or Stipulations were identified in this report.

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

Removed:

Area for Improvement or Weakness	Rationale
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The EPP has not presented a sufficient admissions plan, which sets goals for admission of high-quality candidates from a broad range of backgrounds and diverse populations (Component A.3.1)	EPP addressed AFI in A3.1 in review. Team recommends removal.
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## INFORMATION ABOUT ACCREDITATION STATUSES

**Accreditation** for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation review. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site review may become stipulations.

**Accreditation with stipulations is granted for 2 years** if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

**Probationary Accreditation** is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

## SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced levels that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure level and/or Advanced-Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced-Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to

licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced-Level accreditation does not include any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

In communicating with students, faculty, other stakeholders, and the public about its accreditation status and term, an EPP is required to distinguish accurately between programs that are accredited, as a result of having been included in the scope of review, and those that are not.

The following programs are included in the current accreditation cycle:

<b>Name</b>	<b>Level</b>	<b>Degree</b>
Art Education	Initial	Endorsement only
Art Education (K-12)	Initial	Baccalaureate
Art Education Licensure	Initial	Baccalaureate
Biological Science Education	Initial	Baccalaureate
Chemistry Education	Initial	Baccalaureate
Chemistry Education Licensure	Initial	Baccalaureate
Dance Education K-12	Initial	Baccalaureate
Early Childhood Education	Initial	Baccalaureate
Earth & Space Science Education Licensure	Initial	Baccalaureate
Elementary Education	Initial	Baccalaureate
English Teaching	Initial	Baccalaureate
Family and Consumer Sciences Education	Initial	Baccalaureate
French Teaching	Initial	Baccalaureate
German Teaching	Initial	Baccalaureate
History Teaching	Initial	Baccalaureate
Latin Teaching	Initial	Baccalaureate
Mathematics Education	Initial	Baccalaureate
Music Education - K-12 Choral Emphasis	Initial	Baccalaureate
Music Education - K-12 General Music Emphasis	Initial	Baccalaureate
Music Education - K-12 Instrumental Emphasis	Initial	Baccalaureate
Physical Education Teaching/Coaching (K-12)	Initial	Baccalaureate
Physical Science Education	Initial	Baccalaureate
Physics Education	Initial	Baccalaureate
Physics Education Licensure	Initial	Baccalaureate
Social Science Teaching	Initial	Baccalaureate
Spanish Teaching	Initial	Baccalaureate
Special Education - Mild/Moderate Disabilities Emphasis	Initial	Baccalaureate
Special Education - Severe Disabilities Emphasis	Initial	Baccalaureate
Technology and Engineering Studies-Teaching	Initial	Baccalaureate

Theatre Arts Education (K-12)	Initial	Baccalaureate
Educational Leadership (School Leadership)	Advanced	Master's
School Psychology	Advanced	Specialist or C.A.S.

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

**End of Action Report**