



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

Brigham Young University–Idaho
Teacher Preparation Program
Rexburg, ID
January 2024

ACTION

Based on examination of the case record, including the program's self-study and the AAQEP review team's report, the AAQEP Accreditation Commission makes the following determination regarding the teacher preparation program at Brigham Young University–Idaho:

	ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of seven years.
X	ACCREDITATION WITH NOTE - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of seven years with the notations specified below.
	INITIAL ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a nonrenewable term of five years.
	INITIAL ACCREDITATION WITH NOTE - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a nonrenewable term of five years with the notations specified below.
	PROBATIONARY ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of two years, but conditions specified below represent a potential threat to the provider's ability to meet one or more standards.
	DO NOT ACCREDIT - The Accreditation Commission finds that the program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.
	DISCLAIMER OF DECISION - The Accreditation Commission finds that the evidence available to it is insufficient to sustain an affirmative or adverse decision.

TERM

The accreditation term takes effect immediately and lasts through **December 31, 2030**, or until Brigham Young University–Idaho ceases to be a member in good standing of AAQEP, whichever is earlier. Annual Reports are due at the end of each calendar year, with the first report being due December 31, 2025. In addition, please refer to AAQEP's [substantive change policy](#) for guidance on program changes that must be reported.

RATIONALE

The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met. The program prepares candidates to work effectively as professional educators who can adapt to different contexts and continue to grow professionally. Brigham Young University–Idaho maintains program quality through careful analysis of evidence of its effectiveness, which informs revisions to benefit candidates. It engages with stakeholders and a variety of partners to strengthen the P-20 education system.

STANDARDS REPORT

The Commission has made the following determinations regarding the AAQEP standards based on its review of the program's outcomes, documentation of capacity, assessment system, quality control system, plans for development, and other evidence as reviewed and supplemented by the review team:

Standard	Met	Not Met
1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.	X	
2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
4. Program Engagement in System Improvement - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X	

CONCERNS AND CONDITIONS

Concerns are minor problems or shortcomings related to one or more aspects of a standard and must be addressed in the provider's next Annual Report(s). *Conditions* are more significant problems that threaten

to undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

Standard	Notation	Remedy and timeline
	No concerns or conditions	

OBSERVATIONS, COMMENTS, AND COMMENDATIONS

Observations offer a perspective or a suggestion that is nonevaluative. *Comments* call attention to a program strength or success that is noteworthy but not so significant or pervasive as to warrant citation as a commendation. *Commendations* are awarded when evidence shows outstanding preparation and performance on one or more aspects of a standard or the standard as a whole.

Standard	Notation
2	<p>Observation: The Commission notes the provider’s engagement in a reflective process related to programmatic decision making to support teacher candidates’ growth in culturally responsive practice.</p> <p>This observation pertains to Aspect 2b, which expects program completers to engage in culturally responsive practices in diverse contexts.</p>
3	<p>Observation: The Commission notes the provider’s opportunity to leverage its quality assurance system to engage in detailed and disaggregated analyses of teacher candidate performance based on program and major/minor.</p> <p>This observation pertains to Aspect 3e, which seeks evidence that the program engages in continuous improvement through an effective quality assurance system.</p>

SCOPE OF ACCREDITATION

This action for the Teacher Preparation Program includes the following:

Degree granted by the institution or organization (or nondegree program of study)	Certificate, License, Endorsement, or Other Credential granted by the Idaho Department of Education
<i>Programs that lead to initial teaching credentials</i>	
Bachelor’s Degree or Minor in Art Education or Bachelor’s Degree in Art Education Composite	<ul style="list-style-type: none"> Visual Arts, K-12 Visual Arts, 6-12

Bachelor's Degree or Minor in Biology Education	<ul style="list-style-type: none"> ● Biological Science, 5-9 ● Biological Science, 6-12
Bachelor's Degree or Minor in Chemistry Education	<ul style="list-style-type: none"> ● Chemistry, 5-9 ● Chemistry, 6-12
Bachelor's Degree in Early Childhood Education	Blended Early Childhood Education/Early Childhood Special Education, B-3
Bachelor's Degree in Elementary Education	All Subjects, K-8
Bachelor's Degree or Minor in English Education or Bachelor's Degree in English Education Composite	English, 6-12
Bachelor's Degree in Family and Consumer Science Education Composite	CTE-Family and Consumer Sciences, 6-12
Bachelor's Degree or Minor in Earth Science Education	<ul style="list-style-type: none"> ● Earth and Space Science, 5-9 ● Earth and Space Science, 6-12
Minor in Middle School General Science	Science-Middle Level, 5-9
Minor in Natural Science Education	Natural Science, 6-12
Minor in American Government Education	<ul style="list-style-type: none"> ● American Government/Political Science, 5-9 ● American Government/Political Science, 6-12
Minor in Geography Education	<ul style="list-style-type: none"> ● Geography, 5-9 ● Geography, 6-12
Bachelor's Degree or Minor in History Education	<ul style="list-style-type: none"> ● History, 5-9 ● History, 6-12
Bachelor's Degree in Social Studies Education Composite	Social Studies, 6-12
Bachelor's Degree or Minor in Mathematics Education or Bachelor's Degree in Math Education Composite	<ul style="list-style-type: none"> ● Mathematics-Middle Level, 5-9 ● Mathematics, 6-12
Bachelor's Degree in Music Education Composite	<ul style="list-style-type: none"> ● Music, 5-9, ● Music, 6-12 ● Music, K-12

Minor in Physical Science Education	<ul style="list-style-type: none"> Physical Science, 5-9 Physical Science, 6-12
Bachelor's Degree or Minor in Physics Education	<ul style="list-style-type: none"> Physics, 5-9 Physics, 6-12
Bachelor's Degree in Special Education	Exceptional Child Generalist, K-12
Bachelor's Degree or Minor in Theatre Education	<ul style="list-style-type: none"> Theatre Arts, 5-9 Theatre Arts, 6-12
Minor in French Education	<ul style="list-style-type: none"> World Language (French), 5-9 World Language (French), 6-12 World Language (French), K-12
Bachelor's Degree or Minor in Spanish Education	<ul style="list-style-type: none"> World Language (Spanish), 5-9 World Language (Spanish), 6-12 World Language (Spanish), K-12
Minor in Teaching English as a Second Language	English as a Second Language (ESL), K-12
<i>Programs that lead to additional or advanced credentials</i>	
n/a	n/a
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>	
n/a	n/a

NOTE: Accreditation actions are based on examination of the case record, including the provider's self-study and the AAQEP review team's report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.