

# 2016 EPP Annual Report

<b>CAEP ID:</b>	10342	<b>AACTE SID:</b>	424
<b>Institution:</b>	Boise State University		
<b>Unit:</b>	College of Education		

## Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

## Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 194

**\*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP  
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

Boise State began an EdS with Superintendent credentialing in Fall 2015. This is a new program approved by the Idaho State Board of Education with graduates anticipated in Spring 2016. This program was included in the March 2016 site visit for accreditation. It was not included in the 2009 accreditation site visit. Two MIT programs were also begun in Fall 2015 for initial certification in Early Childhood Education or Special Education.

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

The two MIT programs are fully online, which is a departure for Boise State in terms of offering initial preparation programs. Each of these certifications/endorsement areas are also offered at the initial level through traditional program delivery.

3.4 A contract with other providers for direct instructional services, including any teach-out agreements  
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

#### **Section 4. Display of candidate performance data.**

*Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.*

GPA, First-time Praxis Pass rates, Employer Survey Data, Candidate Performance Data, national rankings, student loan default rates, area teacher salary averages, alumni survey data:

[education.boisestate.edu/caep](http://education.boisestate.edu/caep)

#### **Section 6. Areas for Improvement, Weaknesses, and/or Stipulations**

Waived

#### **Section 7. Accreditation Pathway**

Waived

#### **Section 8: Preparer's Authorization**

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.