# title II | higher education act

## 2023 TITLE II REPORTS
National Teacher Preparation Data

**NH** | **Southern New Hampshire University**
Traditional Report AY 2021-22
New Hampshire

REPORT COMPLETE
STATUS: CERTIFIED

# Institution Information

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Academic year
- IPEDS ID

**IPEDS ID**

183026

☐ **THIS INSTITUTION HAS NO IPEDS ID**

**IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION**

**ADDRESS**

2500 North River Road

**CITY**

Manchester

**STATE**

New Hampshire ▼

**ZIP**

03106

**SALUTATION**

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# List of Programs

THIS PAGE INCLUDES:

›› List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both.  **(§205(a)(C))**

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Teacher Preparation Program

## List of Programs

**Note:** This section is preloaded with the list of programs reported in the prior year's IPRC.

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|------------------------------|-----------------|--------|
| 13.121 | Early Childhood Education | Both | |
| 13.1202 | Elementary Education | Both | |
| 13.1 | Special Education | Both | |
| 13.1305 | Teacher Education - English/Language Arts | Both | |
| 13.1316 | Teacher Education - General Science | Both | |
| 13.1311 | Teacher Education - Mathematics | Both | |
| 13.1312 | Teacher Education - Music | UG | |
| 13.99 | Teacher Education - Other | Both | |
| 13.1318 | Teacher Education - Social Studies | Both | |

**Total number of teacher preparation programs:**

16

# Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

# Undergraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

**1. Are there initial teacher certification programs at the undergraduate level?**

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

| Element | Admission | | Completion | |
|---|---|---|---|---|
| **Transcript** | ● Yes | ○ No | ● Yes | ○ No |
| **Fingerprint check** | ● Yes | ○ No | ○ Yes | ● No |
| **Background check** | ● Yes | ○ No | ○ Yes | ● No |
| **Minimum number of courses/credits/semester hours completed** | ● Yes | ○ No | ● Yes | ○ No |
| **Minimum GPA** | ● Yes | ○ No | ● Yes | ○ No |
| **Minimum GPA in content area coursework** | ○ Yes | ● No | ○ Yes | ● No |
| **Minimum GPA in professional education coursework** | ○ Yes | ● No | ○ Yes | ● No |
| **Minimum ACT score** | ○ Yes | ● No | ○ Yes | ● No |
| **Minimum SAT score** | ○ Yes | ● No | ○ Yes | ● No |
| **Minimum basic skills test score** | ● Yes | ○ No | ● Yes | ○ No |
| **Subject area/academic content test or other subject matter verification** | ○ Yes | ● No | ○ Yes | ● No |
| **Recommendation(s)** | ○ Yes | ● No | ○ Yes | ● No |

| Element | Admission | | Completion | |
|---|---|---|---|---|
| **Essay or personal statement** | ○ Yes | ● No | ○ Yes | ● No |
| **Interview** | ○ Yes | ● No | ○ Yes | ● No |
| **Other Specify:** | ○ Yes | ● No | ○ Yes | ● No |

**2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)**

> 3

**3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)**

> 3

**4. Please provide any additional information about the information provided above:**

Candidates must satisfactorily meet criteria for three transition points prior to being recommended for licensure. Examples of these criteria include meeting minimum scores on the following: Praxis Core (or equivalent), a disposition survey assessment, Observation and Conference Report, Clinical Competency Inventory, Lesson Plans and the New Hampshire Teacher Candidate Assessment of Performance. In addition, grades for all major courses must be C- or above, and overall GPA must be 3.0 or higher.

# Postgraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

**1. Are there initial teacher certification programs at the postgraduate level?**

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

| Element | Admission | | Completion | |
|---|---|---|---|---|
| **Transcript** | ● Yes | ○ No | ● Yes | ○ No |
| **Fingerprint check** | ● Yes | ○ No | ○ Yes | ● No |
| **Background check** | ● Yes | ○ No | ○ Yes | ● No |
| **Minimum number of courses/credits/semester hours completed** | ○ Yes | ● No | ● Yes | ○ No |
| **Minimum GPA** | ● Yes | ○ No | ● Yes | ○ No |
| **Minimum GPA in content area coursework** | ○ Yes | ● No | ○ Yes | ● No |
| **Minimum GPA in professional education coursework** | ○ Yes | ● No | ○ Yes | ● No |
| **Minimum ACT score** | ○ Yes | ● No | ○ Yes | ● No |
| **Minimum SAT score** | ○ Yes | ● No | ○ Yes | ● No |

| Element | Admission | | Completion | |
|---|---|---|---|---|
| Minimum basic skills test score | ● Yes | ○ No | ● Yes | ○ No |
| Subject area/academic content test or other subject matter verification | ○ Yes | ● No | ○ Yes | ● No |
| Recommendation(s) | ● Yes | ○ No | ○ Yes | ● No |
| Essay or personal statement | ○ Yes | ● No | ○ Yes | ● No |
| Interview | ● Yes | ○ No | ○ Yes | ● No |
| Other Specify: Successfully complete student teaching | ○ Yes | ● No | ● Yes | ○ No |

**2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)**

2.75

**3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)**

3

**4. Please provide any additional information about the information provided above:**

Candidates must satisfactorily meet minimum scores on the following: Praxis Core (or equivalent), a disposition survey assessment, Observation and Conference Report, Clinical Competency Inventory, Lesson Plans and the New Hampshire Teacher Candidate Assessment of Performance. In addition, grades for all major courses must be C- or above, and overall GPA must be 3.0 or higher. Candidates must also submit an acknowledgement that they have read and agree to abide by the NH Code of Ethics and Code of Conduct for Educators.

# Supervised Clinical Experience

**Note:** The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

**Provide the following information about supervised clinical experience in 2021-22. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

**Are there programs with student teaching models?**

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

| Programs with student teaching models (most traditional programs) | |
|---|---|
| Number of clock hours of supervised clinical experience required prior to student teaching | 200 |
| Number of clock hours required for student teaching | 900 |

**Are there programs in which candidates are the teacher of record?**

○ Yes

○ **No**

If yes, provide the next two responses. If no, leave them blank.

| Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs) | |
| --- | --- |
| Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom | |
| Years required of teaching as the teacher of record in a classroom | |

| All Programs | |
| --- | --- |
| Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)<br><br>Optional tool for automatically calculating full-time equivalent faculty in the system | 3 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) | 22 |
| Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year | 120 |
| Number of students in supervised clinical experience during this academic year | 96 |

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

The graduate level students complete a 4 semester model, with full immersion in clinical experiences throughout. The undergraduate level students are in a yearlong student teaching experience that started in the 2019-2020 academic year. Prior to student teaching, students participate in clinical experiences embedded in coursework held in P-12 schools under the supervision of the course instructor.

# Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Enrolled Student
- Program Completer

# Enrollment and Program Completers

| 2021-22 Total | |
|---|---|
| Total Number of Individuals Enrolled | 268 |
| Subset of Program Completers | 74 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|---|---|
| Male | 30 | 4 |
| Female | 238 | 70 |
| Non-Binary/Other | 0 | 0 |
| No Gender Reported | 0 | 0 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|
| American Indian or Alaska Native | 1 | 1 |
| Asian | 4 | 3 |
| Black or African American | 2 | 1 |
| Hispanic/Latino of any race | 7 | 1 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 218 | 66 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|
| Two or more races | 5 | 1 |
| No Race/Ethnicity Reported | 31 | 1 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|
| Two or more races | 5 | 1 |
| No Race/Ethnicity Reported | 31 | 1 |

# Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

> **Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**
>
> - Academic Major

**THIS PAGE INCLUDES:**

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

## Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2021-22.**

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

**What are CIP Codes?**

☐ **No teachers prepared in academic year 2021-22**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

> What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

| CIP Code | Subject Area | Number Prepared |
|----------|--------------|-----------------|
| 13.10 | Teacher Education - Special Education | 94 |
| 13.1202 | Teacher Education - Elementary Education | 102 |

| CIP Code | Subject Area | Number Prepared |
|----------|--------------|-----------------|
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | |
| 13.1210 | Teacher Education - Early Childhood Education | 10 |
| 13.1301 | Teacher Education - Agriculture | |
| 13.1302 | Teacher Education - Art | |
| 13.1303 | Teacher Education - Business | |
| 13.1305 | Teacher Education - English/Language Arts | 12 |
| 13.1306 | Teacher Education - Foreign Language | |
| 13.1307 | Teacher Education - Health | |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | |
| 13.1311 | Teacher Education - Mathematics | 4 |
| 13.1312 | Teacher Education - Music | 12 |
| 13.1314 | Teacher Education - Physical Education and Coaching | |
| 13.1315 | Teacher Education - Reading | |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | 4 |
| 13.1317 | Teacher Education - Social Science | |
| 13.1318 | Teacher Education - Social Studies | 7 |
| 13.1320 | Teacher Education - Trade and Industrial | |
| 13.1321 | Teacher Education - Computer Science | |
| 13.1322 | Teacher Education - Biology | |
| 13.1323 | Teacher Education - Chemistry | |
| 13.1324 | Teacher Education - Drama and Dance | |
| 13.1328 | Teacher Education - History | |
| 13.1329 | Teacher Education - Physics | |
| 13.1331 | Teacher Education - Speech | |

| CIP Code | Subject Area | Number Prepared |
|---|---|---|
| 13.1337 | Teacher Education - Earth Science | |
| 13.14 | Teacher Education - English as a Second Language | |
| 13.99 | Education - Other Specify:<br>Early Childhood Special Education | 3 |

# Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

*Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.*

**What are CIP Codes?**

**Does this teacher preparation provider grant degrees upon completion of its programs?**

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2021-22**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 13.10 | Teacher Education - Special Education | 94 |
| 13.1202 | Teacher Education - Elementary Education | 102 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | |
| 13.1210 | Teacher Education - Early Childhood Education | 10 |
| 13.1301 | Teacher Education - Agriculture | |
| 13.1302 | Teacher Education - Art | |
| 13.1303 | Teacher Education - Business | |
| 13.1305 | Teacher Education - English/Language Arts | 12 |
| 13.1306 | Teacher Education - Foreign Language | |
| 13.1307 | Teacher Education - Health | |

| CIP Code | Academic Major | Number Prepared |
|----------|----------------|-----------------|
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | |
| 13.1311 | Teacher Education - Mathematics | 4 |
| 13.1312 | Teacher Education - Music | 12 |
| 13.1314 | Teacher Education - Physical Education and Coaching | |
| 13.1315 | Teacher Education - Reading | |
| 13.1316 | Teacher Education - General Science | 4 |
| 13.1317 | Teacher Education - Social Science | |
| 13.1318 | Teacher Education - Social Studies | 7 |
| 13.1320 | Teacher Education - Trade and Industrial | |
| 13.1321 | Teacher Education - Computer Science | |
| 13.1322 | Teacher Education - Biology | |
| 13.1323 | Teacher Education - Chemistry | |
| 13.1324 | Teacher Education - Drama and Dance | |
| 13.1328 | Teacher Education - History | |
| 13.1329 | Teacher Education - Physics | |
| 13.1331 | Teacher Education - Speech | |
| 13.1337 | Teacher Education - Earth Science | |
| 13.14 | Teacher Education - English as a Second Language | |
| 13.99 | Education - Other Specify: Early Childhood Special Education | 3 |
| 01 | Agriculture | |
| 03 | Natural Resources and Conservation | |
| 05 | Area, Ethnic, Cultural, and Gender Studies | |
| 09 | Communication or Journalism | |

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 11 | Computer and Information Sciences | |
| 12 | Personal and Culinary Services | |
| 14 | Engineering | |
| 16 | Foreign Languages, Literatures, and Linguistics | |
| 19 | Family and Consumer Sciences/Human Sciences | |
| 21 | Technology Education/Industrial Arts | |
| 22 | Legal Professions and Studies | |
| 23 | English Language/Literature | |
| 24 | Liberal Arts/Humanities | |
| 25 | Library Science | |
| 26 | Biological and Biomedical Sciences | |
| 27 | Mathematics and Statistics | |
| 30 | Multi/Interdisciplinary Studies | |
| 38 | Philosophy and Religious Studies | |
| 40 | Physical Sciences | |
| 41 | Science Technologies/Technicians | |
| 42 | Psychology | |
| 44 | Public Administration and Social Service Professions | |
| 45 | Social Sciences | |
| 46 | Construction | |
| 47 | Mechanic and Repair Technologies | |
| 50 | Visual and Performing Arts | |
| 51 | Health Professions and Related Clinical Sciences | |
| 52 | Business/Management/Marketing | |
| 54 | History | |

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 99 | Other Specify: | |

# Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

## Program Assurances

**Note:** This section is preloaded from the prior year's IPRC.

1. **Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

   ● Yes
   ○ No

2. **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

   ● Yes
   ○ No

3. **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

4. **Prospective general education teachers are prepared to provide instruction to students with disabilities.**

   ● Yes
   ○ No

5. **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

   ● Yes
   ○ No

6. **Prospective general education teachers are prepared to provide instruction to students from low-income families.**

   ● Yes
   ○ No

7. **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

   ● Yes
   ○ No

8. **Describe your institution's most successful strategies in meeting the assurances listed above:**

   The Education Department at Southern New Hampshire University (SNHU) has continued to successfully implement the NH Institutions of Higher Education collaborative's Teacher Candidate Assessment of Performance (TCAP) during our year-long student teaching and during the culminating clinical experience at the post-baccalaureate level. TCAP is similar to edTPA and PACT. The TCAP is informed by Charlotte Danielson's Domains to ensure teacher preparedness. Additionally, SNHU's Education Department has developed and maintained strong collaborative partnerships with numerous NH school districts. As of this reporting, the Education Department has just completed participation in a CAEP site visit. A final accreditation decision from CAEP is expected in fall 2023. SNHU continues to innovate and transform our teacher preparation program through field based experiences and experiential course development.

# Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Quantifiable Goals

# Report Progress on Last Year's Goal (2021-22)

**1. Did your program prepare teachers in mathematics in 2021-22?**

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

**2. Describe your goal.**

SNHU will continue to support the students in mathematics but will not accept new students for one year in the undergraduate programs. The university is redesigning programs to include more flexibility, reduce cost and offer more experiential learning opportunities. At the graduate level, the goal is to increase student enrollment for the 2021-2022 academic year.

**3. Did your program meet the goal?**

- ○ Yes
- ● No

**4. Description of strategies used to achieve goal, if applicable:**

The undergraduate mathematics program redevelopment is ongoing. We are expanding the course offerings at the undergraduate level, and want to include them in the redesign. The graduate level enrollment goal was met.

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**6. Provide any additional comments, exceptions and explanations below:**

# Review Current Year's Goal (2022-23)

**7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.**

- ● Yes
- ○ No

**8. Describe your goal.**

For initial licensure programs, the goal is to recruit at least three candidates seeking licensure in mathematics at either the middle school or high school level.

# Set Next Year's Goal (2023-24)

**9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.**

- ● Yes
- ○ No

**10. Describe your goal.**

The goal is to have two students enrolled in the secondary programs that lead to math certification in either middle school or high school.

# Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
**(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Quantifiable Goals

## Report Progress on Last Year's Goal (2021-22)

**1. Did your program prepare teachers in science in 2021-22?**

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

**2. Describe your goal.**

SNHU will continue to support the undergraduate students in science. The university is redesigning programs to include more flexibility, reduce cost and offer more experiential learning opportunities. At the graduate level, the goal is to increase enrollment by at least one student in the middle school science program. Additionally, the goal is to increase enrollment in the next cohort of the graduate master's cohort program.

**3. Did your program meet the goal?**

- ● Yes
- ○ No

**4. Description of strategies used to achieve goal, if applicable:**

By partnering with AmeriCorps, candidates were provided with a stipend that could be applied toward tuition costs or to meet other financial obligations.

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**6. Provide any additional comments, exceptions and explanations below:**

## Review Current Year's Goal (2022-23)

**7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.**

- ⦿ Yes
- ◯ No

**8. Describe your goal.**

SNHU will continue to support the undergraduate students in science. The university is redesigning programs to include more flexibility, reduce cost and offer more experiential learning opportunities. At the initial licensure level, the goal is to have at least three students enrolled for the 2022-2023 academic year.

## Set Next Year's Goal (2023-24)

**9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.**

- ⦿ Yes
- ◯ No

**10. Describe your goal.**

The goal is to have at least two students enrolled in middle school science in either the undergraduate or graduate programs.

# Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Quantifiable Goals

# Report Progress on Last Year's Goal (2021-22)

**1. Did your program prepare teachers in special education in 2021-22?**

**If no, leave remaining questions for 2021-22 blank (or clear responses already entered).**

- ● Yes
- ○ No

**2. Describe your goal.**

SNHU will continue to offer innovative programs to recruit learners into educator preparation programs including special education and early childhood special education programs. As a university initiative, SNHU is redesigning the traditional based, college experience to reduce the cost of education. This will allow for a sustainable, cost effective and hands-on learning experience. The goal is to reimagine the programs to meet the university goal starting in the 2021-22 academic year.

**3. Did your program meet the goal?**

- ● Yes
- ○ No

**4. Description of strategies used to achieve goal, if applicable:**

SNHU has implemented a new tuition fee structure capping all undergraduate tuition at $15,000 per year. At the graduate level, SNHU has partnered with a local school district to offer a stipend for candidates seeking licensure in special education.

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**6. Provide any additional comments, exceptions and explanations below:**

# Review Current Year's Goal (2022-23)

**7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.**

- ● Yes
- ○ No

**8. Describe your goal.**

The department has created a new course for the 2022-2023 year, SPED389 Experiential Learning in Special Education, to add more hands-on learning opportunities. We have further enhanced our special education courses with tech-rich activities, deeper work on case studies, and clear alignment of our syllabi. Through these initiatives, the department has supported the university goals of creating sustainable, cost effective, hands-on learning experiences. At the graduate level, the goal is to launch another cohort of students in the following programs: elementary with special education and the early childhood and early childhood special education.

# Set Next Year's Goal (2023-24)

**9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.**

- ● Yes
- ○ No

**10. Describe your goal.**

The EPP's goal is to have a combined enrollment of at least 45 students in general special education and/or early childhood special education across undergraduate and graduate programs.

# Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
**(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Quantifiable Goals

## Report Progress on Last Year's Goal (2021-22)

**1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?**

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

○ Yes
● No

**2. Describe your goal.**

**3. Did your program meet the goal?**

○ Yes
○ No

**4. Description of strategies used to achieve goal, if applicable:**

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**6. Provide any additional comments, exceptions and explanations below:**

# Review Current Year's Goal (2022-23)

**7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.**

○ **Yes**

● **No**

**8. Describe your goal.**

# Set Next Year's Goal (2023-24)

**9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.**

○ **Yes**

● **No**

**10. Describe your goal.**

# Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Pass rate
- Scaled score
- Teacher credential assessment

# Assessment Pass Rates

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 10 | 166 | 10 | 100 |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 34 | 161 | 33 | 97 |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 46 | 161 | 46 | 100 |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 15 | 175 | 15 | 100 |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 33 | 179 | 33 | 100 |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 40 | 180 | 40 | 100 |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 14 | 168 | 14 | 100 |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 41 | 169 | 40 | 98 |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 40 | 170 | 39 | 98 |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 33 | 173 | 33 | 100 |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH<br>Educational Testing Service (ETS)<br>Other enrolled students | 7 | | | |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 42 | 170 | 42 | 100 |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 22 | 173 | 22 | 100 |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 3 | | | |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 33 | 172 | 32 | 97 |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING<br>Educational Testing Service (ETS)<br>Other enrolled students | 6 | | | |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 32 | 177 | 32 | 100 |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 14 | 181 | 14 | 100 |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 3 | | | |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 36 | 164 | 32 | 89 |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING<br>Educational Testing Service (ETS)<br>Other enrolled students | 5 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 41 | 167 | 38 | 93 |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 14 | 172 | 14 | 100 |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 3 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 8 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 6 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 5 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 17 | 168 | 12 | 71 |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 44 | 172 | 39 | 89 |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 53 | 172 | 53 | 100 |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 31 | 170 | 31 | 100 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 17 | 166 | 15 | 88 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>Other enrolled students | 2 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 42 | 169 | 41 | 98 |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 54 | 170 | 54 | 100 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 30 | 167 | 29 | 97 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 20 | 165 | 15 | 75 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 44 | 167 | 38 | 86 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 54 | 169 | 51 | 94 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 30 | 169 | 29 | 97 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 18 | 161 | 11 | 61 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 43 | 163 | 36 | 84 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 53 | 169 | 50 | 94 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 30 | 166 | 29 | 97 |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1 | | | |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 8 | | | |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 5 | | | |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 2 | | | |
| ESP0190 -FOUNDATIONS OF READING<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 4 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ESP0090 -FOUNDATIONS OF READING<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22 | 4 | | | |
| ESP0190 -FOUNDATIONS OF READING<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22 | 37 | 250 | 30 | 81 |
| ESP0090 -FOUNDATIONS OF READING<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 55 | 251 | 44 | 80 |
| ESP0190 -FOUNDATIONS OF READING<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 4 | | | |
| ESP0090 -FOUNDATIONS OF READING<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20 | 38 | 246 | 31 | 82 |
| ESP0190 -FOUNDATIONS OF READING<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20 | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 2 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 1 | | | |
| ETS5169 -MIDDLE SCHOOL MATHEMATICS<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1 | | | |
| ETS5169 -MIDDLE SCHOOL MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 2 | | | |
| ETS5169 -MIDDLE SCHOOL MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 1 | | | |
| ETS5440 -MIDDLE SCHOOL SCIENCE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1 | | | |
| ETS5440 -MIDDLE SCHOOL SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 2 | | | |
| ETS5442 -MIDDLE SCHOOL SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 1 | | | |
| ETS5440 -MIDDLE SCHOOL SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 1 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS0113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 2 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 5 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 1 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 5 | | | |
| ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 3 | | | |
| ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 4 | | | |
| ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 2 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|

# Summary Pass Rates

THIS PAGE INCLUDES:

>> Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Pass rate
- Scaled score
- Teacher credential assessment

## Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---|---|---|---|
| All program completers, 2021-22 | 83 | 74 | 89 |
| All program completers, 2020-21 | 83 | 76 | 92 |
| All program completers, 2019-20 | 69 | 61 | 88 |

# Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

**Note:** This section is preloaded from the prior year's IPRC.

## Low-Performing

**1. Is your teacher preparation program currently approved or accredited?**

- ● Yes
- ○ No

**If yes, please specify the organization(s) that approved or accredited your program:**

- ☑ **State**
- ☑ **CAEP**
- ☐ **AAQEP**
- ☐ **Other specify:**

CAEP approval for Elem; Accreditation decision for all initial licensure programs expected Fall 2023

**2. Is your teacher preparation program currently under a designation as "low-performing" by the state?**

- ○ Yes
- ● No

# Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

## Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   **Does your program prepare teachers to:**

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   During a review and re-imagination of programmatic offerings, faculty determined a new vision for preparing future teachers in the area of technology. Faculty decided to discontinue a discrete EDU technology course at the undergraduate level which was previously taken during the year-long student teaching experience. The plan going forward is to incorporate more technology lessons and modules throughout our other UG and Graduate courses, provide evidence of those activities, and organize them to intentionally scaffold and build teacher candidate knowledge and skills. Additionally, to respond to new required competencies, a technology rich lesson delivered in a virtual modality was piloted in the spring 2022. In this task, teacher candidates developed a virtual learning experience within their content area that was delivered through an accessible online format. Faculty reviewed the results and made adjustments to the task description and rubric. The final, agreed upon version of this virtual modality learning experience requirement was launched in the summer 2022 in the clinical program: EDU533c Learning through Technology and EDU634 Clinical Experience V: Science and Leadership. Graduate teacher candidates will continue to demonstrate their technology application skills in EDU622 Instructional Methods I/ EDU634 Clinical Experience II: Behavior Management that is taken in the fall of their year-long clinical experience. At the undergraduate level, the virtual modality learning experience will be required in the newly-created EDU289 and SPED 389 courses which will begin in academic year 2022-2023. In SPED 389, teacher candidates will also be expected to create an e-portfolio focused on assistive technology. Undergraduate teacher candidates will continue to demonstrate their ability to create a virtual learning experience, as well as engage pupils in technology rich lessons in EDU487 which is taken in the first half of their year-long clinical experience.

# Teacher Training

Provide the following information about your teacher preparation program.
**(§205(a)(1)(G))**

**Note:** This section is preloaded from the prior year's IPRC.

## Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   All student candidates are required to take courses pertaining to the range of disabilities, assessment, and identification of disabilities. Further, they explore and apply collaborative practices and development of IEPs which includes progress monitoring and self-advocacy for identified students. Our students participate in a variety of field-based courses prior to student teaching and through those experiences, they actively observe and work with identified students. At the graduate level, teacher candidates are fully immersed in clinical special education experiences throughout their program. These teacher candidates participate actively and collaboratively in the evaluation and IEP processes. All candidates are formally assessed on their ability to effectively teach all learners, including those with disabilities, through a number of assessments. These include the Lesson Plan Rubric, Observation and Conference Report, and the Clinical Competency Inventory.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

   Student teacher candidates participate as a member of an IEP team as part of the requirement during pre-service, yearlong, clinical experience.

   c. **Effectively teach students who are limited English proficient.**

   All undergraduate students do multiple field based courses before student teaching and work with students who have limited English proficient as part of a hands on experience. This field based course is part of a partnership with the largest and most diverse school district in the state, the Manchester School District. Post-baccalaureate candidates are all placed in the Manchester School district for clinical experiences, and provided with professional development targeting working with students with limited proficiency in English. All candidates are formally assessed on their ability to effectively teach all learners, including those with limited proficiency in English, through a number of assessments. These include the Lesson Plan Rubric, Observation and Conference Report, and the Clinical Competency Inventory.

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

   **If yes, provide a description of the activities that prepare *special education teachers* to:**

   a. **Teach students with disabilities effectively**

   The SNHU Department of Education has developed multiple courses and activities that prepare special education teacher candidates to effectively instruct students with disabilities. Further, we have recently designed SPED 389: Experiential Learning which provides our students with hands-on specialized experiences in the field in a context of their choice. SPED 230: Strategies for Engaging Diverse Learners also provides authentic, clinical experiences focused on special education through field-based coursework in various local school districts. This allows our students to observe and interact with highly diverse populations.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the** *Individuals with Disabilities Education Act.*

All teacher candidates participate actively and collaboratively in evaluation and the IEP process.

c. **Effectively teach students who are limited English proficient.**

Most students have hands on experiences during field-based courses through the university's partnership with the largest and most diverse school district in the state. Students gain experience with lesson planning activities through coursework that includes accommodations and modifications for students for whom English is not their first language. Additional coursework activities throughout the student program help to better contextualize the P12 students prior to student teaching. During yearlong student teaching (undergraduate) and clinical experience coursework (post-baccalaureate), students are required to write and implement lesson plans that effectively meet the needs of the diverse students in their classroom. Teacher candidates receive multiple points of support, feedback and opportunities to address ways to increase effectiveness of teaching diverse students.

# Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

## Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

SNHU employs Anthology Portfolio (formerly Chalk and Wire) as a tool to evaluate each program and each teacher candidate based on the NH Administrative Rules for Education . SNHU requires all education students in certification programs to complete the NH TCAP (a statewide summative performance assessment developed by a consortium of higher education institutions in NH) as part of the culminating clinical experience. The education programs have field based courses where teacher candidates are in local schools starting with their first semester on campus. Students receive real-life training in diverse school environments. Lastly, SNHU joined the New Jersey Teacher Assessment Consortium (NJTAC) to develop, implement and share teacher candidate evaluation tools aligned to InTASC standards. This allows for instruments to be designed and validated across university programs.

## Supporting Files

No files have been provided.

**You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.**

# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

**NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:**

Donna K. Crook

**TITLE:**

Director of Accountability and Research

## Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

**NAME OF REVIEWER:**

Cathy Stavenger

**TITLE:**

Executive Director, Accreditation and Assessment