title **II** higher education act

2025 TITLE II REPORTS
National Teacher Preparation Data

NH
Southern New Hampshire University
Traditional Report AY 2023-24
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

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Manchester

STATE

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03106

SALUTATION

Ms. ▼

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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	
13.99	Teacher Education - Other	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

9

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.)

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3
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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.)

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3
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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 / Pearson NES Testing (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 Pearson NES Testing (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 2023-24. (§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	
<u>Years</u> **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) Optional tool for automatically calculating full-time equivalent faculty in the system	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	7
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	52
Number of students in supervised clinical experience during this academic year	44

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 teacher candidates complete a year long culminating clinical experience during the 22-23 school year. This includes being supervised by a University Supervisor (University-based Clinical Supervisor) and Mentor Teacher (School-based Clinical Educator). Teacher candidates are supported by a full time Education Department Faculty, University Supervisor, Mentor Teacher, and Office of Educator Preparation.

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

2023-24 Total	
Total Number of Individuals Enrolled	151
Subset of Program Completers	35

Gender	Total Enrolled	Subset of Program Completers
Male	26	5
Female	125	30
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	3	0
Black or African American	0	0
Hispanic/Latino of any race	8	2
Native Hawaiian or Other Pacific Islander	0	0
White	140	33
Two or more races	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	0	0

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 2023-24.

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 2023-24**

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**	19
13.1202	**Teacher Education - Elementary Education**	25

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	4
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
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	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	1
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:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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 2023-24**

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	19
13.1202	Teacher Education - Elementary Education	25
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	4
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
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	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	1
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:	
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 the year-long culminating clinical experience at the undergraduate and 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. We received full CAEP approval in Fall 2023 with no AFIs. SNHU continues to innovate and transform our teacher preparation program through field based experiences and experiential course development. This is done by continuous evaluation of data from our candidate and program assessment tools. Additionally, the faculty and staff meet regularly with advisory boards and outside stakeholders to review curriculum, assessment

tools, and data. Surveys are sent out to program completers, school partners, currently enrolled PEPP students, and University-based and School-based Clinical Educators.

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 (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- ( ) Yes
- (●) No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

We aim to engage prospective students through targeted outreach and recruitment efforts, with the objective of enrolling at least 10 students in our Secondary and Middle School Mathematics Education program. Ensuring alignment with New Hampshire's Professional Educators Codes. By collaborating closely with the Math Department, we have refined our course offerings to meet the highest educational standards and effectively prepare our students for successful teaching careers. We aim to cultivate a community of skilled educators who are well-equipped to inspire and educate the next generation of mathematicians in New Hampshire and beyond.

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 (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

23-24 There were two science candidates and we hope to enrollment increases.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Last year we indicated that we had two science candidates, these science candidates will be entering into our clinical experience. We hope that as students get into the field that they will promote science education to our underclassmen. We are also working on identifying students who would work well with older age groups as many of our students prefer elementary aged students.

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

As we continue to bolster our student population, it is important that we have students exposed to professors and professionals with credentialing in older school populations. Many of our professors are focused on Elementary Education and as we hire adjuncts we have made a conscience effort to bring on board people with experience in Middle and High School Education.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

◉ Yes
○ No

8. Describe your goal.

Our goal is to collaborate with clinical experience students to showcase the rewarding opportunities within Science Education to underclassmen at SNHU. Recognizing that science education is a critical area of need in New Hampshire, we aim to highlight the impactful career pathways available in this field. Through interactive sessions and mentorship, our clinical experience students will share their insights and experiences, demonstrating the importance and fulfillment of pursuing a career in science education

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

◉ Yes
○ No

10. Describe your goal.

For the upcoming year, our goal is to collaborate closely with the Science Department to identify and recruit students who are passionate about pursuing a career in education. Our graduate initial licensure programs hired a director of recruitment to increase enrollment in secondary content areas including science. We aim to engage prospective students through targeted outreach and recruitment efforts, with the objective of enrolling at least 5 students in our Science Education Program.

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 (2023-24)

1. **Did your program prepare teachers in special education in 2023-24?**

   If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

   ● Yes
   ○ No

2. **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.

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 (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ◉ Yes
- ○ No

8. Describe your goal.

Our initial Clinical M.Ed Elementary and Early Childhood Candidates are enrolled in programming that allows them to also get licensure in the related Special Education area, General Special Education K-12 or Early Childhood Special Education N-3.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- ◉ Yes
- ○ No

10. Describe your goal.

Our goal is to maintain an enrollment of 45 students in our Special Education program while effectively communicating recent changes in the necessary testing requirements for obtaining a special education license in New Hampshire. Through clear and timely updates, we aim to ensure that our students are well-prepared to meet these new standards and successfully pursue their teaching careers.

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 (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? 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 Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	10	166	10	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	15	175	15	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	14	168	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	15	166	15	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2023-24	18	175	18	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2022-23	32	172	31	97
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22	42	170	42	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	166	12	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2023-24	19	173	19	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2022-23	31	171	30	97
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	32	177	32	100
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	171	14	100
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2023-24	18	170	18	100
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2022-23	33	164	31	94
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	41	167	38	93
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2021-22	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	20	181	19	95
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	25	176	24	96
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	45	172	43	96
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	19	174	19	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	26	170	24	92
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	44	169	43	98
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2023-24	20	172	18	90
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	26	169	24	92
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	46	168	42	91
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	20	165	16	80
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	26	167	24	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	45	163	39	87
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	9			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2023-24	16	263	16	100
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	28	255	26	93
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	3			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	43	250	39	91
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2021-22	3			

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))**

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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, 2023-24	32	29	91
All program completers, 2022-23	53	49	92
All program completers, 2021-22	83	77	93

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:

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.**

   In a comprehensive review and re-imagination of our programmatic offerings, faculty have defined a new vision for preparing future educators in technology. The faculty decided to discontinue the standalone EDU technology course at the undergraduate level, previously part of the student teaching experience. Technology lessons and modules are now integrated across most of our undergraduate and graduate courses. These activities are documented and organized to intentionally scaffold and build teacher candidates' knowledge and skills. To meet new competency requirements, a technology-rich lesson delivered in a virtual format was piloted, where teacher candidates developed virtual learning experiences within their content areas, delivered through accessible online formats. Faculty reviewed the outcomes and refined the task description and rubric. The finalized virtual modality learning experience requirement is now part of the clinical program courses: EDU533c Learning through Technology and EDU634 Clinical Experience V: Science and Leadership. Graduate teacher candidates continue to demonstrate their technology application skills in EDU622 Instructional Methods I/EDU632 Clinical Experience II during their year-long clinical experience. At the undergraduate level, the virtual modality learning experience is a requirement in the newly created EDU289 and SPED389 courses. In SPED389, candidates also create an e-portfolio focused on assistive technology. Additionally, students complete a tech modalities assignment centered on lesson planning around the use of technology in the classroom, which includes integrating the technology into a video submission through our digital portfolio system. Undergraduate teacher candidates continue to demonstrate their ability to create virtual learning experiences and engage students in technology-rich lessons in EDU487, 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 contextual information about your program, 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). Anthology is a digital portfolio system that stores all key assignments, artifacts, gateway requirements, and candidate assessments. Office of Educator Prepartion 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:

Jace Lamarre

TITLE:

Asst. Director of Education Licensure

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:

Shawna D'Amour

TITLE:

Director of Education Licensure