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SOUTHERN NEW HAMPSHIRE UNIVERSITY
Traditional Program

2017 | Title II
Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: SOUTHERN NEW HAMPSHIRE UNIVERSITY

Institution/Program Type: Traditional

Academic Year: 2015-16

State: New Hampshire

Address: 2500 North River Road

Manchester, NH, 03106

Contact Name: Cathy Stavenger

Phone: 603-668-2211

Email: c.stavenger@snhu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Business Education	No
Early Childhood Education	No
Education Technology Integration Specialist	No
Elementary Education	No
English Education	No
English Speakers of Other Languages (ESOL)	Yes
General Special Education	No
Mathematics Education	No
Music Education	No
Reading and Writing Specialist	No
Science Education	No
Social Studies Education	No
Total number of teacher preparation programs: 12	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year After completion of 30 UG credits; 12 graduate credits

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
www.snhu.edu

Please provide any additional comments about or exceptions to the admissions information provided above:

Before a candidate is admitted, their application, disposition and achievement is reviewed by the teacher certification committee. After completion of 30 UG credits; 12 Graduate credits.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Othersuccessfully complete student teaching	No	Yes

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.56

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.893

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes

Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
OtherSuccesfully complete student teaching	No	Yes

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2015-16

4

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.949

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2015-16:	484
Unduplicated number of males enrolled in 2015-16:	67
Unduplicated number of females enrolled in 2015-16:	417

2015-16	Number Enrolled
Ethnicity	
Hispanic/Latino of any race:	8
Race	
American Indian or Alaska Native:	4
Asian:	0
Black or African American:	5
Native Hawaiian or Other Pacific Islander:	0
White:	379
Two or more races:	9

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	17
Number of students in supervised clinical experience during this academic year	116

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

We will be going to year long of student teaching with the 2018-2019 school year for undergraduate students.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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))

Subject Area	Number Prepared
Education - General	4
Teacher Education - Special Education	40
Teacher Education - Early Childhood Education	11
Teacher Education - Elementary Education	65
Teacher Education - Junior High/Intermediate/Middle School Education	25
Teacher Education - Secondary Education	19
Teacher Education - Multiple Levels	16
Teacher Education - Agriculture	
Teacher Education - Art	

Teacher Education - Business	4
Teacher Education - English/Language Arts	7
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	2
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Social Science	
Teacher Education - Social Studies	7
Teacher Education - Technical Education	1
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	7
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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))

Academic Major	Number Reported
Education - General	4
Teacher Education - Special Education	9
Teacher Education - Early Childhood Education	10
Teacher Education - Elementary Education	65
Teacher Education - Junior High/Intermediate/Middle School Education	6
Teacher Education - Secondary Education	15
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	1
Teacher Education - English/Language Arts	7
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	2
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	4
Teacher Education - Social Science	
Teacher Education - Social Studies	7
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	1
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	

Teacher Education - English as a Second Language	4
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2015-16: 112

2013-14: 126

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

7

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

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

We were also recently approved for a secondary mathematics education program from the New Hampshire Department of Education. This will allow us to have more offerings in math education.

Provide any additional comments, exceptions and explanations below:

We are working with the arts and science leadership team to add more math faculty for content. Also, we are rolling out marketing programs to attract quality students as we expand membership in math education. In addition, the university leadership is dedicated to bringing more STEM programs to SNHU. For instance, we are building an Engineering, Technology and Aeronautics college as we absorb Daniel Webster College.

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

5

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

2

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

We offered science methods courses, as well as a variety of other education, in local schools so prospective teachers learn in a professional development environment. We increased marketing and added more detail to our www.snhu.edu website.

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

Provide any additional comments, exceptions and explanations below:

We are working on building additional partnerships with more schools and other businesses. We are doing professional development partnerships in schools and teaching undergraduate day student classes in STEAM schools.

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

4

Provide any additional comments, exceptions and explanations below:

on projects in a real life environment.

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

2

Provide any additional comments, exceptions and explanations below:

The university is committed to STEM programs and we are building a new engineering, technology and aeronautics school. By absorbing Daniel Webster College, there is a base of students and faculty to build off of that we hope to align with for science education.

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

50

Did your program meet the goal for prospective teachers set in special education in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

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

SNHU removed the option for dual certification in Elementary certification and Special Education certification at the graduate level. In order to strengthen the special education program the number of credits would exceed. We felt this was necessary to be able to put stronger special education students in the field.

Provide any additional comments, exceptions and explanations below:

We are focused on marketing our undergraduate and graduate programs to students. We constantly evaluate the program to ensure it is meeting standards as well as the needs of our schools.

Academic year 2016-17

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

35

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

30

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

2

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We have taught this program out and have banked it.

Academic year 2016-17

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

The state has moved to a NH TCAP assessment during student teaching. TCAP is similar to the TPA or PACT but tailored to NH's needs. The TCAP follows Danielson's Domains to ensure teacher effectiveness.

SNHU School of Education has recently been CAEP accredited for Elementary Education as well as all programs have successfully been renewed through the NH DOE for seven years.

Section III Assessment Pass Rates

Assessment code - Assessment name	Number	Avg.	Number	Pass
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Test Company Group	taking tests	score	passing tests	rate (%)
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	35	168	35	100
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	85	157	64	75
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	59	166	57	97
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2014-15	16	157	11	69
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	36	182	35	97
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	84	178	81	96
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	57	183	57	100
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	16	177	15	94
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	35	172	34	97
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	81	170	73	90
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	58	172	56	97
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	15	170	14	93
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	10	175	10	100
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS5024-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5024-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	8			
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	171	12	100
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	44	166	35	80
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	20	168	19	95
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) Other enrolled students	9			
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	43	173	42	98
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	72	171	64	89
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	67	172	61	91

ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	42	165	36	86
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students				
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) Other enrolled students	11	177	10	91
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	58	178	58	100
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	79	176	77	97
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	67	177	67	100
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	165	11	92
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	41	162	27	66
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	12	161	9	75
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) Other enrolled students	12	165	9	75

ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	31	171	31	100
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	77	168	71	92
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	67	168	62	93
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	161	10	83
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	41	157	23	56
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	14	156	11	79
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) Other enrolled students	12	160	8	67
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	49	168	48	98
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	76	165	71	93
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	67	167	63	94
ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	2			

ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	7			
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	27	232	13	48
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	35	227	11	31
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2015-16	73	244	56	77
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2014-15	89	246	71	80
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2013-14	6			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5047-MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5440-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5440-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS5440-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	3			

ETS0439-MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS0439-MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	109	179	109	100
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	106	179	106	100
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	106	176	106	100
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	6			
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2014-15	11	165	11	100
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2013-14	14	157	10	71

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	104	91	88
All program completers, 2014-15	116	92	79
All program completers, 2013-14	113	106	94

Section IV Low Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

CAEP

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

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.

All students have a mandatory course that integrates technology into the delivery of instruction. All candidates are expected to demonstrate competency in using 21st century teaching tools in their clinical work.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with

elements listed above are not currently in place.

All teacher candidates must take a course in how to provide instruction for children with disabilities. It is also incorporated into most coursework and is a requirement of clinical supervision and must be included in the eportfolio. In addition, more courses are taught in a local school where our students work with a diverse group of K-12 students in the field.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Special education candidates role play various roles as part of the IEP team. They observe (with permission) the process a child goes through to become eligible for special education under IDEA. Students must demonstrate proficiency and provide evidence in their eportfolio. In addition, more courses are taught in a local school where our students work with a diverse group of K-12 students in the field.

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

SNHU employs Chalk and Wire as a tool to evaluate the program and each teacher candidate based on the rules established by the NH DOE. SNHU requires all students to complete the NH TCAP (a statewide, IHE evaluation model) as part of the student teaching evaluation. NH Foundations of Reading from Pearson was added to the elementary and early childhood certification requirements in NH. The test was introduced late in a teaching cycle. SNHU required students to take the test, not pass it, at least once before student teaching. The students will have to pass it before being recommended for certification though. The overall Foundations of Reading scores for SNHU, and the state, are low. After analysis of SNHU passing rates, the drop in passers was directly related to the new test requirement.

Supporting Files

Complete Report Card

AY 2015-16