CT

Sacred Heart University
Traditional Report AY 2021-22
Connecticut

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

130253

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

5151 Park Avenue

CITY

Fairfield

STATE

Connecticut ▼

ZIP

06825

SALUTATION

Ms. ▼

FIRST NAME

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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
13.1202	Elementary Education	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

8

Program Requirements

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

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

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

Undergraduate Requirements

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

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

○ Yes

● No

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

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

Element	Admission		Completion	
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify: [ ]	○ Yes	○ No	○ Yes	○ No

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

[   ]

3. 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.)

[   ]

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

Sacred Heart University offers a five-year program, which is available to Sacred Heart undergraduates who wish to pursue initial teaching certification. In this program, undergraduates apply and are conditionally admitted to the program in their sophomore year, and as part of their BA/BS degrees in an academic major, they take 21 credits of education courses. After earning their BA/BS degrees, they complete requirements for initial certification and for the MAT degree during their fifth year.

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: Signed Statement of Understanding Re: Background Checks & Professional Con…	● 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.)

2.8

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:

Students applying to the Isabelle Farrington College of Education & Human Development Five-Year Program must meet the required 2.80 undergraduate cumulative GPA to be considered for admission. If you are an Interdisciplinary Studies major and do not gain admission to the five-year education program, you must choose another major. Effective July 1, 2016 a satisfactory score on the Praxis Core Academic Skills exam is no longer required for admission to teacher education programs, however Sacred Heart still requires all applicants to submit Praxis Core scores or equivalent test for a waiver. Each person's results shall be used as a diagnostic tool for the purposes of providing any necessary remedial instruction to such person while enrolled in a teacher education program.? Effective September 1, 2019, a passing score based on national professional performance standards will be required for edTPA for all initial licensure teacher candidates enrolled in a CSBE-approved EPP program and completing student teaching, including Connecticut alternate route to certification (ARC) programs: For all edTPA handbook certification areas based on 15 scoring rubrics, the national professional performance standard range is 37–42 score points (adjustment of minus a full standard error of measurement). For the edTPA World Language and Classical Languages handbook based on 13 scoring rubrics, the national professional performance standard range is 32–36 score points (adjustment of minus a full standard error of measurement). For the edTPA Elementary Education – Literacy with Mathematics Task 4 handbook based on 18 scoring rubrics, the national professional performance standard range is 44–50 score points (adjustment of minus a full standard error of measurement). The initial edTPA passing scores for Connecticut are shown below for each of the three handbook types. Each cut score represents one Standard Error of Measurement (SEM) below the national recommended professional performance standard. The CSBE will monitor implementation of edTPA and review candidate performance data annually to determine if adjustments to cut scores are warranted in the future. CONNECTICUT EDTPA CUT SCORES 13 Scoring Rubrics: 32 (65 Possible Points) 15 Scoring Rubrics: 37 (75 Possible Points) 18 Scoring Rubrics: 44 (90 Possible Points)

Supervised Clinical Experience

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

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

Are there programs with student teaching models?

● **Yes**
○ **No**

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

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching	120
Number of clock hours required for student teaching	480

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

○ Yes

● No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	20
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	114
Number of students in supervised clinical experience during this academic year	114

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

The supervised clinical experience is designed to prepare candidates to become classroom-ready professionals who will be approved for Initial Teacher Certification in Connecticut. Aligned to *national and state standards, the experience targets Isabelle Farrington College of Education & Human Development's (FCEHD's) final objectives to prepare highly qualified teachers who have the knowledge, skills, and dispositions to integrate content and pedagogy to effectively meet the needs of all learners. To be recommended for teacher certification, a candidate must successfully complete the supervised clinical experience requirement. Teacher candidates complete a minimum of 12 weeks of student teaching (60 school calendar days). A school calendar day is defined as an instructional day listed on the official school district calendar. Teacher candidates follow the school district calendar rather than Sacred Heart University (SHU) calendars. Teacher candidates do not assume any intern responsibilities during their student teaching weeks. Candidates are also required to submit an edTPA portfolio (nationally-implemented Teacher Performance Assessment) for official scoring and attend an on-campus seminar.

Enrollment and Program Completers

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

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	278
Subset of Program Completers	123

Gender	Total Enrolled	Subset of Program Completers
Male	66	17
Female	212	106
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	0
Black or African American	4	1
Hispanic/Latino of any race	21	6
Native Hawaiian or Other Pacific Islander	0	0
White	241	111

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	8	5
No Race/Ethnicity Reported	2	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	8	5
No Race/Ethnicity Reported	2	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.

> **THIS PAGE INCLUDES:**
>
> >> Teachers Prepared by Subject Area
>
> >> Teachers Prepared by Academic Major

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

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

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

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

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

CIP Code	Subject Area	Number Prepared
13.10	**Teacher Education - Special Education**	
13.1202	**Teacher Education - Elementary Education**	92

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
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	15
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	6
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	4
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	16
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	8
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 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

What are CIP Codes?

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

○ Yes

● No

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

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
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	
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	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
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:**

   Sacred Heart University requires that candidates take course: Introduction to Exceptionalities, which focuses on identification of students with exceptional needs as well as methods of meeting their educational needs in regular and special classroom settings. Exceptionalities studies include all areas identified by national and state mandates. There is a 5-hour service-learning requirement in a PK-12 educational setting. Teacher candidates are also required to take course: Culturally Sustaining Education, which requires teacher candidates to reflect on their identities, inquire into the experience of others, and examine individual, interpersonal, institutional, and systemic barriers that limit educational opportunities and outcomes for many students. The course draws on history, policy, theory, and praxis to enable teacher candidates to draw from students' cultural, religious, family, intellectual, and personal assets in strategies that effectively support all students' personal and academic success in a diverse society. The Isabelle Farrington College

of Education & Human Development ensures that all candidates complete field hours in diverse public school districts in order to prepare them to teach students of different backgrounds and abilities.

Annual Goals: Mathematics

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

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

The program's goal was to prepare additional secondary mathematics teachers through the Noyce Grant.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

The Noyce Scholarship program provides scholarships beginning with junior and senior years at Sacred Heart University, as well as funding to complete their Master of Arts in Teaching. Students will have opportunities to participate in specially designed seminars and courses to enhance their preparation as elementary, secondary biology, or secondary math teachers, as well as field experience specific to STEM education. Candidates will become trained to take their place in the exciting world of STEM education in conjunction with the cultural competence, pedagogical knowledge, and dispositions to be a successful teacher in a high needs school district.

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

Offering the NOYCE Secondary (BioME) Scholarship program beginning with juniors and seniors, and into their graduate teacher program. A 2 credit

course for all BioME scholars (taken each semester of Junior and Senior year, total of 8 credits) will focus on integrating mathematics and science via the NGSS and CCSS-M frameworks as well as building an awareness of STEM educational issues. Then a 3 credit course for all BioME scholars (taken once during MAT program) offers emphasis on the organization of instruction around intellectually substantive and complex phenomena.

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

Workshops will be offered each semester and feature practicing teachers and administrators in STEM fields. Topics will include development and honing of teaching methods and pedagogy, lesson plan design, and broader issues in mathematics and biology education, with a focus on preparation for working in high-needs school settings. All BioME scholars will receive funding to maintain memberships in one local and one national professional society related to their concentration (biology or mathematics). In addition, BioME scholars will receive annual travel funding to attend a professional conference.

Review Current Year's Goal (2022-23)

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

- ● Yes
- ○ No

8. Describe your goal.

Continue outreach to the undergraduate population by providing information regarding the Noyce Secondary Scholarship program to increase enrollment by an additional 3 mathematics teacher candidates.

Set Next Year's Goal (2023-24)

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

- ● Yes
- ○ No

10. Describe your goal.

Continue outreach to the undergraduate population by providing information regarding the Noyce Secondary Scholarship program to increase enrollment by an additional 3 mathematics teacher candidates from previous year's enrollment.

Annual Goals: Science

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

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

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

- Quantifiable Goals

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

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

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

- ⦿ Yes
- ⦾ No

2. Describe your goal.

The program's goal was to prepare an additional 3 teachers in science teacher education.

3. Did your program meet the goal?

- ⦿ Yes
- ⦾ No

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

Active recruiting by promoting the NOYCE Secondary Education Scholarship Program and integrating mathematics and science via NBSS and CCSS-M frameworks as well as builging an awareness of STEM educaitonal issues.

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

The Noyce Scholarship program provides scholarships beginning with junior and senior years at Sacred Heart University, as well as funding to complete their Master of Arts in Teaching. Students will have opportunities to participate in specially designed seminars and courses to enhance their preparation as elementary, secondary biology, or secondary math teachers, as well as field experience specific to STEM education. Candidates will become trained to take their place in the exciting world of STEM education in conjunction with the cultural competence, pedagogical knowledge, and dispositions to be a

successful teacher in a high needs school district.

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

Beginning in their junior year, scholars will be assigned one faculty advisor from their STEM department and a second advisor from the education faculty. These advisors will meet with the scholars a minimum of once per semester to discuss the scholar's academic plan and coursework needed to complete both the STEM degree and the MAT. All BioME NOYCE Scholars will complete a six week service learning internship experience in an educational setting which could include non-profit educational outreach programs, tutoring programs, summer school programs. Workshops will be offered each semester and feature practicing teachers and administrators in STEM fields. Topics will include development and honing of teaching methods and pedagogy, lesson plan design, and broader issues in mathematics and biology education, with a focus on preparation for working in high-needs school settings. All BioME scholars will receive funding to maintain memberships in one local and one national professional society related to their concentration (biology or mathematics). In addition, BioME scholars will receive annual travel funding to attend a professional conference.

Review Current Year's Goal (2022-23)

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

- ● Yes
- ○ No

8. Describe your goal.

Continue outreach to the undergraduate population by providing information regarding the Noyce Scholarship program, increasing enrollment to 6 science teacher candidates.

Set Next Year's Goal (2023-24)

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

- ● Yes
- ○ No

10. Describe your goal.

Continue to increase enrollment by 3 additional science teacher candidates each academic year.

Annual Goals: Special Education

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

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

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

- Quantifiable Goals

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

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

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

   🔘 **Yes**
   ⚪ **No**

2. **Describe your goal.**

   Goals were kept minimal with a total of 7 candidates for the first offerings of the Master of Education in Special Education and Sixth Year Certificate programs combined.

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

   🔘 **Yes**
   ⚪ **No**

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

   Starting in fall 2021, Sacred Heart University's Isabelle Farrington College of Education began offering a part-time, online Sixth-Year degree program in Special Education. The certificate of advanced studies is an 18-month, 30-credit program for students with a master's degree who want to continue their professional growth and understanding of teaching and learning in special education. Sacred Heart also began offering an online cross-endorsement track for students pursuing their Master of Education degree with a concentration in special education. The 30-credit program takes one year to complete. Upon completion of either track, students may apply to the state for their special education cross-endorsement certification for kindergarten through grade 12.

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

Sacred Heart University's flexible, online Sixth-Year degree in Special Education and online Master of Education programs are designed for working professionals. Clinical requirements are intentionally scheduled during summer sessions to minimize potential employment-related conflicts. All clinical requirements are supported using state-of-the-art technology, allowing for outstanding supervision and feedback to students.

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

Review Current Year's Goal (2022-23)

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

- ● Yes
- ○ No

8. Describe your goal.

Between both the Master in Education with concentration in Special Education and the Sixth-Year Degree in Special Education, the goal is to increase enrollment to 10 candidates.

Set Next Year's Goal (2023-24)

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

- ● Yes
- ○ No

10. Describe your goal.

The 2023-24 goal for special education candidates will be focused on the Five Year undergraduate to graduate program where elementary candidates will have the opportunity to become cross-endorsed in special education.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

- Quantifiable Goals

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

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

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

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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

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

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

Review Current Year's Goal (2022-23)

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

○ Yes

● No

8. Describe your goal.

Set Next Year's Goal (2023-24)

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

○ Yes

● No

10. Describe your goal.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	94	170	73	78
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	78	168	64	82
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	68	173	62	91
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	107	170	92	86
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	82	164	60	73
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	79	167	69	87
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	69	168	65	94
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	106	170	104	98
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	78	165	54	69
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	81	167	65	80

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	69	168	62	90
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	106	169	97	92
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	77	160	51	66
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	79	163	64	81
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	68	165	58	85
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	106	167	95	90
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	8			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	12	175	11	92
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	10	173	9	90
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	19	176	18	95
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	14	258	13	93
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	36	247	32	89
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	35	252	32	91
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	5			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	64	249	57	89
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20	9			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20	93	251	81	87
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	13	166	13	100
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	17	166	11	65
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	14	165	9	64
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	11	176	10	91
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	18	169	13	72
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	2			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	2			

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, 2021-22	124	90	73
All program completers, 2020-21	114	95	83
All program completers, 2019-20	172	146	85

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:

NECHE

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.**

   All candidates are required to enroll in course: Educational Technology, which familiarizes participants with methods for integrating technology to support teaching and learning in the 1-12 curriculum. A variety of software programs will be used that are applicable to a variety of learners as well as to enhance professional productivity. Participants will acquire basic strategies for evaluating and incorporating technology resources into the curriculum and legal, ethical and safety issues regarding technology use will be analyzed. A PC with Microsoft Office and Internet access is required. A three-hour field experience in a diverse 1-12 educational setting is required. Technology use is also specified in all course syllabi. Furthermore, Sacred Heart uses technology to manage and process assessment data for reporting and for continuous improvement plans. Faculty and staff also model technology use for candidates, and the Office of Instructional Technology offers support and training for faculty, staff, and students throughout the year.

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**

   Sacred Heart University requires that candidates take course, Introduction to Exceptionalities, which focuses on the identification of exceptional students as well as methods of meeting their educational needs in general education and special education classroom settings. Issues surrounding inclusion are considered, as well as inclusive practices, models, and strategies. Exceptionalities studied include all areas defined by Public Law 94-142 and Public Law 101-476. Includes a five-hour service-learning experience in a PK-12 educational setting. Sacred Heart also requires that candidates take course, Culturally Sustaining Education, which is designed to foster understanding of diversity. Teacher candidates will reflect on their identities, inquire into the experience of others, and examine individual, interpersonal, institutional, and systemic barriers that limit educational opportunities and outcomes for many students. The course draws on history, policy, theory, and praxis to enable candidates to draw from students' cultural, religious, family, intellectual, and personal assets in strategies that effectively support all students' personal and academic success in a diverse society.

   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*.**

   Please see response to 1a. description.

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

   Please see response to 1a. description.

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**

   Special Education Teacher Candidates take course, Identification and Evaluation, which covers assessment concepts and processes including legal, referral, evaluation, and eligibility, as well as assessment for instructional decision-making. Identifying and assessing any student is a complex process mediated by state and federal guidelines, individual rights, cultural issues, and school resources. Assessments emphasize developmentally appropriate education advanced through a holistic, strengthbased picture of all learners, including those with disabilities and those from culturally/linguistically diverse backgrounds. Special attention will be placed on working with students who have English language learning needs. Assessments for the course are designed to use relevant assessment data to develop an appropriate Individualized Education Program (IEP). Candidates select and administer both formal and informal assessment tools that are appropriate and exceptionality specific. Candidates also consider the role of the parent or caregiver in assessment and collaboration. Candidates investigate the transition from birth to three (IDEA Part C) to the PK-12 education system.

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.***

Special Education Teacher Candidates participate in two, full-time, six-week practical training placements. These placements enable the Special Education Teacher Candidate to act as a collaborative co-teacher in a special education environment. Candidates participate fully in IEP development, monitoring, and planning, as well as attend IEP meetings. These experiences afford the opportunity to work with a multidisciplinary team to meet the concerns and needs of children and youth with disabilities. Candidates also work on daily communication skills and collaborative techniques with families leading to development of a parent engagement plan. The practicum supports candidates to address unit, state, and Council for Exceptional Children standards.

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

In addition to course, Identification and Evaluation (see description in 2a.), Special Education Teacher Candidates are required to take Literacy of the Special Learner. This course is designed to prepare educators to improve the reading achievement of students with or at-risk for significant reading difficulties or disabilities. This course focuses on reading theory, explicit instruction and assessment in each of the five components of reading, and a framework for intensive intervention and data-based decision-making with diverse student populations. There will also be a focus on the atypical development and educational needs of students who experience difficulties in acquiring the literacy skills of listening, speaking, reading, and writing.

Contextual Information

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

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

Contextual Information

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

Sacred Heart University's Farrington College of Education & Human Development received CAEP Accreditation in Fall 2018. The Isabelle Farrington College of Education & Human Development offers the Interdisciplinary Studies major which educates to the broad sweep of the humanities, social sciences and natural sciences. Together with other Sacred Heart University core requirements for the bachelor's degree, the major provides graduates with the necessary foundation for successful teaching of academic content in the elementary school. The Interdisciplinary Studies major is designed for students considering the Farrington College of Education & Human Development's Five-Year Program, in which students can earn their bachelor's degree and their Master of Arts in Teaching, along with initial teacher certification in the state of CT in elementary education. The major meets CT State Department Education regulations for the interdisciplinary major. The Interdisciplinary Studies major for aspiring elementary teachers is designed with the intention to provide candidates with a balanced set of courses in the arts and sciences—English, history, political science, geography, mathematics, biology, chemistry and physics—as well as the opportunity to explore one of the aforementioned areas in depth. Five-year program students who complete their certification in elementary education have the opportunity to become cross-endorsed in special education. Five-year students in all certification areas can also become cross-endorsed in computer science education. The Farrington College of Education & Human Development's graduate program leads to certification in Secondary Education (grades 7-12; Biology, Chemistry, English, General Science, Mathematics, Social Studies/History and Spanish) or Music (grades PK-12). Additionally, Sacred Heart University's Noyce Scholarship Program seeks to increase the number, quality, and effectiveness of elementary, secondary biology, and secondary mathematics teachers interested in teaching in high-needs school districts across the United States. The Noyce Scholarship program provides scholarships beginning with junior and senior years at Sacred Heart University, as well as funding to complete their Master of Arts in Teaching. Students will have opportunities to participate in specially designed seminars and courses to enhance their preparation as elementary, secondary biology, or secondary math teachers, as well as field experience specific to STEM education. Candidates will become trained to take their place in the exciting world of STEM education in conjunction with the cultural competence, pedagogical knowledge, and dispositions to be a successful teacher in a high needs school district.

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:

Diana Fitzsimons

TITLE:

System Manager

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:

Mel Horton

TITLE:

Associate Dean