

CT

Sacred Heart University
Traditional Report AY 2022-23
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

☐ 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

Diana

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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](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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:

Students apply to the Bachelor's - Master of Arts in Teaching Dual Degree Program as incoming freshmen and are admitted directly into the graduate program at the same time as their admission as undergraduate students. Dual degree students are guaranteed a place in the Master of Arts in Teaching program provided they continue, as undergraduate students, to meet program-specific criteria to progress into enrollment in the graduate program. Dual degree students, therefore, have a space reserved for them in the graduate program beginning in their first year, with clear criteria and achievements required to progress into the graduate program.

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

Element	Admission	Completion
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
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:

Dual degree students must meet program-specific guidelines to progress through the dual degree program and enroll in the MAT program. Dual degree students must meet the required 2.8 undergraduate cumulative GPA, as well as grade of C or better in all undergraduate Interdisciplinary Studies courses, by January 15 of the sophomore year to begin taking undergraduate education courses in order to progress to enrollment in the MAT program. Successful completion of the bachelor's degree with a minimum cumulative GPA of 2.8 or higher to matriculate into the MAT program. 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 2022-23. ([§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	180
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	
<u>Years</u> required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	21
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	105
Number of students in supervised clinical experience during this academic year	105

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2022-23 Total	
Total Number of Individuals Enrolled	281
Subset of Program Completers	123

Gender	Total Enrolled	Subset of Program Completers
Male	60	34
Female	221	89
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	5	2
Black or African American	5	2
Hispanic/Latino of any race	27	17
Native Hawaiian or Other Pacific Islander	0	0
White	235	99

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	7	2
No Race/Ethnicity Reported	2	1

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

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

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

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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 2022-23

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	

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	80
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	10
13.1306	Teacher Education - Foreign Language	1
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	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	18
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
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: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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 2022-23

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	

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - 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	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	
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	

CIP Code	Academic Major	Number Prepared
54	History	
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\(b\)\)](#)

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. 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.

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 (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? 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 from previous year's enrollment.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

Continue outreach to the undergraduate population, and inform them of the Prepare & Promise Residency program, in which partnering districts agree to pay for 30 credits of Master's Degree credits, as well as promise to offer a teaching position upon successful completion of both certification and graduation requirements.

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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

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

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 (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

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

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

Continue outreach to the undergraduate population, and inform them the Prepare & Promise Residency program, in which partnering districts agree to pay for 30 credits of Master's Degree credits, as well as promise to offer a teaching position upon successful completion of both certification and graduation requirements.

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.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. 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.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

5 candidates in the Master in Education: Special Education program and 12 Sixth Year Degree in Special Education were recruited from recent alumni candidates.

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 (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

8. 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.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Expanding the Special Education programs, an initial certification in Special Education has been added to the college with first cohort in 2024-25: Goal numbers for 24-25 are as follows: • 11 cross endorsement 5th year MAT candidates • 5-7 MAT initial license • 10 combined MEd and 6th year Special Ed

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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 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 (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? 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.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	9			

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, 2022-23	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	94	170	75	80
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	69	173	64	93
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	81	168	68	84
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	72	173	67	93
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	91	165	71	78
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	70	170	66	94
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	83	167	73	88
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	73	168	71	97
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	86	169	68	79
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	69	171	64	93

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, 2021-22	83	168	73	88
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	72	169	67	93
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	80	161	53	66
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	70	165	62	89
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	81	164	70	86
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	72	165	68	94
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	7			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	9			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	12	176	12	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	11	174	10	91
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	1			

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	41	257	40	98
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	62	258	61	98
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	1			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	42	241	33	79
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	33	255	32	97
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	13	241	12	92
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	58	253	57	98
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
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			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	8			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			

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) Other enrolled students	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	3			
ACT1018 -OPI 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 Other enrolled students	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2022-23	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	169	7	58
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	15	168	15	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	14	166	10	71
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	11	176	10	91
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, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	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\(a\)\(1\)\(B\)\)](#)

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.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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, 2022-23	104	94	90
All program completers, 2021-22	126	100	79
All program completers, 2020-21	116	106	91

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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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.

Our teacher education program uses and integrates the ISTE Standards for Educators which provides a framework for educators to integrate technology effectively into their practice. An overview of the standards and how we integrate them is as follows: ISTE Educator Standard 1: Learner: The program ensures that teachers-in-training are continuous learners, adept at using technology to explore new ideas and enhance their professional growth. Evidence includes reflections, portfolios, or projects demonstrating how candidates have used technology to engage in self-directed learning. ISTE Educator Standard 2: Leader: Teachers are prepared to model and promote digital leadership within their educational communities. Evidence includes examples of candidates leading technology integration initiatives, facilitating professional development workshops, or serving as mentors to peers. ISTE Educator Standard 3: Citizen: Teachers are equipped to model digital citizenship and responsibility, both for themselves and their students. Evidence could include examples of candidates promoting safe, ethical, and responsible technology use within their classrooms and school communities. ISTE Educator Standard 4: Collaborator: Teacher candidates develop skills to collaborate effectively with colleagues, students, and parents using digital tools and resources. Evidence includes candidates collaborating on technology-enhanced projects, participating in online professional learning communities, or communicating with parents using digital platforms. ISTE Educator Standard 5: Designer: Teachers learn to design authentic, learner-centered learning experiences that integrate technology effectively. Evidence includes lesson plans, unit designs, or project-based learning experiences that demonstrate candidates' ability to design technology-rich learning environments. ISTE Educator Standard 6: Facilitator: Teachers are prepared to facilitate learning experiences that promote student agency, inquiry, and self-directed learning. Evidence includes candidates using technology to facilitate student-driven inquiry projects, personalized learning experiences, or collaborative problem-solving activities. ISTE

Educator Standard 7: Analyst: Teachers candidates develop skills to collect, analyze, and interpret data to inform their instructional practice. Evidence includes candidates using technology tools to gather and analyze student data, assess learning outcomes, and make data-driven instructional decisions. To use technology for data analysis and improve teaching and learning, the program:

- Utilize Data Collection Tools: Candidates learn to use technology tools such as learning management systems, assessment platforms, or data visualization tools to collect and organize student data.
- Analyze Learning Outcomes: Candidates are trained to analyze student achievement data, identify trends, and assess the effectiveness of instructional strategies using technology tools.
- Personalize Instruction: Candidates learn to use technology to differentiate instruction based on individual student needs and preferences, leveraging data insights to tailor learning experiences.
- Inform Instructional Decision-Making: Candidates use data to inform their instructional decision-making, identifying areas for improvement and adjusting teaching strategies accordingly.
- Monitor Progress: Technology is utilized to track student progress over time, providing timely feedback and interventions to support student learning.

Required courses such as Curriculum, Methods, Assessment, Differentiation, and Intro to Exceptionalities all address the above but all courses in the program reference the ISTE standards.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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 students with exceptional needs as well as methods of meeting their educational needs in regular and special classroom settings.Exceptionalities studied include all areas identified by national and state mandates. 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 are required to complete 2 Practicums as part of their program. The first Practicum placement focuses on serving students with high incidence disabilities while enabling the 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 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. The second Practicum placement focuses on serving students with low incidence disabilities. This placement involves practical training in and hands-on experience with special education and related services. 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.

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.

Special Education Teacher Candidates are required to take Literacy of the Special Learner. This course is designed to prepare educators to improve the literacy achievement of students with or at-risk for significant reading difficulties or disabilities. This course focuses on literacy 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 development and educational needs of students with dyslexia or who experience other difficulties in acquiring the literacy skills of listening, speaking, reading, and writing.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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, Farrington College of Education and Human Development

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:

Dr. Mel Horton

TITLE:

Dean, Farrington College of Education and Human Development