

Program Rating Sheet - Southern New Hampshire University

Manchester, New Hampshire

Undergraduate Secondary Teacher Prep Program: Bachelor of Arts in Secondary English Education with Certification



A rating for this program based on scores on applicable key standards could not be calculated. For more on standard scores and program ratings, see our [methodology](#).

Summary of Scores on Undergraduate Secondary Standards*

Key Standards

Selection Criteria	★★★★★
Common Core Middle School Content	★★★★★
Common Core High School Content	★★★★★
Student Teaching	NR

Other Standards

Classroom Management	NR
Lesson Planning	NR
Assessment and Data	NR
Equity	Not reported this year
Secondary Methods	NR
Outcomes	NR
Evidence of Effectiveness	NA

*Elementary and special education programs are evaluated with a different set of Teacher Prep Review standards. For more on which standards apply to each type of program, see our [methodology](#).

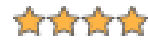
Program rating scores:

- ★★★★★ Program provides very strong preparation
- ★★★★ Program provides strong preparation
- ★★★ Program provides adequate preparation
- ★★ Program provides weak preparation
- ★ Consumer alert

Standard scores:

- 🏆 Strong Design
- ★★★★ Meets standard
- Ⓟ Passes standard
- ★★★★★ Nearly meets standards
- ★★★ Partly meets standard
- ★★★ Meets a small part of standard
- ✖ Fails standard
- ★★★★ Does not meet standard
- NA Not applicable
- NR Not rated (most likely because data not provided)

Selection Criteria



Scoring Comment

The standards for admission into either the institution or its teacher preparation program should select teacher candidates from only the top half of the college population.

The program fully meets the standard because candidates for admission to teacher preparation programs must have obtained a grade point average of 3.0 or higher, providing assurance that they have the requisite academic talent.

Common Core Middle School Content



Scoring Comment

Middle school teachers need in-depth content knowledge preparation in order to deliver high-level instruction to their students. For middle school teacher candidates who teach a specific academic discipline (e.g., mathematics), the program should require them to earn a major. Middle school candidates preparing to be general science or social science teachers should be required to earn the equivalent of two minors in related academic disciplines.

We have evaluated programs on this standard with an eye in each state both to state regulations and to widespread interpretation of regulatory intent among teacher preparation programs. For more information, please consult the methodology report for this standard.

The institution fully meets the standard because all certification pathways offered ensure that middle school teacher candidates have sufficient content knowledge in every subject they will be qualified to teach. These pathways include:

- *Middle School Mathematics*
- *Middle School Sciences*

Common Core High School Content



Scoring Comment

Without a thorough grasp of the subject they will teach — typically acquired by a major in an academic discipline — high school teachers will be unable to provide the sophisticated level of instruction that their students will need to progress. All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages that are used to justify preparation shortcuts.

The institution fails to meet the standard because the certification pathway below is the only one that ensures that high school teacher candidates have sufficient content knowledge in every subject they will be qualified to teach:

- English

Sufficient content knowledge is not ensured in:

- Social Sciences

Student Teaching

NR

Classroom Management

NR

Lesson Planning

NR

Assessment and Data	NR
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Equity	Not reported this year
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Secondary Methods	NR
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Outcomes

NR

Evidence of Effectiveness

NA

Scoring Comment

A rating on this standard is not applicable because evaluation depends on reports on the relative effectiveness of the program's graduates from a student performance data model and the program's state does not publish any such report.