MI | **Calvin University**
Traditional Report AY 2022-23
Michigan

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

169080

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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List of Programs

THIS PAGE INCLUDES:

›› List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1317	Teacher Education - Social Sciences	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

19

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

19

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.)

2.5

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.)

2.5

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

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
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No

Element	Admission		Completion	
Recommendation(s)	● Yes	○ No	● Yes	○ No
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.)**

> 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.)**

> 2.5

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

> Minimum GPA required to complete the Post-bachelor non-degree initial certification program = 2.5 Minimum GPA required to complete the Master of Arts in Teaching initial certification program = 3.0

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	200
Number of clock hours required for student teaching	400

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	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	15
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	163
Number of students in supervised clinical experience during this academic year	139

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

Multiple clinical experiences are required throughout the program. The university directs placement in order to ensure a variety of learning environments and grade levels as well as ensuring that every student has cross-cultural experiences. EDUC 241 Inclusive Teaching: Ability, Language, and Multicultural Education includes clinical work where candidates have an opportunity to engage with learners in one on one and small group settings. During Internship I, each student is placed in a classroom in a local school. They serve as teacher aides in the classroom four mornings a week for at least nine weeks, totaling about 100 hours. They assist with tutoring and small group leading, grade assignments, prepare materials, lead large group activities, design a unit plan and enact 3-5 of the lesson plans. Internship I instructors observe each candidate at least three times as they lead small or large group instructional activities. Candidates student teach full-time for 14 weeks during Internship II. While in the student teaching placement, candidates fully participate in the learning community. In addition to the scope of the mentor teacher's responsibilities, this also includes staff meetings, school community events (parent teacher conferences) as well as professional development. Students earning the early childhood or cognitive impairment endorsements complete additional student teaching placements aligned with state requirements. Teacher candidates are assessed by their mentor teacher and college supervisor. Formal evaluations are completed at the midpoint and conclusion of each student teaching experience by the teacher candidate, mentor teacher(s) and college supervisor.

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

2022-23 Total	
Total Number of Individuals Enrolled	230
Subset of Program Completers	67

Gender	Total Enrolled	Subset of Program Completers
Male	55	14
Female	175	53
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	31	11
Black or African American	3	0
Hispanic/Latino of any race	7	1
Native Hawaiian or Other Pacific Islander	0	0
White	185	54

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	1
No Race/Ethnicity Reported	0	0

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

Teachers Prepared

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

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

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

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

- Academic Major

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**	9

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	39
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	67
13.1210	Teacher Education - Early Childhood Education	9
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	10
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	16
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	5
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	4
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	

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	4
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	10
13.1202	Teacher Education - Elementary Education	39
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	11
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	7

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	5
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	4
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	1
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))**

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:**

   Candidates complete early and numerous field placements in a variety of school settings (urban, suburban, rural, public, non-public, etc.). These activities ensure that students and faculty members are aware of the needs of schools and the instructional decisions educators face. All special education candidates complete the full liberal arts curriculum as well as literacy, mathematics, science, and social studies pedagogy courses so that they are prepared to provide instruction in core academic subjects. Differentiated planning and instruction is emphasized throughout the program, with educators prepared to identify and meet the needs of students with disabilities, limited English proficiency, and/or from low-income families.

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 (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.

We plan to certify at least 10 initial certificate candidates in mathematics during 2022-23.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We offer and promote the TEACH grant of $4000 per year, which is available for students who plan to teach in schools serving low-income students. We are also promoting the new Michigan Future Educator Fellowship grant funding of up to $10,000 per year. Candidates are counseled to consider teacher shortage areas while meeting with faculty advisors and via printed and online information about selecting majors and minors.

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.

We plan to certify at least 11 initial certificate candidates in mathematics during 2023-24.

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.

We plan to certify at least 12 initial certificate candidates in mathematics during 2024-25.

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 (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.

We plan to certify at least 10 initial certificate candidates in science during 2022-23.

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:

We offer and promote the TEACH grant of $4000 per year, which is available for students who plan to teach in schools serving low-income students. We are also promoting the new Michigan Future Educator Fellowship grant funding of up to $10,000 per year. Candidates are counseled to consider teacher shortage areas while meeting with faculty advisors and via printed and online information about selecting majors and minors.

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.

We plan to certify at least 10 initial certificate candidates in science during 2023-24.

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.

We plan to certify at least 10 initial certificate candidates in science during 2024-25.

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 (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.

We plan to certify at least 10 initial certificate candidates in special education during 2022-23.

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:

We offer and promote the TEACH grant of $4000 per year, which is available for students who plan to teach in schools serving low-income students. We are also promoting the new Michigan Future Educator Fellowship grant funding of up to $10,000 per year. Candidates are counseled to consider teacher shortage areas while meeting with faculty advisors and via printed and online information about selecting majors and minors. Our program has been revised to allow special education as a stand-alone program without the previously required certification in an additional endorsement - this will assist with program recruitment.

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.

We plan to certify at least 10 initial certificate candidates in special education during 2023-24.

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.

We plan to certify at least 10 initial certificate candidates in special education during 2024-25.

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 (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.

We plan to certify at least 10 initial certificate candidates in English as a second language during 2022-23.

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:

We offer and promote the TEACH grant of $4000 per year, which is available for students who plan to teach in schools serving low-income students. We are also promoting the new Michigan Future Educator Fellowship grant funding of up to $10,000 per year. Candidates are counseled to consider teacher shortage areas while meeting with faculty advisors and via printed and online information about selecting majors and minors.

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.

We plan to certify at least 10 initial certificate candidates in English as a second language during 2023-24.

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.

We plan to certify at least 10 initial certificate candidates in English as a second language during 2024-25.

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 (%)
125 -BILINGUAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
075 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	1			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	3			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
101 -CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2022-23	1			
101 -CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2020-21	1			
115 -COGNITIVE IMPAIRMENT Evaluation Systems group of Pearson All program completers, 2022-23	2			
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	39	255	39	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	35	249	35	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	48	259	48	100
002 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2022-23	7			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2021-22	8			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	3			
086 -ENGLISH AS A SECOND LANGUAGE Evaluation Systems group of Pearson All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
086 -ENGLISH AS A SECOND LANGUAGE Evaluation Systems group of Pearson All program completers, 2020-21	1			
023 -FRENCH Evaluation Systems group of Pearson All program completers, 2022-23	1			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	3			
112 -HEALTH AND P.E. SUBTEST 1: HEALTH EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
112 -HEALTH AND P.E. SUBTEST 1: HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
113 -HEALTH AND P.E. SUBTEST 2: PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
113 -HEALTH AND P.E. SUBTEST 2: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
009 -HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2020-21	3			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2021-22	3			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2020-21	5			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson Other enrolled students	2			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2022-23	8			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2021-22	1			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2020-21	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	5			
019 -PHYSICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	3			
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2022-23	1			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2022-23	4			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2021-22	5			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2020-21	6			
028 -SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2022-23	2			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2021-22	3			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2020-21	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004 -SPEECH Evaluation Systems group of Pearson All program completers, 2021-22	1			
004 -SPEECH Evaluation Systems group of Pearson All program completers, 2020-21	1			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	2			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	3			

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, 2022-23	67	67	100
All program completers, 2021-22	58	58	100
All program completers, 2020-21	84	84	100

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

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

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

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

- ☑ **State**
- ☑ **CAEP**
- ☑ **AAQEP**
- ☐ **Other specify:**

[   ]

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

    Does your program prepare teachers to:

    a. **integrate technology effectively into curricula and instruction**

    ● Yes
    ○ No

    b. **use technology effectively to collect data to improve teaching and learning**

    ● Yes
    ○ No

    c. **use technology effectively to manage data to improve teaching and learning**

    ● Yes
    ○ No

    d. **use technology effectively to analyze data to improve teaching and learning**

    ● Yes
    ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

    Candidates learn to use various technological resources during their teacher preparation at Calvin University. Calvin's classrooms are fitted with integrated web-accessible computers and projection systems so that instructors can easily demonstrate and utilize the full range of electronic resources in their teaching. Professors utilize a Moodle platform for course communication, which allows students to access course documents, post responses and read other students' responses in a discussion board format. Specific courses provide candidates with many opportunities to experience and utilize advanced technological resources as aids to instruction. All candidates are required to complete the following courses: Internship I: Students use laptops to access online resources, complete online surveys, share ideas on the course wiki, and to build online concept maps. Students post weekly aiding journals to the course discussion board and respond to others' postings. In class, students use the class computer, ceiling projector, and document camera in their presentations. In their placement settings, students video each other teaching, reflect on their own videos, and digitally share their videos with the professor. In the required unit plan, students include an online learning experience for their students. Candidates are introduced to Universal Design for Learning during the unit plan assignment. In their student teaching Internship II classrooms, candidates use the available technology in an effective manner. All candidates develop a unit that includes technology that enhances student learning. When available, candidates are encouraged to use Eno boards, SMART boards, etc. Candidates use technology to enhance relationships and communication with their students' parents. In placements where there is limited technology, time is spent identifying how one might improve this situation. Candidates are able to borrow some technology (flip cameras, laptops, etc.) from the university to enhance their classroom instruction. Each student teacher is evaluated to determine areas in which he or she is excelling and which areas need improvement. The process includes an evaluation of how well the student teacher makes

good use of a variety of instructional resources including information technology, uses technology effectively to support the assessment and reporting process, and uses a variety of resources to support effective communication including information technology. 2022-23 Michigan Department of Education Survey Evidence that Calvin completers are prepared to use technology: As a beginning teacher entering the profession, to what extent can you... Utilize available technology to enhance instruction? 97% of completers and mentor teachers selected 'to a moderate extent' or 'to a great extent' Support student use of available technology? 97% of completers and 93% of mentor teachers selected 'to a moderate extent' or 'to a great extent' Practice the ethical use of technology? 98% of completers and 95% of mentor teachers selected 'to a moderate extent' or 'to a great extent'

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

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

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   All candidates complete EDUC 241 Inclusive Teaching: Ability, Language, and Multicultural Education, which addresses the development of the mind, identity, and perspective of all learners, including students with disabilities. Differentiated planning and instruction is emphasized throughout the program, with teachers trained to identify and meet the needs of students with disabilities.

   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.*

   In EDUC 241 Inclusive Teaching: Ability, Language, and Multicultural Education, pre-service teachers learn about IEPs and practice collaboration skills needed for effective participation on IEP teams. These skills are practiced during clinical placements and student teaching.

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

   EDUC 241 Inclusive Teaching: Ability, Language, and Multicultural Education introduces second language development methods. Required literacy courses also address the instruction of students with limited English proficiency. Students learn strategies and techniques for assessing and differentiating instruction to meet the wide range of reading and writing levels found in P-12 classrooms. Differentiated planning and instruction are emphasized throughout the program, with teachers prepared to identify and meet the needs of students with limited English proficiency.

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 majors complete 42 semester hours of courses covering curriculum, instruction, and assessment of students in special education settings. Candidates practice teaching students with disabilities in multiple supervised special education clinical experiences.

   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 courses prepare candidates to participate in and lead IEP teams. In EDUC 310 Assessment in Early Childhood and Special Education, norm-referenced, criterion-referenced, curriculum-based, and play-based assessment are addressed for the purpose of developing

Individualized Education Programs (IEPs), Individualized Family Service Programs (IFSPs), and Section 504 plans. Candidates participate in IEP teams during special education clinical experiences.

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

All candidates complete EDUC 241 Inclusive Teaching: Ability, Language, and Multicultural Education, which addresses the development of the mind, identity, and perspective of all learners, including students with limited English proficiency. Required literacy courses also address the instruction of students with limited English proficiency. Differentiated planning and instruction is emphasized throughout the program, with teachers trained to identify and meet the needs of English Language Learners.

Contextual Information

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

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

Contextual Information

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

Visit www.calvin.edu/academics/departments-programs/education for details about the Calvin University Education Program requirements, courses, faculty members, national accreditation, and events.

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:

Shari Brouwer

TITLE:

Certification & Assessment Coordinator

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:

Brian Bolt

TITLE:

Dean of Education