



Calvin University
Traditional Report AY 2019-20
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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

Brouwer

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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), Institution Information 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

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

Program Requirements

THIS PAGE INCLUDES:

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

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

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: declare major/minor subject(s) and sign legal release form	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> 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:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§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

Number of years required for teaching as the teacher of record in a classroom

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

8

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

8

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

193

Number of students in supervised clinical experience during this academic year

172

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

Early field experiences are a vital component of Calvin's Education Program. Multiple field experiences are required throughout the Education sequence. The university directs placement for most of the field work in order to ensure a variety of learning environments as well as ensuring that every student has cross cultural experiences during field placements. Students have varied school experiences in urban, suburban, rural, public, non-public, and charter schools. During EDUC 202, students complete a 15 clock-hour service learning experience. They function as teachers' assistants for this time, but they also collect field notes as part of an in-depth case study of one learner. The point of the case study is to learn to look deeply at learner characteristics using some of the research methodology of the field of education. During EDUC 303, 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, make copies, prepare materials, observe classroom instruction, lead large group activities and enact 3-5 of the lesson plans from the unit they plan for EDUC 302. The EDUC 302 instructor observes each of the students at least three times as they lead small or large group instructional activities. Following each observation, the instructor and aide conference and the aide writes a reflection on the lesson. The instructor emails observations notes to both the aide and the supervising teacher. Candidates are assigned to student teach full-time for fourteen weeks. When making placements, prior experience as well as interest is considered so that all candidates have experience in at least one public school setting. Efforts are made to also ensure that each candidate has had experience in varied grade levels. While in the student teaching placement, candidates are expected to fully participate in the learning community. In addition to the scope of the mentor teacher's responsibilities and obligations, this also includes classroom happenings, 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. All teacher candidates are assessed formally and informally 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 and college supervisor.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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

2019-20 Total	
Total Number of Individuals Enrolled	235
Subset of Program Completers	80

Gender	Total Enrolled	Subset of Program Completers
Male	51	19
Female	184	61
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	32	8
Black or African American	0	0
Hispanic/Latino of any race	10	4
Native Hawaiian or Other Pacific Islander	0	0
White	187	64

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	5	3
No Race/Ethnicity Reported	1	1

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](#)

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 2019-20.

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 2019-20

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	<input type="text" value="9"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="37"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	80
13.1210	Teacher Education - Early Childhood Education	6
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	13
13.1306	Teacher Education - Foreign Language	9
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	8
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	7
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	3
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="5"/>
13.99	Education - Other Specify: <input type="text" value="Bilingual Spanish"/>	<input type="text" value="1"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2019-20

If your program 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	<input type="text" value="12"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="35"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="7"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="3"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="15"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="10"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	6
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	8
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	7
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	1
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: 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

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 teachers face. All special education candidates complete the full liberal arts curriculum as well as the elementary education program, which includes training in providing instruction in core academic subjects. Differentiated planning and instruction is emphasized throughout the program, with teachers trained 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\(a\)\)](#)

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 \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We planned to certify at least 12 initial certificate candidates in mathematics during 2019-20.

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 mathematics in schools serving low-income students. 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 (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We plan to certify at least 12 initial certificate candidates in mathematics during 2020-21.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We plan to certify at least 13 initial certificate candidates in mathematics during 2020-21.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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\(a\)\)](#)

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 (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We planned to certify at least 12 initial certificate candidates in science during 2019-20.

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 science in schools serving low-income students. 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 (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We plan to certify at least 12 initial certificate candidates in science during 2020-21.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We plan to certify at least 13 initial certificate candidates in science during 2020-21.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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\(a\)\)](#)

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 (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We planned to certify at least 10 initial certificate candidates in special education during 2019-20.

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 special education in schools serving low-income students. 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 (2020-21)

7. Is your program preparing teachers in special education in 2020-21? 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 2020-21.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We plan to certify at least 11 initial certificate candidates in special education during 2020-21.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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\(a\)\)](#)

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 (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We planned to certify at least 7 initial certificate candidates in English as a second language during 2019-20.

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 English as a second language in schools serving low-income students. 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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

Yes

No

8. Describe your goal.

We plan to certify at least 7 initial certificate candidates in English as a second language during 2020-21.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

Yes

No

10. Describe your goal.

We plan to certify at least 8 initial certificate candidates in English as a second language during 2020-21.

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 Westat'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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
017 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	4			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	3			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
101 -CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2019-20	1			
101 -CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2018-19	3			
101 -CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2017-18	2			
050 -COMPUTER SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
007 -ECONOMICS Evaluation Systems group of Pearson All program completers, 2018-19	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	1			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	34	254	31	91
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	37	255	37	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	44	255	44	100
002 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	10	262	10	100
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	10	247	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	7			
086 -ENGLISH AS A SECOND LANGUAGE Evaluation Systems group of Pearson All program completers, 2019-20	4			
086 -ENGLISH AS A SECOND LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	3			
086 -ENGLISH AS A SECOND LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	1			
023 -FRENCH Evaluation Systems group of Pearson All program completers, 2019-20	1			
008 -GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2017-18	1			
043 -HEALTH Evaluation Systems group of Pearson Other enrolled students	1			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	2			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	2			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	1			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	3			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	1			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2017-18	10	239	10	100
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2019-20	2			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	2			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson Other enrolled students	1			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2019-20	2			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2018-19	7			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	8			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	8			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	5			
019 -PHYSICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	1			
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	1			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2019-20	7			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2018-19	3			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	10	247	10	100
012 -SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	1			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	7			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	2			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	4			
004 -SPEECH Evaluation Systems group of Pearson Other enrolled students	1			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	4			

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 Westat'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, 2019-20	65	62	95
All program completers, 2018-19	70	70	100
All program completers, 2017-18	93	93	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. Education Program faculty have reviewed course requirements to ensure that all candidates are prepared to use information age learning and technology operations and concepts to enhance learning and personal/professional productivity. 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. Classrooms are equipped with web-connected computers and wall projectors so that instructors employ the full range of electronic media in class. Content area and Education professors also 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: IDIS 110 - Foundations of Information Technology is required of all teacher education candidates. IDIS 110 is a first-year introduction to the computer and to college-level research skills, making full but discriminating use of current electronic information technology with a discussion of the cultural impact of computer technology and the ethical responsibilities of its users. Objectives: to introduce students to the basic concepts of computer hardware and software; to familiarize students with the potentials of the computer as a "universal appliance," capable of storing, locating, transferring, manipulating, analyzing, and presenting information; and to establish a viewpoint from which students can make ethically responsible judgments regarding the appropriate use of information technology. This course familiarizes students with

computer-based technology such as hardware and software systems, quantitative analysis with spreadsheets, networking and web publishing. Specific programs used include Excel for working with spreadsheets and Dreamweaver for creating websites. EDUC 102: Technology is used throughout this course. Programs such as Skype and Wimba are used to communicate with teachers at a distance. EDUC 202: Students use a template to electronically record and submit field notes. These expand over the semester as students receive feedback from instructors and continue to make field observations over the course of the semester. Students complete an in-class assignment that requires exploration of the All Kinds of Minds website using laptops that are provided. All course materials, including PowerPoint presentations, pdfs, video clips, and links to websites are available online at our course website. In class, YouTube and other online resources are used to illustrate material being studied. EDUC 302: 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. Observation visits are facilitated through the use of the course wiki as well as other occasional sign-ups and professional literature sharing. Students post all assignments digitally and receive instructor feedback digitally. In the class students use the class computer, ceiling projector, and document camera in their presentations. In their placement settings, students video each other teaching two different times, 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. EDUC 302 also addresses Universal Design for Learning. In their student teaching classrooms, candidates are expected to use the available technology in an effective manner. All candidates must develop a unit that includes technology that enhances student learning. Many candidates use technology on a very regular basis in their classroom and are able to assist classroom teachers as necessary. All candidates are proficient with computers and video cameras. When available, candidates are encouraged to use Eno boards, SMART boards, etc. All candidates must also work to use technology to enhance relationships and communication with their students' parents. Candidates must also be familiar with and comfortable using the college's technology. Most submit assignments and reflections electronically. 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 college 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.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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 202 The Learner in the Educational Context: Development and Diversity, 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 202 The Learner in the Educational Context: Development and Diversity, pre-service teachers learn about IEPs and practice collaboration skills needed for effective participation on IEP teams.

c. Effectively teach students who are limited English proficient.

Differentiated planning and instruction is emphasized throughout the program, with teachers trained to identify and meet the needs of students with limited English proficiency. EDUC 307 Reading/Literacy in the Content Area, EDUC 322 Introduction to Methods of Teaching Reading: Elementary and EDUC 326 Reading/Language Arts in the Elementary School 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 elementary classrooms.

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

All special education candidates also complete the elementary education program including all activities described in the general education section. In addition, special education candidates complete a special education major of 38 semester hours which includes courses and addressing the assessment and instruction of students with disabilities. Candidates practice these skills in multiple 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*.

All special education candidates also complete the elementary education program including all activities described in the general education section. In addition, special education candidates complete a special education major of 38 semester hours which includes courses addressing how to lead

IEP teams. Candidates participate in IEP teams during special education clinical experiences.

c. Effectively teach students who are limited English proficient.

All special education candidates also complete the elementary education program including all activities described in the general education section related to teaching English Learners.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

Visit <http://www.calvin.edu/academics/departments-programs/education/index.html> for details about the Calvin University Education Program mission, 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:

Dr. Brian Bolt

TITLE:

Dean of Education

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:

Shari Brouwer

TITLE:

Certification Coordinator