MI

Hope College
Traditional Report AY 2021-22
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

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SECTION I: PROGRAM INFORMATION

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	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

25

SECTION I: PROGRAM INFORMATION

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

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: We do look at dispositional data as a requirement for admission.	● 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.)

2.75

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.)

2.75

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

As part of our application process to the department, candidates must have minimum requirements with the following data points: GPA, DPA (Disposition Point Average based on ratings from three Level 1 courses and two clinical experiences), three faculty recommendations, and an ISTE portfolio from Level 1 coursework.

Postgraduate Requirements

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

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

○ **Yes**
● **No**

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

Element	Admission	Completion
Transcript	○ Yes ○ No	○ Yes ○ No
Fingerprint check	○ Yes ○ No	○ Yes ○ No
Background check	○ Yes ○ No	○ Yes ○ No
Minimum number of courses/credits/semester hours completed	○ Yes ○ No	○ Yes ○ No
Minimum GPA	○ Yes ○ No	○ Yes ○ No
Minimum GPA in content area coursework	○ Yes ○ No	○ Yes ○ No
Minimum GPA in professional education coursework	○ Yes ○ No	○ Yes ○ No
Minimum ACT score	○ Yes ○ No	○ Yes ○ No
Minimum SAT score	○ Yes ○ No	○ Yes ○ No

Element	Admission	Completion
Minimum basic skills test score	Yes No	Yes No
Subject area/academic content test or other subject matter verification	Yes No	Yes No
Recommendation(s)	Yes No	Yes No
Essay or personal statement	Yes No	Yes No
Interview	Yes No	Yes No
Other Specify:	Yes No	Yes No

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

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

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

Supervised Clinical Experience

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

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

Are there programs with student teaching models?

- (●) **Yes**
- ( ) **No**

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	150
Number of clock hours required for student teaching	480

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

- ( ) **Yes**
- (●) **No**

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	14
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	18
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	255
Number of students in supervised clinical experience during this academic year	276

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

Teacher candidates who do their student teaching locally are supervised and evaluated by the Education Department of Hope College. For those teacher candidates who student teach in what is considered “off campus” the Education Department contracts with EPPs in that area to use their college supervisors. Teacher candidates majoring in special education earn a K-12 teaching certificate in Special Education and either a secondary content area or elementary certification. Special Education teacher candidates following an elementary certification track student teach for two semesters; one semester in a general education setting and one semester in a special education setting. Special Education teacher candidates following the secondary certification track do one semester of student teaching in a special education class. They can request to do part of their student teaching in their minor. Prior to their student teaching teacher candidates are required to complete and average of 120 hours in field placements. Teacher Candidates in the General Education course of study student teach for one semester at the elementary or secondary level depending on the certification track they have chosen. Typically secondary teacher candidates student teach in their major area of study. (They can request to student teach in their minor, too.) Teacher candidates in the Early Childhood course of study student teach for 6 of the 16 week student teaching semester in either an infant/toddler program, pre-primary, pre-school or pre-kindergarten setting. They student teach for 10 weeks in an elementary setting grades K-3. K-12 Endorsements -Teacher candidates working towards a K-12 Endorsement student teach in the elementary and secondary settings. Those teacher candidates working towards a secondary teaching certificate in Art, Music, Kinesiology, Dance can earn a K-12 endorsement. Teacher candidates working towards earning an elementary teaching certificate can earn a K-12 endorsement in Spanish

SECTION I: PROGRAM INFORMATION

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

2021-22 Total	
Total Number of Individuals Enrolled	263
Subset of Program Completers	67

Gender	Total Enrolled	Subset of Program Completers
Male	49	11
Female	214	56
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	10	1
Black or African American	2	0
Hispanic/Latino of any race	6	0
Native Hawaiian or Other Pacific Islander	0	0
White	232	62

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	13	4

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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 2021-22.

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

What are CIP Codes?

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

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	63
13.1202	Teacher Education - Elementary Education	141

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	226
13.1210	Teacher Education - Early Childhood Education	37
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	62
13.1306	Teacher Education - Foreign Language	14
13.1307	Teacher Education - Health	14
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	16
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	13
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	9
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	28
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	33
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	15
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

What are CIP Codes?

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

- (●) Yes
- ( ) No

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

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	63
13.1202	Teacher Education - Elementary Education	141
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	45
13.1306	Teacher Education - Foreign Language	14
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	13
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	9
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	28
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

SECTION I: PROGRAM INFORMATION

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

THIS PAGE INCLUDES:

>> Program Assurances

Program Assurances

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

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- (●) Yes
- ( ) No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- (●) Yes
- ( ) No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- (●) Yes
- ( ) No
- ( ) Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- (●) Yes
- ( ) No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- (●) Yes
- ( ) No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- (●) Yes
- ( ) No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- (●) Yes
- ( ) No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

We have a full recruitment plan based on our accreditation with CAEP. The plan's robustness was enhanced after our most recent site visit in 2019. The plan requires the Accreditation Office to put together job postings in our local area, state, and midwest region. Those postings are updated twice a year (January/May).

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2021-22)
- Review Current Year's Goal (2022-23)
- Set Next Year's Goal (2023-24)

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

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

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

- Quantifiable Goals

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

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

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

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

Our goal is to increase the number of math teacher candidates to 25 for the 2021-22 school year. We presently have 24 in the program of which 8 will graduate. This will leave 16 in the program and means that we hope to increase the total by 9.

3. Did your program meet the goal?

- ( ) **Yes**
- (●) **No**

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

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

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

Review Current Year's Goal (2022-23)

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

- (●) Yes
- ( ) No

8. Describe your goal.

Our goal is to increase the number of math teacher candidates to 25 for the 2022-23 school year. We presently have 16 in the program of which 5 will graduate. This will leave 11 in the program and means that we hope to increase the total by 14.

Set Next Year's Goal (2023-24)

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

- (●) Yes
- ( ) No

10. Describe your goal.

With the revamping of our secondary math program, we are hoping to see an increase in the number of candidates in the math program. We no longer have specifically trained elementary candidates in the are of mathematics, so our goal is for our secondary program only. By the end of the 2023-24 school year, we hope to have 15 secondary candidates in our math education program.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2021-22)
- Review Current Year's Goal (2022-23)
- Set Next Year's Goal (2023-24)

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

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

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

- Quantifiable Goals

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

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

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

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

With 15 candidates in the program and 8 of them graduating, our numbers will begin with 7. Our goal for 2021-22 is to double our program numbers to 14.

3. Did your program meet the goal?

- ( ) **Yes**
- (●) **No**

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

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

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

Review Current Year's Goal (2022-23)

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

- (●) Yes
- ( ) No

8. Describe your goal.

With 18 candidates in the program and 8 of them graduating, our numbers will begin with 10. Our goal for 2021-22 is to bring our program numbers up to 15.

Set Next Year's Goal (2023-24)

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

- (●) Yes
- ( ) No

10. Describe your goal.

We have revamped our secondary program and no longer have science specific elementary candidates. This means that our goal for the 2023-24 school year will only include secondary candidates. Our goal is that by the end of the 2023-24 school year, we have 10 candidates studying in our sciences.

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2021-22)
- Review Current Year's Goal (2022-23)
- Set Next Year's Goal (2023-24)

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

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

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

- Quantifiable Goals

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

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

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

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

With a strong special education program, we feel that maintaining the percentage of special education candidates at 25% of the total number of candidates in the program is a goal that we wish to maintain.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

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

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

Review Current Year's Goal (2022-23)

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

- (●) Yes
- ( ) No

8. Describe your goal.

With a strong special education program, we feel that maintaining the percentage of special education candidates at 25% of the total number of candidates in the program is a goal that we wish to maintain.

Set Next Year's Goal (2023-24)

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

- (●) Yes
- ( ) No

10. Describe your goal.

With our new elementary and secondary programs, we feel that if we maintain the current goal of 25% of total candidates in our education program are in our special education programs (LD and EI combined).

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2021-22)
- Review Current Year's Goal (2022-23)
- Set Next Year's Goal (2023-24)

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

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

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

- Quantifiable Goals

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

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

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

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

With the changes that we have made this year, our hope is that our ESL candidates will number 20. At present we have 12 in the program with 2 graduating this spring. That will leave us with 10 so we hope to double our numbers.

3. Did your program meet the goal?

- ( ) **Yes**
- (●) **No**

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

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

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

Review Current Year's Goal (2022-23)

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

- (●) Yes
- ( ) No

8. Describe your goal.

With the changes that we have made this year, our hope is that our ESL candidates will number 20. At present we have 16 in the program with 5 graduating this spring. That will leave us with 11 so we hope to add an additional 9 candidates this coming year.

Set Next Year's Goal (2023-24)

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

- (●) Yes
- ( ) No

10. Describe your goal.

We have revamped our ESL program to be more streamlined than in previous years. Candidates will now have two separate clinical experiences one that the elementary level and one at the secondary level. We have also highlighted on our webpage the importance of adding an ESL endorsement. We finished the 2022-23 school year with 15 candidates in the program and hope to increase that to 20 for the 2023-24 school year.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> 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 (%)
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	3			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	3			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	2			
046 -DANCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
046 -DANCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	38	252	38	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	43	249	41	95
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	36	248	36	100
116 -EMOTIONAL IMPAIRMENT Evaluation Systems group of Pearson All program completers, 2021-22	4			
059 -EMOTIONAL IMPAIRMENT Evaluation Systems group of Pearson All program completers, 2020-21	4			
059 -EMOTIONAL IMPAIRMENT Evaluation Systems group of Pearson All program completers, 2019-20	1			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2021-22	7			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	7			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	7			
086 -ENGLISH AS A SECOND LANGUAGE Evaluation Systems group of Pearson All program completers, 2019-20	2			
023 -FRENCH Evaluation Systems group of Pearson All program completers, 2019-20	2			
024 -GERMAN Evaluation Systems group of Pearson All program completers, 2021-22	1			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2021-22	4			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	3			
112 -HEALTH AND P.E. SUBTEST 1: HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
113 -HEALTH AND P.E. SUBTEST 2: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
009 -HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	7			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2020-21	1			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	4			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2021-22	2			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2019-20	3			
114 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2021-22	2			
114 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2020-21	2			
063 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2020-21	2			
114 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2019-20	1			
063 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2019-20	1			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2021-22	6			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2020-21	3			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2019-20	5			

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, 2021-22	1			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	6			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
019 -PHYSICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	1			
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	4			
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2021-22	8			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2020-21	1			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2019-20	4			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	5			
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	1			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

>> Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	65	65	100
All program completers, 2020-21	56	54	96
All program completers, 2019-20	70	70	100

SECTION IV: LOW-PERFORMING

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))**

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:

- [x] **State**
- [x] **CAEP**
- [ ] **AAQEP**
- [x] **Other specify:**

NCA and HLC

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

- ( ) **Yes**
- (●) **No**

SECTION V: USE OF TECHNOLOGY

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.

THIS PAGE INCLUDES:

>> Use of Technology

Use of Technology

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

   Does your program prepare teachers to:

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

   - (●) **Yes**
   - ( ) **No**

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

   - (●) **Yes**
   - ( ) **No**

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

   - (●) **Yes**
   - ( ) **No**

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

   - (●) **Yes**
   - ( ) **No**

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

   An extensive and comprehensive technology report was turned into the Michigan Department of Education in the summer of 2019. The Education Department at Hope administered a technology audit of all the professional courses. As a result of this audit, a Technology Portfolio has been in place for the past four semesters, and the ISTE Standards for Teachers are embedded in all the professional coursework. The Technology Portfolio allows seniors to show future employers that they, teacher candidates, have met all of the ISTE Standards for teachers. INTEGRATING TECHNOLOGY EFFECTIVELY INTO CURRICULA & INSTRUCTION -How to integrate technology effectively into curricula & instruction is embedded in the elementary & secondary tracks of the professional course sequence, and is guided by the ISTE Standards for teachers and students. Technology is also embedded in the content courses. Teacher candidates are required to include the use of technology beyond a PowerPoint presentation in all lesson and unit plans, and to use technology in their field placements and student teaching internship. USE TECHNOLOGY TO EFFECTIVELY COLLECT, MANAGE, & ANALYZE DATA IN ORDER TO IMPROVE TEACHING & LEARNING... - Using technology to effectively collect, manage & analyze data is embedded in the elementary & secondary track professional course work. Teacher candidates in Literacy II: Reading & the Language Arts, Grades 4-8 are required to do data analysis on the assessment given to a struggling reader. In the Secondary Block (Secondary Reading/Language Arts across Disciplines, Secondary Reading/Adolescent Design Field Placement & Instruction Design & Classroom Management for Teachers of Adolescents) teacher candidates use an electronic grade book. They analyze and reflect on the grade scales and the impact of the assessments on student learning. They are taught to use the results to practice making instructional decisions based on the assessment results. Teacher candidates in Elementary Curriculum and Methods (Math, Science, Social Studies) and in Secondary Principles, work in a local school they focus on working with student data.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> 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**

   We have a course, EDUC 225/6 Exceptional Child that is required of all candidates regardless of their specific program. The course is based on understand the specific needs of all students with exceptionalities. Included with this course is a clinical experience that requires the candidate to work with this population.

   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.***

   This is another standard of our EDUC 225 Exceptional Child course.

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

   The main two courses that address the teaching of ELL's are our EDUC 280/1 Literacy I for elementary candidates and EDUC 285/6 Content Literacy for our secondary candidates. In both courses, there is a unit specifically designed to teach ELL students. In addition, elementary candidates are required to take EDUC 310 Elementary Curriculum and Methods and our secondary candidates take EDUC 360 Secondary Principles. In these two courses, there is a complete unit dedicated to differentiating instruction for ELL's.

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**

   Our entire special education programming is designed to teach students with disabilities effectively. The following courses are a part of our EI program. Our LD program is similar with different course numbers and titles that match LD rather than EI. EDUC 225 The Exceptional Child and Adolescent EDUC 226 The Exceptional Child and Adolescent Clinical Experience EDUC 241 Introduction to Emotional Impairment or EDUC 242 Introduction to Emotional Impairment Clinical Experience EDUC 251 Assessment, Data, and IEP Processes in Special Education EDUC 252 Advance Reading and Literacy Practices for the Special Education Student K-12 EDUC 356 Classroom & Behavior Management and Applied Behavioral Analysis in Special Education EDUC 363 Instructional Design for E.I.- Elementary Focus EDUC 358 Clinical Experience for E.I. EDUC 436 E.I. Secondary Instructional Design EDUC 457 Student Teaching Seminar SPED EDUC 465 Student Teaching for E.I. major10

   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.

EDUC 251 Assessment, Data, and IEP Processes in Special Education

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

Our special education students follow an elementary track or secondary track and with that comes the requirement of EDUC 280/1 Literacy I or EDUC 285/6 Content Literacy just like our general education candidates. In addition, elementary candidates are required to take EDUC 310 Elementary Curriculum and Methods and our secondary candidates take EDUC 360 Secondary Principles. In these two courses, there is a complete unit dedicated to differentiating instruction for ELL's.

Contextual Information

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

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

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.

HOPE COLLEGE Mission: Hope College, a four-year coeducational liberal arts college affiliated with the Reformed Church in America, was chartered in 1866, to prepare teachers and clergy. The mission today is to offer with recognized excellence, academic programs in liberal arts, in the setting of a residential, undergraduate, coeducational college, and in the context of the historic Christian faith. Teacher Preparation Programs: Hope College offers 24 liberal arts baccalaureate programs leading to state teacher certification. Two Special Education endorsements offered at the elementary and secondary certification levels are —Learning Disabilities and Emotional Impairments. Accreditation: Hope College is accredited by the North Central Association of Colleges and Schools. The Education Department was awarded TEAC accreditation in October of 2012 for seven years with no stipulations. The next TEAC/CAEP Accreditation Hearing will be in the fall of 2019. Nine other departments in the College have been awarded national accreditation: Chemistry, Engineering, Social Work, Nursing, Visual Arts, Dance, Music, Theatre and Athletic Training. All of the Education Department's 24 teacher preparation majors and minors are approved by the State Teacher Certification Board/Michigan State Board of Education. Teacher Education Vision: The vision of the Hope College Education Department is to create, nurture and sustain an exemplary and distinctive teacher education program that is current, integrated with liberal arts, and which promotes and models six professional abilities: Effective Communicator Professional Collaborator, Curriculum Developer, Problem Solver, Decision Maker, and Scholarly Educator. With faculty themselves will grounded in the six abilities, the mission of the professional teacher education program at Hope College is to prepare prospective teachers who have the knowledge, skills, and distinctive attitudes and values needed to make and implement professional decisions in a changing world. Each professional course has a field placement assigned to it. This design allows teacher candidates to not only observe practitioners putting theory into practice, it also allows the teacher candidates to put theory into practice. They can then bring their experiences back to the classroom for discussion with their peers and their professors. All teacher candidates are required to develop the knowledge, skills and dispositions necessary to accept individual responsibility for working effectively with a diverse student population and students with special needs. The Teacher Preparation Program at Hope is highly developmental in nature. Students move through level I, Level II and to level III, building on the knowledge and skills they have already developed. Technology is integrated throughout all course work and guided by the ISTE Standards for teachers. Assessment and evaluation systems are aligned with the department's six professional abilities. Faculty are currently working on aligning courses, assessment and evaluation systems with the recently adopted InTASC-MI standards, and the new CAEP Standards. 2013-2014 Notable Features and Accomplishments -Association for Supervision and Curriculum Development (ASCD) and Council for Exception Children (CEC) Chapters provided opportunities for student leadership development and student presentation at national conferences. -May and June Terms teaching opportunities were available in unique programs: Rosebud Indian Reservation; Liverpool, England; and the Watts area in Los Angeles, California. -Student-faculty research was conducted in local schools and presented to faculty on campus. -For the eighth year in a row, the Education Department sponsored a state-wide Accreditation workshop for all Educator Preparation Institutions in the State of Michigan. -Department faculty published numerous articles in educational journals/magazines. -Faculty presented at several national conferences; International Reading Association, National Reading Council, American Association of Colleges for Teacher Preparation, and the Association for Curriculum and Development. -Faculty members worked with various area foundations. -Continued efforts to engage students in off campus experiences when feasible -The Phelps Scholar Program (PSP) remains a successful multi-cultural living-learning community for freshmen. The program emphasizes issues of cultural diversity. -Several professors received grant money to work on educational research. -Many faculty members were invited to work on a consultant basis with other educational agencies. -Undergraduates have an opportunity to, not only do research with a professor, but to also present their research at national conferences. -Teacher candidates participate in after school and/or night activities in local school districts.

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:

Doug Braschler

TITLE:

Director of Accreditation and State Programming

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF REVIEWER:

Dr. Susan Brondyk

TITLE:

Education Department Chair