title **II**
highereducationact

Marian University
Alternative, IHE-based Program

2014 | Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: Marian University

Institution/Program Type: Alternative, IHE-based

Academic Year: 2012-13

State: Indiana

Address: 3200 Cold Spring Road

Indianapolis, IN, 46222

Contact Name: Mrs. Deb Gardner

Phone: 317.955.6000

Email: dgardner@marian.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Elementary Education	No
English Language Learners (ELL)	No
Fine Arts: Instrumental and General Music	No
Fine Arts: Visual Arts	No
Fine Arts: Vocal and General Music	No
Generalist: Early and Middle Childhood	No
Language Arts	No
Mathematics	No
Middle School/High School	No

Physical Education	No
Science: Chemistry	No
Science: Life Sciences	No
Social Studies: Economics	No
Social Studies: Government and Citizenship	No
Social Studies: Historical Perspectives	No
Social Studies: Psychology	No
Social Studies: Sociology	No
Special Education: (SPED) Mild Intervention	No
World Language: French	No
World Language: Spanish	No
Total number of teacher preparation programs: 20	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://marian.edu/academics/academy-for-teaching-and-learning-leadership/programs

Please provide any additional comments about or exceptions to the admissions information provided above:

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

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.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2012-13

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	No	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other	No	No

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.5

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.8

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2012-13:	274
Unduplicated number of males enrolled in 2012-13:	80
Unduplicated number of females enrolled in 2012-13:	194

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	13
Race	
American Indian or Alaska Native:	0
Asian:	11
Black or African American:	54

Native Hawaiian or Other Pacific Islander:	0
White:	163
Two or more races:	8

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	410
Average number of clock hours required for student teaching	500
Average number of clock hours required for mentoring/induction support	48
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	20
Number of students in supervised clinical experience during this academic year	293

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	16
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	19
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	43
Teacher Education - Multiple Levels	14
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	13
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	1
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	5
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	9
Teacher Education - Physics	
Teacher Education - Spanish	13

Teacher Education - Speech	
Teacher Education - Geography	6
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	

Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Teacher Education	75

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2012-13: 75

2011-12: 129

2010-11: 105

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

1

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We will continue to work diligently to enhance our relationships with high needs schools in Indianapolis to develop specific strategies that will affect an increase in enrollment in teacher shortage areas.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

See above.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

4

Provide any additional comments, exceptions and explanations below:

See above.

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

1

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We will continue to work diligently to enhance our relationships with high needs schools in Indianapolis to develop specific strategies that will affect an increase in enrollment in teacher shortage areas.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

See above.

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

See above.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

1

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We will continue to work diligently to enhance our relationships with high needs schools in Indianapolis to develop specific strategies that will affect an increase in enrollment in teacher shortage areas.

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

See above.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

4

Provide any additional comments, exceptions and explanations below:

See above.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

1

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We will continue to work diligently to enhance our relationships with high needs schools in Indianapolis to develop specific strategies that will affect an increase in enrollment in teacher shortage areas.

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

We will continue to work diligently to enhance our relationships with high needs schools in Indianapolis to develop specific strategies that will affect an increase in enrollment in teacher shortage areas.

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

See above.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

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

Yes

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

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

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

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

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

Marian University is able to successfully meet the assurances above by requiring all general education students to participate in modules on urban education. Our alternate route program requires student teaching in low income and urban areas and/or clinical internship with English language learners.

Marian University is able to successfully meet the assurances above by incorporating proficiency-driven activities that span all types of diversity including Special Needs, Differentiation, Age Developmental, Race, Culture, Class, Sexual Orientation, Religion, Language, Equity, Equality, Gender and Personal Attributes. Marian University candidates are required to exhibit proficiency in developing curriculum, instructional strategies and assessment protocol relevant to teaching in diverse classrooms and promoting multicultural and transcultural education. Candidates are required to examine textbooks and other relevant written and digital materials for diversity infusion and curriculum transformation in preparation for teaching competence in diverse settings. Candidates are required to establish a classroom climate and develop lesson plans that incorporate diversity and promote social action.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	30	163	21	70
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	168	12	100
ETS0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	7			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II	6			

Educational Testing Service (ETS) All program completers, 2010-11				
ETS0910 -ECONOMICS Educational Testing Service (ETS) Other enrolled students	6			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) Other enrolled students	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2010-11	11	177	11	100
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) Other enrolled students	1			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2010-11	11	184	11	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	16	177	15	94
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	16	179	16	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	37	180	37	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	34	183	34	100
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	54	171	41	76
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	54	184	52	96
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	54	174	50	93
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS)	3			

All program completers, 2012-13				
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	54	178	51	94
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	66	182	62	94
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	11	176	11	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	19	179	19	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	19	183	19	100
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) Other enrolled students	2			
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0921 -GEOGRAPHY II Educational Testing Service (ETS) Other enrolled students	1			
ETS5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	1			
ETS0930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) Other enrolled students	6			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0200 -INTRO TO THE TEACHING OF READING Educational Testing Service (ETS)	1			

All program completers, 2011-12				
ETS0200 -INTRO TO THE TEACHING OF READING Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	38	146	27	71
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	18	145	16	89
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	20	150	17	85
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	2			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	29	174	25	86
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	5			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	3			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS)	106	182	99	93

Other enrolled students				
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	45	184	45	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	112	183	112	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	99	184	99	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	104	182	99	95
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	45	182	45	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	112	183	112	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	101	183	101	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	146	179	145	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	51	179	51	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	112	179	112	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	99	180	99	100
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) Other enrolled students	11	748	11	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	15	511	15	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	15	534	15	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	37	528	37	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11	34	530	34	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	8			
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	11	176	11	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	34	169	31	91
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE	8			

Educational Testing Service (ETS) All program completers, 2012-13				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0950 -SOCIOLOGY Educational Testing Service (ETS) Other enrolled students	5			
ETS0950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	12	180	12	100
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	11	175	10	91
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	16	163	6	38
ETS0204 -TEACHING READING Educational Testing Service (ETS) Other enrolled students	3			
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	14	169	12	86

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	73	72	99
All program completers, 2011-12	127	125	98
All program completers, 2010-11	105	103	98

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction

Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

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.

In order to prepare teachers to teach 21st century students with 21st century technologies, the Marian University School of Education and Exercise Science provides a robust and well rounded approach to preparing teachers. Not only is emphasis placed on developing teachers' in understanding how to utilize software applications for publishing, presenting, collaborating and communicating, research-based approaches are modeled and taught on how to best utilize technology to differentiate instruction for students with diverse learning needs and modalities.

Productivity tools such as RSS, social bookmarking and digital curation platforms are demonstrated and taught so that pre-service teachers remain current with regard to selecting and using digital tools best suited for the subject and grade level they will teach. Additionally, interactive white boards, iPads and wireless slates provide opportunities for teachers to further engage students in the classroom.

Integral to our approach in choosing and using educational technology with Marian teaching candidates is that software and digital tools are not the focus of their learning, but rather a means to expedite, enhance and engender the learning and assessment experience in their future classrooms. As blended learning gains momentum and optimizes the learning experience in both face to face and online learning environments, a concerted effort has been made to integrate this tool more fully, and leverage its benefits throughout the teaching candidates' coursework.

Capturing data and making data-informed decisions enable instructors and teaching candidates at Marian University a means to organize, report and understand it from both a micro and macro view. CAMS (our student information system), Canvas (our LMS), and various other cloud based applications facilitate the collection, analysis and reporting of data that help measure and communicate progress on student learning outcomes. Together these data collecting technology tools provide a means whereby students can quickly and more efficiently have access to grades and feedback via formative and summative assessments. Final online surveys provide "just in time data" so that course design decisions can be made quickly for the next day, next week, or following semester.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Marian University general education students learn how to teach students with disabilities effectively in the Introduction to Special Needs course. Experienced faculty review differing types of disabilities as described in Indiana Article 7. Students learn characteristics, brain-based teaching strategies, eligibility and accommodations for exceptional needs students in the classroom. Our general education teaching candidates are also required to do case studies of teaching situations that require responding to students with limited English language proficiency and their presence in the general education classroom. ELL training comprises the curriculum of EDU514, one of the requirements early in the course sequence. Two texts required in EDU514 are instrumental to ELL instruction: "The Inner World of the Immigrant Child" by Cristina Igoa and "Working with Second Language Learners," by Stephen Cary. Candidates from the MAT program are well steeped in diversity comprehension.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Marian University offers a variety of courses in the Exceptional Needs discipline. In the Introduction to Special Needs course, experienced faculty review the different types of disabilities as described in Indiana Article 7. Students learn characteristics, teaching strategies, eligibility and accommodations for exceptional needs students in the classroom.

The Special Education Methods and Assessment courses include a comprehensive curriculum of research based strategies in the area of reading, math and written expression. EDU523 and EDU525 address Response to Intervention, with heavy focus on Tier two and three strategies. In addition, the historical foundations of special education and laws (NO CHILD LEFT BEHIND, IDEA 2004, Article 7 [regulations aligned with IDEA], and PL 221) are thoroughly discussed. Students learn Indiana's ISTAR process of writing IEPs including processing and documenting present level of performance, data collection, psych reports and their influence on creating a personal IEP. The students learn how to write measurable goals in IEPs and how to pursue those goals through progress monitoring and statistical analysis. We discuss the ISTEP (Indiana's Standardized Exam) manual and what teachers can and cannot do. This includes instruction from the manual for ESL students as well. Teachers of students with exceptional needs learn how to administer, interpret and write IEPs from norm referenced assessments, informal assessments, and Curriculum Based Assessments (CBAs).

IEP Team participation and training include the following: 1) how to read a psych report, 2) goal writing, 3) determining Present Level of Performance(PLP), 4) procedural safeguards, 5) monitoring progress, 6) benchmarking, 7) behavior plans and assessments, 8) how to run a Case Conference, 9) how to collect data for a case conference, 10) collaboration with parents and teachers, and 11) test validity in the area of cultural awareness.

Students learn processes and stages of second language acquisition, student capabilities at each stage, and the role of culture and acculturation in language acquisition. Teaching strategies, lesson and assessment modification are emphasized applying SIOP (Sheltered Instruction Observation Protocol).

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Complete Report Card

AY 2012-13

ED.gov   This is a United States Department of Education computer system.

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