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Marian University
Alternative, IHE-based Program

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AY 2013-14

Institution Information

Name of Institution: Marian University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2013-14
State: Indiana

Address: 3200 Cold Spring Road

Indianapolis, IN, 46222

Contact Name: Mrs. Deb Gardner
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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 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

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?

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.4

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.6

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 2013-14:	285
Unduplicated number of males enrolled in 2013-14:	83
Unduplicated number of females enrolled in 2013-14:	202

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	17
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	13
Black or African American:	48
Native Hawaiian or Other Pacific Islander:	0

White:	177
Two or more races:	5

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

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	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	18
Number of students in supervised clinical experience during this academic year	135

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 2013-14. 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	25
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	37
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	71
Teacher Education - Multiple Levels	34
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	37
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	27
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	14
Teacher Education - Chemistry	5
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	23
Teacher Education - Physics	2
Teacher Education - Spanish	6
Teacher Education - Speech	

Teacher Education - Geography	
Teacher Education - Latin	1
Teacher Education - Psychology	6
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	3
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Government	12

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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	134

Section I.f Program Completers

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

2013-14: 157

2012-13: 75

2011-12: 129

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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

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

2

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

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:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

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

6

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

6

Provide any additional comments, exceptions and explanations below:

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. (**S205(a)(1)(A)(ii), S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/po/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 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

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

2

Did your program meet the goal for prospective teachers set in science in 2013-14?

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:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

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. (**S205(a)(1)(A)(ii), S206(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 2013-14

Did your program prepare 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

Did your program meet the goal for prospective teachers set in special education in 2013-14?

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:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

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

4

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

4

Provide any additional comments, exceptions and explanations below:

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. (**S205(a)(1)(A)(ii), S206(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 2013-14

Did your program prepare 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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

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 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did 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.

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

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	Number	Avg.	Number	Pass
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Test Company Group	taking tests	scaled score	passing tests	rate (%)
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) Other enrolled students	1			
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	2			
5235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	14	170	14	100
5235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
5235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) Other enrolled students	7			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	8			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	1			
008-BUSINESS Evaluation Systems group of Pearson Other enrolled students	4			
0101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
0101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5101-BUSINESS ED CONTENT KNOWLEDGE (CD) Educational Testing Service (ETS) Other enrolled students	4			
0245-CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	2			
0245-CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2013-14	3			
0245-CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	6			
5245-CHEMISTRY CONTENT KNOWLEDGE II (CD) Educational Testing Service (ETS) Other enrolled students	5			
5245-CHEMISTRY CONTENT KNOWLEDGE II (CD) Educational Testing Service (ETS)	1			

All program completers, 2013-14				
004-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
014-EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	11	204	5	45
015-EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	11	210	7	64
016-EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	11	214	7	64
017-EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	11	217	6	55
0910-ECONOMICS Educational Testing Service (ETS) Other enrolled students	4			
0910-ECONOMICS Educational Testing Service (ETS) All program completers, 2013-14	3			
0353-ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2012-13	1			
0353-ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2011-12	8			
0542-ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2012-13	1			
0542-ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2011-12	8			
0011.1-ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2013-14	7			
0011.1-ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2012-13	11	176	11	100
0011.1-ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2011-12	27	180	27	100
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	61	173	51	84
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	16	173	15	94
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	3			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2011-12	7			
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	61	184	60	98
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	16	181	15	94
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS)	3			
All program completers, 2012-13				

5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	7			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	61	174	58	95
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	16	174	15	94
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	3			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	7			
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	61	177	59	97
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	16	175	16	100
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	3			
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	7			
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	22	246	21	95
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	27	223	21	78
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	27	221	19	70
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	27	238	23	85
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	3			
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	27	225	24	89
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	3			
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	29	182	29	100
0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0041-ENG LANG LIT COMP CONTENT KNOWLEDGE	1			

Educational Testing Service (ETS) All program completers, 2013-14				
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	10	183	10	100
0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	8			
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	15	179	15	100
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) Other enrolled students	6			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	22	186	21	95
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	2			
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	14	229	12	86
5361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES CD Educational Testing Service (ETS) Other enrolled students	3			
5361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES CD Educational Testing Service (ETS) All program completers, 2013-14	2			
0361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) Other enrolled students	4			
0361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2012-13	1			
0361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2011-12	3			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2013-14	1			
026-FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	2			
026-FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	1			
030-FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	2			
028-FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	1			
5174-FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	1			
5174-FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS)	1			

All program completers, 2011-12				
0930-GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
0930-GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	4			
5551-HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
5550-HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
0550-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	2			
5550-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	1			
0550.1-HEALTH EDUCATION.1 Educational Testing Service (ETS) Other enrolled students	1			
0200-INTRO TO THE TEACHING OF READING Educational Testing Service (ETS) All program completers, 2011-12	1			
035-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	6			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	151	11	92
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	5			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	11	155	10	91
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	7			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	12	149	11	92
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
020-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
034-MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	2			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS)	5			
All program completers, 2011-12				

036-MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	1			
037-MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	3			
0089.1-MIDDLE SCHOOL SOCIAL STUDIES.1 Educational Testing Service (ETS) Other enrolled students	1			
0089.1-MIDDLE SCHOOL SOCIAL STUDIES.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
0089.1-MIDDLE SCHOOL SOCIAL STUDIES.1 Educational Testing Service (ETS) All program completers, 2011-12	1			
5113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0113.1-MUSIC CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	1			
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	7			
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
0091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
0091.1-PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	1			
5265-PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1			
0265-PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2013-14	2			
0390-PSYCHOLOGY Educational Testing Service (ETS) Other enrolled students	8			
0390-PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2013-14	3			
0300-READING SPECIALIST Educational Testing Service (ETS) All program completers, 2013-14	11	506	11	100
0300-READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	13	535	13	100
0300-READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	33	532	33	100
043-SCIENCE—CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
045-SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	10	217	5	50
0543-SE CK AND MILD TO MODERATE APPL	4			

Educational Testing Service (ETS) All program completers, 2013-14				
0543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	3			
0543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2011-12	5			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) Other enrolled students	13	176	13	100
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	15	180	15	100
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	8			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	63	263	63	100
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	3			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	3			
0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
5081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
0081.1-SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	24	170	23	96
0081.1-SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0081.1-SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	1			
048-SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson Other enrolled students	4			
050-SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson Other enrolled students	6			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	5			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson	2			

All program completers, 2013-14				
052-SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson Other enrolled students	3			
053-SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson Other enrolled students	6			
0950-SOCIOLOGY Educational Testing Service (ETS) Other enrolled students	5			
0950-SOCIOLOGY Educational Testing Service (ETS) All program completers, 2012-13	1			
0191-SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0191-SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	12	180	12	100
0191-SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	11	175	10	91
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	7			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	4			
5204-TEACHING READING Educational Testing Service (ETS) Other enrolled students	1			
0941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	5			
5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	3			
5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	1			
0941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	1			
059-WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson Other enrolled students	2			
059-WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	132	120	91
All program completers, 2012-13	67	67	100
All program completers, 2011-12	109	106	97

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 robust and well rounded approach to preparing teachers. Not only is emphasis placed on teaching pre-service teachers 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 teachers remain current with regard to selectir and using digital tools best suited for the subject and grade level they will teach. Additionally, interactive white boards, iPads and mobile devices provide opportunities for teachers to further engage students in the classroom. Teachers demonstrate their ability to plan for instruction and assessment using digital tools and applications in the Technology Integration Project which also serves as a unit key assessment for CAEP accreditation.

Integral to our approach in choosing and using educational technology is the idea that software and digital tools are not the focus of student learning, but rather a means to expedite, enhance and engender the learning and assessment experience in their future classrooms. As blended learning and flipping the classroom gain momentum and optimize the learning experience in both face to face and online learning environments, a concerted effort has been made to integrate these tools more fully, and leverage their benefits throughout the campus.

Capturing data and making data-informed decisions enable instructors and teaching candidates at Marian University to organize, report and understand data from both a micro and macro view. CAMS (our student information system), Canvas (our LMS), Tk20 (our data management system) 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. Finally online surveys provide "just in time data" so that course design decisions can be made quickly for the next day, next week, or following semeste

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

[Basic Skills-Alternative Admissions_Alternate Route](#)

Complete Report Card

AY 2013-14