



Marian University  
Traditional Report AY 2022-23  
Indiana



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

**IPEDS ID**

151786

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

**ADDRESS**

3200 Cold Spring Road

**CITY**

Indianapolis

**STATE**

Indiana



**ZIP**

46222

**SALUTATION**

Mr.



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# List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

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

- [Teacher Preparation Program](#)

## List of Programs

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

| CIP Code | Teacher Preparation Programs                        | UG, PG, or Both | Update |
|----------|---|-----------------|--------|
| 13.1202  | Elementary Education                                | UG              |        |
| 13.1     | Special Education                                   | UG              |        |
| 13.1322  | Teacher Education - Biology                         | UG              |        |
| 13.1323  | Teacher Education - Chemistry                       | UG              |        |
| 13.14    | Teacher Education - English as a Second Language    | UG              |        |
| 13.1305  | Teacher Education - English/Language Arts           | UG              |        |
| 13.1306  | Teacher Education - Foreign Language                | UG              |        |
| 13.1316  | Teacher Education - General Science                 | UG              |        |
| 13.1307  | Teacher Education - Health                          | UG              |        |
| 13.1328  | Teacher Education - History                         | UG              |        |
| 13.1311  | Teacher Education - Mathematics                     | UG              |        |
| 13.1312  | Teacher Education - Music                           | UG              |        |
| 13.1314  | Teacher Education - Physical Education and Coaching | UG              |        |
| 13.1317  | Teacher Education - Social Sciences                 | UG              |        |
| 13.1318  | Teacher Education - Social Studies                  | UG              |        |

Total number of teacher preparation programs:

15



# Program Requirements

THIS PAGE INCLUDES:

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

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

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

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

- Yes  
 No

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

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

| Element                     | Admission   | Completion  |
|-----------------------------|---|---|
| Essay or personal statement | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview                   | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Other Specify:<br>Portfolio | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

2.5

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

2.5

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

## Postgraduate Requirements

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

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

- Yes  
 No

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

| Element   | Admission  | Completion   |
|---|--|--|
| Transcript  | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check   | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Background check  | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed              | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA   | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework                                  | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework                        | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score   | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum SAT score   | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum basic skills test score   | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |

| Element                                | Admission  | Completion   |
|--|--|--|
| Recommendation(s)                      | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Essay or personal statement            | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Interview                              | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Other Specify:<br><input type="text"/> | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |

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

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

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

## Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

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

### Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

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

- Yes  
 No

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

### Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

250

Years required of teaching as the teacher of record in a classroom

1

### All Programs

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

6

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

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

5

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

41

Number of students in supervised clinical experience during this academic year

43

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



# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

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

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

| 2022-23 Total                        |     |
|--------------------------------------|-----|
| Total Number of Individuals Enrolled | 113 |
| Subset of Program Completers         | 44  |

| Gender                                    | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male                                      | 20             | 6                            |
| Female                                    | 93             | 38                           |
| Non-Binary/Other                          | 0              | 0                            |
| No Gender Reported                        | 0              | 0                            |
| Race/Ethnicity                            | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native          | 0              | 0                            |
| Asian                                     | 2              | 0                            |
| Black or African American                 | 9              | 4                            |
| Hispanic/Latino of any race               | 12             | 6                            |
| Native Hawaiian or Other Pacific Islander | 0              | 0                            |
| White                                     | 89             | 34                           |

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

# Teachers Prepared

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

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

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

## THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

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

- [Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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

### What are CIP Codes?

No teachers prepared in academic year 2022-23

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

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

| CIP Code | Subject Area                          | Number Prepared |
|----------|---------------------------------------|-----------------|
| 13.10    | Teacher Education - Special Education | 6               |

| CIP Code | Subject Area   | Number Prepared |
|----------|--|-----------------|
| 13.1202  | Teacher Education - Elementary Education                             | 27              |
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | 0               |
| 13.1210  | Teacher Education - Early Childhood Education                        | 0               |
| 13.1301  | Teacher Education - Agriculture                                      | 0               |
| 13.1302  | Teacher Education - Art  | 1               |
| 13.1303  | Teacher Education - Business   | 0               |
| 13.1305  | Teacher Education - English/Language Arts                            | 3               |
| 13.1306  | Teacher Education - Foreign Language                                 | 3               |
| 13.1307  | Teacher Education - Health   | 1               |
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics      | 0               |
| 13.1309  | Teacher Education - Technology Teacher Education/Industrial Arts     | 0               |
| 13.1311  | Teacher Education - Mathematics                                      | 1               |
| 13.1312  | Teacher Education - Music  | 2               |
| 13.1314  | Teacher Education - Physical Education and Coaching                  | 1               |
| 13.1315  | Teacher Education - Reading  | 0               |
| 13.1316  | Teacher Education - Science Teacher Education/General Science        | 0               |
| 13.1317  | Teacher Education - Social Science                                   | 0               |
| 13.1318  | Teacher Education - Social Studies                                   | 2               |
| 13.1320  | Teacher Education - Trade and Industrial                             | 0               |
| 13.1321  | Teacher Education - Computer Science                                 | 0               |
| 13.1322  | Teacher Education - Biology  | 2               |
| 13.1323  | Teacher Education - Chemistry  | 0               |
| 13.1324  | Teacher Education - Drama and Dance                                  | 0               |
| 13.1328  | Teacher Education - History  | 0               |
| 13.1329  | Teacher Education - Physics  | 0               |

| CIP Code | Subject Area                                       | Number Prepared                |
|----------|--|--------------------------------|
| 13.1331  | Teacher Education - Speech                         | <input type="text" value="0"/> |
| 13.1337  | Teacher Education - Earth Science                  | <input type="text" value="0"/> |
| 13.14    | Teacher Education - English as a Second Language   | <input type="text" value="1"/> |
| 13.99    | Education - Other Specify:<br><input type="text"/> | <input type="text" value="0"/> |

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

### [What are CIP Codes?](#)

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

- Yes  
 No

No teachers prepared in academic year 2022-23

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

| CIP Code | Academic Major   | Number Prepared                 |
|----------|--|---------------------------------|
| 13.10    | Teacher Education - Special Education                                | <input type="text" value="4"/>  |
| 13.1202  | Teacher Education - Elementary Education                             | <input type="text" value="26"/> |
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text" value="0"/>  |
| 13.1210  | Teacher Education - Early Childhood Education                        | <input type="text" value="0"/>  |
| 13.1301  | Teacher Education - Agriculture                                      | <input type="text" value="0"/>  |
| 13.1302  | Teacher Education - Art  | <input type="text" value="1"/>  |
| 13.1303  | Teacher Education - Business   | <input type="text" value="0"/>  |
| 13.1305  | Teacher Education - English/Language Arts                            | <input type="text" value="3"/>  |
| 13.1306  | Teacher Education - Foreign Language                                 | <input type="text" value="3"/>  |

| CIP Code | Academic Major  | Number Prepared |
|----------|---|-----------------|
| 13.1307  | Teacher Education - Health  | 1               |
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics                   | 0               |
| 13.1309  | Teacher Education - Technology Teacher Education/Industrial Arts                  | 0               |
| 13.1311  | Teacher Education - Mathematics   | 1               |
| 13.1312  | Teacher Education - Music   | 2               |
| 13.1314  | Teacher Education - Physical Education and Coaching                               | 0               |
| 13.1315  | Teacher Education - Reading   | 0               |
| 13.1316  | Teacher Education - General Science   | 0               |
| 13.1317  | Teacher Education - Social Science  | 0               |
| 13.1318  | Teacher Education - Social Studies  | 2               |
| 13.1320  | Teacher Education - Trade and Industrial  | 0               |
| 13.1321  | Teacher Education - Computer Science  | 0               |
| 13.1322  | Teacher Education - Biology   | 2               |
| 13.1323  | Teacher Education - Chemistry   | 0               |
| 13.1324  | Teacher Education - Drama and Dance   | 0               |
| 13.1328  | Teacher Education - History   | 0               |
| 13.1329  | Teacher Education - Physics   | 0               |
| 13.1331  | Teacher Education - Speech  | 0               |
| 13.1337  | Teacher Education - Earth Science   | 0               |
| 13.14    | Teacher Education - English as a Second Language                                  | 0               |
| 13.99    | Education - Other Specify:<br><input data-bbox="289 1728 1255 1770" type="text"/> | 0               |
| 01       | Agriculture   | 0               |
| 03       | Natural Resources and Conservation  | 0               |
| 05       | Area, Ethnic, Cultural, and Gender Studies  | 0               |

| CIP Code | Academic Major                                       | Number Prepared |
|----------|--|-----------------|
| 09       | Communication or Journalism                          | 0               |
| 11       | Computer and Information Sciences                    | 0               |
| 12       | Personal and Culinary Services                       | 0               |
| 14       | Engineering  | 0               |
| 16       | Foreign Languages, Literatures, and Linguistics      | 0               |
| 19       | Family and Consumer Sciences/Human Sciences          | 0               |
| 21       | Technology Education/Industrial Arts                 | 0               |
| 22       | Legal Professions and Studies                        | 0               |
| 23       | English Language/Literature                          | 0               |
| 24       | Liberal Arts/Humanities                              | 0               |
| 25       | Library Science                                      | 0               |
| 26       | Biological and Biomedical Sciences                   | 0               |
| 27       | Mathematics and Statistics                           | 0               |
| 30       | Multi/Interdisciplinary Studies                      | 0               |
| 38       | Philosophy and Religious Studies                     | 0               |
| 40       | Physical Sciences                                    | 0               |
| 41       | Science Technologies/Technicians                     | 0               |
| 42       | Psychology   | 0               |
| 44       | Public Administration and Social Service Professions | 0               |
| 45       | Social Sciences                                      | 0               |
| 46       | Construction   | 0               |
| 47       | Mechanic and Repair Technologies                     | 0               |
| 50       | Visual and Performing Arts                           | 0               |
| 51       | Health Professions and Related Clinical Sciences     | 0               |
| 52       | Business/Management/Marketing                        | 0               |

| CIP Code | Academic Major                         | Number Prepared                |
|----------|--|--------------------------------|
| 54       | History                                | <input type="text" value="0"/> |
| 99       | Other Specify:<br><input type="text"/> | <input type="text" value="0"/> |



# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

## Program Assurances

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

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

The Fred S. Klipsch Educators College at 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 teacher 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.



# Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal is to again prepare at least two candidates to be licensed math teachers.

3. Did your program meet the goal?

- Yes  
 No

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

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

Our goal was to prepare one aspiring educator to become a math teacher. We currently do not have a math educator, but we recognize the need for one on the faculty. We believe this faculty member can help not only recruit aspiring math educators but also provide them with the mentorship and support needed to complete the program and become licensed. We conducted a search for this faculty member in the fall of 2023. The faculty member will start their duties in the fall of 2024.

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

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Prepare a minimum of two math teachers.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Prepare a minimum of two teachers in mathematics.

# Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal is to have at least one candidate prepared to be a licensed in a science area (Chemistry or Life Science).

3. Did your program meet the goal?

- Yes  
 No

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

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

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

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Our goal is to have at least one candidate prepared to be a licensed in a science area (Chemistry or Life Science).

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Prepare a minimum of two teachers in science.

# Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

The EPP will maintain the preparation of three candidates to teach Special Education: Mild to Moderate Intervention. With the hope of increasing this by one student for the 2022-23 year.

3. Did your program meet the goal?

- Yes  
 No

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

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

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

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

The EPP will maintain the preparation of three candidates to teach Special Education: Mild to Moderate Intervention.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

We will prepare a minimum of three teachers in special education.



# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

[§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

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

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

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Do to the drop in number of potential candidates, we plan on preparing one teacher candidate to be licensed to teach students with limited English proficiency.

3. Did your program meet the goal?

- Yes  
 No

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

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

Two of our faculty members working with aspiring educators interested in ENL have noted that they have become more intentional in their respective courses regarding encouraging first-year students to add ENL as a minor. All minor sheets have been updated to reflect ENL as a minor (it was not previously listed). The minor sheet has been sent to all faculty advisors, and they have been asked to encourage aspiring educators to consider adding ENL as a minor during their advising session.

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

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Prepare at least one candidate to teach Limited English proficiency.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Prepare at least one candidate to teach Limited English proficiency.

## Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

[>> Assessment Pass Rates](#)

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Assessment Pass Rates

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5134 -ART CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                      | 1                         |                         |                            |                     |
| ETS5134 -ART CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                      | 1                         |                         |                            |                     |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                  | 1                         |                         |                            |                     |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                | 1                         |                         |                            |                     |
| ETS5008 -ELEM ED: MATH & SCIENCE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 6                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5008 -ELEM ED: MATH & SCIENCE<br>Educational Testing Service (ETS)<br>Other enrolled students  | 12                        | 159                     | 8                          | 67                  |
| ETS5008 -ELEM ED: MATH & SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2022-23  | 5                         |                         |                            |                     |
| ETS5008 -ELEM ED: MATH & SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22  | 1                         |                         |                            |                     |
| ETS5007 -ELEM ED: READING & SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl           | 10                        | 174                     | 10                         | 100                 |
| ETS5007 -ELEM ED: READING & SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>Other enrolled students                                      | 12                        | 172                     | 11                         | 92                  |
| ETS5007 -ELEM ED: READING & SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                              | 7                         |                         |                            |                     |
| ETS5007 -ELEM ED: READING & SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                              | 1                         |                         |                            |                     |
| PIN0005 -ELEMENTARY EDUCATION<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl                      | 1                         |                         |                            |                     |
| PIN0005 -ELEMENTARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23   | 17                        | 248                     | 16                         | 94                  |
| PIN0005 -ELEMENTARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22   | 15                        | 247                     | 15                         | 100                 |
| PIN0005 -ELEMENTARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21   | 7                         |                         |                            |                     |
| PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 2                         |                         |                            |                     |
| PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23                    | 16                        | 239                     | 15                         | 94                  |
| PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22                    | 13                        | 234                     | 13                         | 100                 |
| PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                    | 8                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 2                         |                         |                            |                     |
| PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23                    | 16                        | 258                     | 16                         | 100                 |
| PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22                    | 13                        | 249                     | 13                         | 100                 |
| PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                    | 9                         |                         |                            |                     |
| PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 2                         |                         |                            |                     |
| PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23                    | 16                        | 246                     | 15                         | 94                  |
| PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22                    | 13                        | 243                     | 13                         | 100                 |
| PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                    | 7                         |                         |                            |                     |
| PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 2                         |                         |                            |                     |
| PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23                    | 16                        | 239                     | 15                         | 94                  |
| PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22                    | 13                        | 239                     | 13                         | 100                 |
| PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                    | 8                         |                         |                            |                     |
| PIN0021 -ENGLISH LANGUAGE ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23  | 2                         |                         |                            |                     |
| PIN0021 -ENGLISH LANGUAGE ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22  | 2                         |                         |                            |                     |
| PIN0021 -ENGLISH LANGUAGE ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21  | 1                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group   | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl        | 2                         |                         |                            |                     |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>Other enrolled students                                   | 1                         |                         |                            |                     |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                           | 1                         |                         |                            |                     |
| PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23               | 1                         |                         |                            |                     |
| PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22               | 1                         |                         |                            |                     |
| PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21               | 2                         |                         |                            |                     |
| PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22 | 1                         |                         |                            |                     |
| PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 2                         |                         |                            |                     |
| PIN0026 -FINE ARTS-GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                           | 2                         |                         |                            |                     |
| PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                      | 2                         |                         |                            |                     |
| PIN0066 -HEALTH<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21  | 1                         |                         |                            |                     |
| ETS5551 -HEALTH EDUCATION<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                                    | 1                         |                         |                            |                     |
| ETS5551 -HEALTH EDUCATION<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                                    | 1                         |                         |                            |                     |
| ETS5165 -MATHEMATICS<br>Educational Testing Service (ETS)<br>Other enrolled students   | 2                         |                         |                            |                     |
| PIN0035 -MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23                                       | 1                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group   | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5165 -MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22   | 1                         |                         |                            |                     |
| PIN0035 -MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22                                       | 2                         |                         |                            |                     |
| ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2022-23           | 1                         |                         |                            |                     |
| ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                  | 1                         |                         |                            |                     |
| PIN0007 -P-12 EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23                                    | 3                         |                         |                            |                     |
| PIN0007 -P-12 EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22                                    | 4                         |                         |                            |                     |
| PIN0007 -P-12 EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                                    | 2                         |                         |                            |                     |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                       | 1                         |                         |                            |                     |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                       | 1                         |                         |                            |                     |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                       | 1                         |                         |                            |                     |
| PIN0067 -PHYSICAL EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                                | 1                         |                         |                            |                     |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 3                         |                         |                            |                     |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>Other enrolled students                            | 5                         |                         |                            |                     |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                    | 2                         |                         |                            |                     |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                    | 4                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 11                        | 174                     | 11                         | 100                 |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>Other enrolled students                            | 13                        | 172                     | 12                         | 92                  |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                    | 7                         |                         |                            |                     |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                    | 1                         |                         |                            |                     |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                    | 1                         |                         |                            |                     |
| ETS5625 -PRINC LEARNING AND TEACHING PRE K-12<br>Educational Testing Service (ETS)<br>Other enrolled students                       | 1                         |                         |                            |                     |
| ETS5625 -PRINC LEARNING AND TEACHING PRE K-12<br>Educational Testing Service (ETS)<br>All program completers, 2022-23               | 5                         |                         |                            |                     |
| ETS5625 -PRINC LEARNING AND TEACHING PRE K-12<br>Educational Testing Service (ETS)<br>All program completers, 2021-22               | 2                         |                         |                            |                     |
| PIN0045 -SCIENCE-LIFE SCIENCE<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23                             | 1                         |                         |                            |                     |
| ETS5543 -SE CK AND MILD TO MODERATE APPL<br>Educational Testing Service (ETS)<br>Other enrolled students                            | 1                         |                         |                            |                     |
| ETS5543 -SE CK AND MILD TO MODERATE APPL<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                    | 1                         |                         |                            |                     |
| ETS5543 -SE CK AND MILD TO MODERATE APPL<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                    | 1                         |                         |                            |                     |
| PIN0006 -SECONDARY EDUCATION<br>Evaluation Systems group of Pearson<br>Other enrolled students                                      | 1                         |                         |                            |                     |
| PIN0006 -SECONDARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23                              | 6                         |                         |                            |                     |
| PIN0006 -SECONDARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22                              | 10                        | 258                     | 10                         | 100                 |



| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| PIN0006 -SECONDARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                        | 3                         |                         |                            |                     |
| PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES<br>Evaluation Systems group of Pearson<br>Other enrolled students             | 1                         |                         |                            |                     |
| PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23     | 1                         |                         |                            |                     |
| PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22     | 3                         |                         |                            |                     |
| ETS5941 -WORLD AND U.S. HISTORY CK<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1                         |                         |                            |                     |
| ETS5941 -WORLD AND U.S. HISTORY CK<br>Educational Testing Service (ETS)<br>Other enrolled students                            | 3                         |                         |                            |                     |
| ETS5941 -WORLD AND U.S. HISTORY CK<br>Educational Testing Service (ETS)<br>All program completers, 2022-23                    | 1                         |                         |                            |                     |
| ETS5941 -WORLD AND U.S. HISTORY CK<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                    | 4                         |                         |                            |                     |
| PIN0059 -WORLD LANGUAGES-SPANISH<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23                    | 3                         |                         |                            |                     |
| PIN0059 -WORLD LANGUAGES-SPANISH<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22                    | 3                         |                         |                            |                     |

## Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Summary Pass Rates

| Group                           | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2022-23 | 41                  | 38                   | 93            |
| All program completers, 2021-22 | 36                  | 31                   | 86            |
| All program completers, 2020-21 | 17                  | 14                   | 82            |

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

## Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

# Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

## Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

The Simulation Laboratory gives students a unique opportunity to face a real classroom (in avatar form) in a high tech way. This classroom experience can be customized depending on the level of education and the student has acquired throughout their time in the program. In order to prepare teachers to teach 21st-century students with 21st-century technologies, The Klipsch Educators College at Marian University provides a 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. Productivity tools such as social bookmarking and screencasting 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 whiteboards, iPads, and mobile devices provide opportunities for teachers to further engage students in the classroom. Just prior to Clinical Internship, teaching candidates must demonstrate their ability to plan for instruction and assessment using digital tools and applications. A technology-enhanced lesson (including assessing student learning with technology) is required in order for students to demonstrate competencies in leveraging educational technology to improve student learning outcomes. 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 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 in the

Klipsch Educators College a means to organize, report and understand it from both a micro and macro view. MUHUB (our student information system), Canvas (our LMS), and Airtable (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 the following semester.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

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

## Teacher Training

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

#### a. Teach students with disabilities effectively

All students in the KEC take an introductory course on special education, SPD 230. This course introduces all candidates to the different disabilities of their future students, teaching strategies to work with these students, and their role in IEP meetings. Beyond this, candidates have opportunities to think about classroom management strategies particularly for students with disabilities in terms of classroom design, grouping, behavior interventions, collaboration with families, and collaboration with special education staff in a classroom management course, EDU 446. Our simulation lab has scenarios for teaching students with different disabilities (i.e. Autism and learning disabilities) and gives candidates opportunities to practice teaching these students with special attention to accommodating for their needs to include them in a general education classroom.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

In SPD 230, all students participate in a role play of an IEP meeting where they learn about the different roles of individuals in these meetings, and get the opportunity to role play these different roles and reflect on them. Special attention is given to the role of the general education teacher, as this is the role the candidates will most likely fill in their career (assuming they complete the program and become general education teachers). A simulation lab scenario is used to focus on different portions of IEP case conferences, allowing our candidates to practice being in the role of a special education teacher.

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

All teacher candidates in the Klipsch Educators College are prepared to teach limited English proficient students. Candidates in all programs are required to take a course which is focused on language acquisition, teaching students at various levels of language acquisition, and the effects of culture and acculturation on academic achievement. The courses which are specifically designed to teach this content are EDU 318 English Learners in Diverse & Inclusive Classrooms.

### 2. Does your program prepare special education teachers?

- Yes  
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

#### a. Teach students with disabilities effectively

Teach students with disabilities effectively: Our program places a high emphasis on our candidates blending practical knowledge with clinical placements along with classroom learning, theory and best practices. When candidates begin preparing to be special education teachers, they are in schools observing teachers and interacting with students with disabilities in their first year. This emphasis on clinical experiences carries throughout the entirety of the program with increased expectations in hours and amount of teaching as candidates progress. These clinical experiences vary in type of placement (i.e. resource room, inclusive settings, and self-contained classrooms) as well as the age of the students served since our

candidates are earning a P-12 mild intervention license. Candidates share their experiences in schools and use the classroom to build upon what they are learning in the field, and to educate them on best practices for teaching students with disabilities and additional opportunities to practice in the simulation lab and in practice sessions with their fellow candidates. Courses throughout the program focus upon assessment, methods of instruction, program management, lesson planning, transition, behavior management, and collaboration, all for students with disabilities. After completing this, candidates can complete a traditional semester long clinical internship in special education or opt for a master's program with a year long teaching residency where they will work with a master teacher and have the opportunity to teach students with disabilities.

**b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

At different points throughout the program, candidates are required to attend IEP meetings as an observer. This requires candidates to communicate with mentor teachers in their clinical placements about this, and seek consent from the parent/guardian to attend their child's IEP meeting. In addition to this, candidates learn about the entire evaluation and IEP process in their first special education course, and this is reinforced throughout the program. An IEP meeting simulation is being created where candidates can practice running an IEP meeting and working with all the corresponding team members. Candidates have to write different aspects of an IEP throughout the program, with an emphasis on writing the Present Levels of Academic Achievement and Functional Performance, goals, a Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), transition plan, accommodations, and candidates have to write an entire IEP. Based on feedback from candidates, we will be using the state of Indiana's training site for their IEP system to allow candidates to practice writing an IEP in the Indiana system.

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

All teacher candidates in the Klipsch Educators College are prepared to teach limited English proficient students. Candidates in all programs are required to take a course which is focused on language acquisition, teaching students at various levels of language acquisition, and the effects of culture and acculturation on academic achievement. The courses which are specifically designed to teach this content are EDU 318 English Learners in Diverse & Inclusive Classrooms.

## Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

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

<https://www.marian.edu/educators-college>

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.



# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

James Kedra

TITLE:

Data Coordinator

## Certification of review of submission

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

NAME OF REVIEWER:

Dr. LaTonya Turner

TITLE:

Dean, Klipsch Educators College