

Marian College
3200 Cold Spring Rd.
Indianapolis, IN 46222-1997
<http://education.marian.edu>
2007-2008

Section I

Mission: Marian College was founded by the Sisters of St. Francis more than 60 years ago. The liberal arts college embraces four Franciscan values: dignity of the individual, responsible stewardship, reconciliation, and peace and justice. The mission of the college is to provide a transformative learning and living experience for students. The School of Education embraces this mission in its preparation of beginning teachers who help transform the learning of children and adolescents. Four domains of teaching responsibility are highlighted throughout professional education courses: planning and preparation, classroom environment, instruction, and professional responsibility. Eleven program principles guide each of the programs.

School of Education Motto: *Teacher as Model and Mentor: Ever Teaching, Ever Learning, Ever Changing*

Student Demographics: The traditional student body enrollment for fall, 2007, including part-time students, was 1,665. The School of Education's Master of Arts in Teaching Program enrolled 19 students. The School had 47 Elementary Education majors and about 19 secondary licensing students. The college had about a 18.1 percent minority population enrollment.

Type of Institution: Marian College is a liberal arts institution offering majors in a variety of areas. It also has three professional programs: education, nursing, and business.

Program Completer: A program completer is a teacher candidate who completes all the degree requirements and completes all phases of the Phase Assessment System. Students must pass specific performance criteria at three points throughout their preparation program. Criteria include successful completion of academic content area tests, performance reviews, interviews, portfolios, student teaching, and grade point requirements.

Teacher Preparation Programs: Marian College offers an Elementary Education major for licensing at the primary and intermediate teaching levels; an Exceptional Needs minor for elementary and secondary developmental levels; licensing in Art, Biology, Chemistry, Economics, English, French, Health and Physical Education, History, Mathematics, Music, Political Science, Psychology, Sociology, and/or Spanish at the high school level. Middle school concentration, Bilingual/Bicultural and ENL licensing are also available. Secondary education is designated as a full minor, and secondary candidates may add any other minor. The School of Education offers a Master of Arts in Teaching (MAT) program for career changers. Additional teacher training programs include Indianapolis Teaching Fellows, Teach for America and Nativity Miguel and a licensure only course sequence..

Accreditation: Marian College is accredited by the North Central Association of Colleges and Schools, and the School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All of the School's programs are accredited by the Indiana Division of Professional Standards (DPS).

Unique Program Features:

- Elementary Education students engage in family activities at schools with training in Family Math and Family Science.
- Elementary Education students begin field work in their first semester.
- The Catholic School Educator Program provides specialized preparation for candidates wishing to teach in Catholic schools.
- The MAT program is a selective 12-month, intensive program for career changers seeking an Indiana license for primary and intermediate teaching.
- Secondary licensing students major in their subject area.
- Classes average 15 students with close working relationships with faculty

Notable Accomplishments:

- English as a New Language in coursework, particularly embedding it as part of licensing requirements in the MAT program.
- New contracts awarded allowing Marian's School of Education to offer additional teacher licensure opportunities, outside of the traditional four-year degree path, and specifically aimed at serving lower socio-economic school districts.

TABLE 1: Single-Assessment Pass-Rate Data: 2007-2008
Testing Period 9/2007 – 9/2008 Number of Program Completers 45

Type of Assessment	Code	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
PPST Reading	710	7			99%
PPST Writing	720	7			100%
PPST Mathematics	730	9			99%
Computerized PPST Reading	5710	18	18	100%	100%
Computerized PPST Writing	5720	18	18	100%	100%
Computerized PPST Mathematics	5730	16	16	100%	100%
Academic Content Areas					
Elem Ed Curr Instruc Assessment	011	18	18	100%	98%
Eng Lang Lit Comp Content Knowledge	041	2			100%
Mathematics: Content Knowledge	061	1			95%
Social Studies: Content Knowledge	081	2			99%
Physical Ed: Content Knowledge	091	1			99%
Art Content Knowledge	133	1			99%
Reading Specialist	300	18	18	100%	100%
Teaching Special Populations					
Educ Exceptional Students: CK	353	6			100%

Type of Assessment	Code	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Ed Except Studets: Mild Moder Disabil	542	6			100%

TABLE 2: Aggregate Institution-Level Pass-Rate Data: 2007-2008
Testing Period 9/2007 – 9/2008 Number of Program Completers 45

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Aggregate: Basic Skills*	25	24	96%	99%
Professional Knowledge				
Aggregate: Academic Content Areas (math, English, biology etc.)*	43	43	100%	99%
Other Content Areas				
Aggregate: Teaching Special Populations (special education, ESL,...)*	6			100%
Summary of Individual Assessments**	74	73	98%	99%

Section II

Total number of students enrolled in Teacher Education (Education majors and Secondary Education minors) in 2007-2008	66
Number of students in supervised student teaching in 2007-2008 (Including MAT)	45
Number of faculty members who supervised student teachers	7
a. Full-time in professional education	7
b. Part-time faculty in professional education but full time in the college	1
c. Part-time faculty in professional education, not otherwise employed by the institution	1
d. Total faculty student teaching supervisors	9
Student teacher/faculty ratio	4:1
a. Average number of student teaching hours per week required	35
b. Total number of weeks of supervised student teaching required	16
c. Average total number of hours required	560

The Educational Testing Service (ETS) offers testing accommodations for test-takers with diagnosed disabilities. See <http://www.ets.org/portal/site/ets/menuitem.435c0b5cc7bd0ae7015d9510c3921509/?vgnextoid=feb7be3a864f4010VgnVCM10000022f95190RCRD> for more information. For licensing applicants who are still unsuccessful at completing their testing requirements, The Division of Professional Standards at the Indiana Department of Education (DPS INDOE) waiver rule 515 IAC 1-4-1(b)(3) may apply. See <http://www.doe.state.in.us/dps/teacherprep/testing/WaiverRule.html> or call 317-232-6610 for more information about the waiver option. For more information about Marian College's compliance with the waiver rule, contact the School of Education at (317) 955-6089

Certification

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 in the Reference and Reporting Guide for Preparing State and Institutional Reports on the quality of teacher preparation.

_____ **Signature**

_____ **Printed Name**

_____ **Title**

_____ **Date**

Certification of review of submission

_____ **Signature**

_____ **Printed Name**

_____ **Title**