IN

Marian University
Traditional Report AY 2014-15
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

3200 Cold Spring Road

CITY

Indianapolis

STATE

Indiana

ZIP

46222

SALUTATION

Mrs.

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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?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

- ○ Yes
- ● No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> Program Information

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

Program Information

List each teacher preparation program included in your traditional 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 https://www2.ed.gov/programs/tqpartnership/awards.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
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 Education	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	

Total number of teacher preparation programs: 20

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
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: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

- Admissions
- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

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

Sophomore year

If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- (●) Yes
- ( ) No

3. Provide a link to your website where additional information about admissions requirements can be found:

http://marian.edu/Academics/school-of-education-and-exercise-science/areas-of-study

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

The portfolio components consist of: documenting work with children, philosophy of teaching, and letters of recommendation; interview by two faculty members to determine commitment and passion for teaching; and documentation of dispositions from education and general education faculty.

Undergraduate Requirements

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

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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit

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

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

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2014-15?

3.5

4. 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

5. What was the median GPA of individuals completing the program in academic year 2014-15?

3.7

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

Postgraduate Requirements

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

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

○ Yes

- [ ] Yes
- [x] 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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

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

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

3. What was the median GPA of individuals accepted into the program in academic year 2014-15?

4. 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.)

5. What was the median GPA of individuals completing the program in academic year 2014-15?

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	263
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of students in supervised clinical experience during this academic year	23

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

SECTION I: PROGRAM INFORMATION

Enrollment

THIS PAGE INCLUDES:

>> Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

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 2014-15	36
Unduplicated number of males enrolled in 2014-15	6
Unduplicated number of females enrolled in 2014-15	30

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. (§205(a)(1)(C)(ii)(H))

2014-15	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	0
Race	

2014-15	Number Enrolled
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	35
Two or more races	0

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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

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

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2014-15**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	5
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	16
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	7
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2014-15**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	16
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	7
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	1
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify:	

SECTION I: PROGRAM INFORMATION

Program Completers

THIS PAGE INCLUDES:

>> Program Completers

On this page, enter the total number of individuals who completed the program in AY 2014-15 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

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

2014-15	23
2013-14	21
2012-13	23

SECTION II: ANNUAL GOALS

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- Annual Goals - Mathematics
- Annual Goals - Science
- Annual Goals - Special Education
- Annual Goals - Instruction of Limited English Proficient Students
- Assurances

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 https://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 2014-15

1. Did your program prepare teachers in mathematics in 2014-15?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

- (●) Yes
- ( ) No
- ( ) Not applicable

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:

Academic year 2015-16

7. Is your program preparing teachers in mathematics in 2015-16?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2015-16?

1

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

Academic year 2016-17

10. Will your program prepare teachers in mathematics in 2016-17?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2016-17?

1

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

Annual Goals - Science

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

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

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

Academic year 2014-15

1. Did your program prepare teachers in science in 2014-15?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in science in 2014-15?

- (●) Yes
- ( ) No
- ( ) Not applicable

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:

Academic year 2015-16

7. Is your program preparing teachers in science in 2015-16?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2015-16?

1

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

Academic year 2016-17

10. Will your program prepare teachers in science in 2016-17?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2016-17?

1

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

Annual Goals - Special Education

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

Information about teacher shortage areas can be found at https://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 2014-15

1. Did your program prepare teachers in special education in 2014-15?

- [x] Yes
- [ ] No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in special education in 2014-15?

- [x] Yes
- [ ] No
- [ ] Not applicable

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:

Academic year 2015-16

7. Is your program preparing teachers in special education in 2015-16?

- [x] Yes
- [ ] No (leave remaining questions for year blank)

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

3

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

Academic year 2016-17

10. Will your program prepare teachers in special education in 2016-17?

- [x] Yes
- [ ] No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2016-17?

3

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

Annual Goals - Instruction of Limited English Proficient Students

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

Information about teacher shortage areas can be found at https://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 2014-15

1. Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

- ( ) Yes
- (●) No
- ( ) Not applicable

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:

Academic year 2015-16

7. Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

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

1

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

Academic year 2016-17

10. Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

1

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

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.

1. 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:

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.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

On this page, review the assessment pass rates. 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 Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
5235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0235.1 -BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2012-13	3			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	2			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	14	176	14	100
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	6			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	2			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	14	180	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	6			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	2			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	14	168	14	100
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	6			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	2			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	14	166	14	100
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	6			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	19	238	17	89
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	10	237	9	90
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	12	240	12	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	2			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	12	218	7	58
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	10	233	10	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	13	232	10	77

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	10	240	10	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	14	234	10	71
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	10	234	10	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	1			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	12	220	7	58
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	10	230	9	90
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	1			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson Other enrolled students	1			
0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2013-14	1			
0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2012-13	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	6			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	1			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	1			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
007 -P–12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	4			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	1			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) Other enrolled students	1			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	9			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	5			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	7			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5			
0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2014-15	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	1			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

>> Summary Pass Rates

On this page, review the summary pass rates. 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 Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	17	16	94
All program completers, 2013-14	21	20	95
All program completers, 2012-13	21	21	100

SECTION IV: LOW-PERFORMING

Low-Performing

THIS PAGE INCLUDES:

>> Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

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

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

- (●) Yes
- ( ) No

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

- [x] State
- [x] NCATE
- [ ] TEAC
- [ ] CAEP
- [ ] Other specify:

2. 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)?

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

>> Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.**

   In order to prepare teachers to teach 21st century students with 21st century technologies, the Marian University School of Education and Exercise Science provides a robust and well rounded approach to preparing teachers. Not only is emphasis placed on 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 digital curation platforms are demonstrated and taught so that pre-service teachers remain current with regard to selecting and using digital tools best suited for the subject and grade level they will teach. Additionally, interactive white boards, iPads and mobile devices provide opportunities for teachers to further engage students in the classroom. This year flipped instruction and digital badges in two courses have been piloted not only for the purpose of improving our teacher candidates' learning, but also to model best practice using technology in the classroom. The results have been impressive! 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 at Marian University a means to organize, report and understand it from both a micro and macro view. CAMS (our student information system), Canvas (our LMS), 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 semester.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. (§205(a)(1)(G))

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   - (●) Yes
   - ( ) No

   b. **participate as a member of individualized education program teams**

   - (●) Yes
   - ( ) No

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

   - (●) Yes
   - ( ) No

2. **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 offers programs of study to prepare the general education teacher in teaching students with exceptional needs and students who are limited English proficient. For example, in EDU230 (Neurodiversity in the Classroom), teaching candidates learn about the variety of exceptional conditions found in children. Definitions, identification, prevalence, characteristics, and educational needs of the various types of exceptional children are presented as well as brain based strategies that augment student learning. The course also focuses on the roles of the local school agency, the state, and the federal government as they pertain to the education of exceptional children. Our general education teaching candidates are also required to do case studies of teaching situations that require responding to students with limited English proficiency and their presence in the general education classroom. We now offer a minor in English as a Second Language.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

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

b. participate as a member of individualized education program teams

- [x] Yes
- [ ] No
- [ ] Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- [x] Yes
- [ ] No
- [ ] Program does not prepare special education teachers

4. **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 effectively prepares special education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams. In the course, Introduction to Special Needs, different types of disabilities and their legal definitions are learned, as described in Indiana Article 7. In this class historical foundations of special education are reviewed as well as current laws and regulations. Within an assessment class candidates assess, score, and report information from norm referenced assessments, informal assessments, and Curriculum Based Assessments(CBAs). Appropriate use of tests, including analysis of possible test bias are taught in this course. In the course, Curriculum and Methods, candidates learn specific research based strategies in the areas of reading, math and written expression. Response to Intervention (RtI), with heavy focus on tier two and three strategies. We review ISTAR process writing IEPs in Indiana. In this process present levels of performance, collecting data, evaluation reports and their influence on creating a personal IEP are discussed and learned. Teaching candidates 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 the specific allowed accommodations. Within this Curriculum and Methods course, candidates then write IEPs and develop lesson plans which include specific relevant strategies, based on the assessment results (from the assessment course.) In addition, characteristics, teaching strategies, eligibility and accommodations for the inclusion classroom are reviewed. In regards to participation in the IEP program team, teaching candidates receive instruction in the following: how to read an evaluation report, goal writing, determining Present Level of Performance (PLOP), procedural safeguards, monitoring progress, benchmarking, behavior plans, behavior assessments, how to facilitate a case conference, how to collect data for a case conference, and collaboration with parents and teachers. This content occurs within several courses including two practicums (which also include field experiences in which candidates observe, collect data, and teach lessons), and the Consultation and Collaboration courses. Candidates in the second practicum also learn to complete the components of a Functional Behavior Assessment and Behavior Intervention Plan.

SECTION VII: CONTEXTUAL INFORMATION

Contextual Information

THIS PAGE INCLUDES:

>> Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

Supporting Files

Traditional and Alternative Route included	

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **36**.

Number of program completers from Section I: Program Information, Program Completers is **23**.

For a total enrollment of **59**.

☐ **I certify the total enrollment shown above is correct.**

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:

Deb Gardner

TITLE:

Assistant Faculty, 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:

Deb Gardner

TITLE:

Assistant Faculty, Data Coordinator

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	48	36	-25.00%
Male Enrollment	8	6	-25.00%
Female Enrollment	40	30	-25.00%
Hispanic/Latino Enrollment	2	0	
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	0	0	

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	38	35	-7.89%
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	263	263	0.00%
Average number of clock hours required for student teaching	640	640	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4	4	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	2	4	100.00%
Number of students in supervised clinical experience during this academic year	21	23	9.52%
Total completers for current academic year	21	23	9.52%
Total completers for prior academic year	23	21	-8.70%
Total completers for second prior academic year	25	23	-8.00%