



MARQUETTE
UNIVERSITY

COLLEGE OF EDUCATION

UNDERGRADUATE
STUDENT HANDBOOK

2011-2012

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COLLEGE OF EDUCATION FOCUS

Consistent with Jesuit tradition, the College of Education programs at Marquette University prepare teachers, school counselors, counseling psychologists, community counselors, and administrators to demonstrate a commitment to *social justice* through their work. This commitment is expressed first through our undergraduate and graduate students becoming excellent professionals who exhibit a deep *knowledge* and understanding of their disciplines as well as how children, adolescents, and adults learn and develop. The commitment is further realized as students master the requisite *skills* of their profession.

Taken together, their knowledge and skill enable Marquette students to be effective communicators whose pedagogy, administration, counseling practice, or professional psychology meets the intellectual, social, emotional, cultural, and physical needs of those they aspire to help. In effect, their practice takes the form of planning, instruction or intervention, assessment, and the shaping of learning environments, all done with the race, social class, gender, ethnicity, and ability of their students or clients in mind.

Marquette students also exhibit *dispositions* that support lifelong learning and an appreciation for research and professional growth. They continually reflect on their practice and role in society, as well as attempt to enhance the learning and general well being of those they serve. In all of these endeavors, they grow in their engagement with critical analysis and advocacy around structural inequities in society and in education.

All College of Education programs foster personal and professional *excellence*, the promotion of a life of *faith*, and the development of *leadership* expressed in *service* to others. Respectful of these underpinnings, our learning community values the balancing of theory, research, and practice and emphasizes active engagement, critical thinking, and social critique. Our students develop strongly held ideals of care, respect, and advocacy for the well-being of all humankind under the guidance of faculty who are exceptional teachers and mentors, prominent scholars, and exemplary models of service. Our faculty members aim to nurture the transformation of students into individuals who will grow continuously in their application of the ideals of social justice -- in the practice of their profession, in their personal and collective involvement in society, and in their interactions and relationships with students, parents and guardians, clients, families, colleagues, school personnel, and community partners.

Mission of the College of Education

Consistent with Jesuit tradition, the education programs at Marquette University prepare teachers, school counselors, community counselors, counseling psychologists, and administrators to demonstrate a commitment to the development of leadership expressed in service to others. This commitment is expressed through the four tenets of Marquette University's mission: excellence, faith, leadership and service. The commitment to excellence is foundational because without excellence our candidates cannot effectively serve others. Our candidates exhibit a deep knowledge and understanding of their disciplines as well as how students learn and develop. They master the requisite skills of their profession as effective communicators whose pedagogy, administration, or counseling practice – in the form of planning, instruction or intervention, assessment, and shaping of learning environments – meet the intellectual, social, emotional, cultural, and physical needs of students, in response to their race, social class, gender, ethnicity, or ability. They exhibit dispositions that support the development of faith, leadership, and professional growth, continually reflect on their practice and their role in society, and consistently attempt to enhance all students' learning and general well being through service. In all of these endeavors, socially just educators grow in their engagement with critical analysis and advocacy around structural inequities in society and in education and seek to affect change.

Introduction

This College of Education Undergraduate Handbook contains general program information for the middle childhood/early adolescence (elementary/middle) and early adolescence/adolescence (middle/secondary) teacher preparation programs at Marquette University. The information in this handbook supplements the *Marquette University Undergraduate Bulletin*. Please study this handbook carefully and contact the Office of Teacher Education located in Schroeder Complex 146 with any questions you may have regarding the teacher preparation program. Additional information can be found on the College of Education website.

www.marquette.edu/education/

Wisconsin Licensure

The Marquette University College of Education teacher preparation programs are designed to meet Wisconsin Department of Public Instruction licensure requirements. Successful completion of one of the Marquette programs leads to licensure as a teacher in the State of Wisconsin. Students interested in licensure in another state are advised to contact the office of certification for that state early in their course of studies and again late in their course of studies as state requirements may change. Links to state agencies that regulate teacher licensing can be accessed at www.certificationmap.com

Program Information

Levels of Licensure

Middle Childhood/Early Adolescence (Elementary/Middle, Grades 1-8)

The middle childhood/early adolescence teacher education program leads to a teaching license for grades 1 through 8. Students who select this program must meet the College of Education's admission and retention requirements and must complete the following components:

1. The University Core of Common Studies
2. An Elementary/Middle Education major which includes specific state-mandated general education requirements.
3. An academic major from the Klingler College of Arts and Sciences or the Diederich College of Communication
 - Communication Studies
 - English
 - French
 - German
 - History
 - Journalism
 - Latin
 - Mathematics
 - Political Science
 - Psychology
 - Science
 - Sociology
 - Spanish
 - Theatre Arts

Early Adolescence/Adolescence (Middle/Secondary, Grades 6-12)

The early adolescence/adolescence teacher education program leads to a teaching license for grades 6 through 12. Students who select this program must meet the College of Education's admission and retention requirements and must complete the following components:

1. The University Core of Common Studies
2. A Middle/Secondary Education major which includes specific state-mandated education requirements.
3. An academic major from the Klingler College of Arts and Sciences or the Diederich College of Communication.
 - Biology
 - Chemistry
 - Communication Studies
 - Economics
 - English
 - French
 - German
 - History
 - Journalism
 - Broad Field Science (must minor in Biology, Chemistry, or Physics)
 - Latin
 - Mathematics
 - Physics
 - Political Science
 - Psychology
 - Sociology
 - Spanish
 - Theatre Arts

Bilingual-Bicultural

The following courses are required for Bilingual-Bicultural certification: EDUC 3240, EDUC 4230, EDUC 4277, ENGL 4110, and SPPA 4610. In addition, students must demonstrate second language proficiency through completion of an OPI (oral proficiency interview) or other approved test.

Field Experiences

Field experiences are an important component of many of the required courses in the teacher education programs. The State of Wisconsin mandates satisfactory performance in a minimum of 100 hours of field experience activities before students can be approved to student teach. These experiences must be “developmental in scope and sequence and occur in a variety of school settings.” (PI 34.15)

Field experiences are designed to provide students with opportunities to work with pupils from diverse ethnic, racial, and socio-economic backgrounds in Milwaukee area schools. Students will participate in beginning level (Pre-Professional) field experiences and intermediate and advanced level (Professional) field experiences. Expectations and student involvement will increase as students progress from the Pre-Professional to the Professional Program level. This will culminate with progression to the full semester student teaching experience which occurs in the final semester. At this level, students will be required to assume full responsibility for teaching under the supervision of a highly qualified teacher.

Throughout the College of Education program courses and field experiences, students have many opportunities to reflect upon what it means to be an effective urban teacher. Students are challenged to critically assess issues related to diversity, social justice, and the moral nature of teaching.

All field placements and student teaching assignments are arranged by the Director of Field Placement and Licensure. **Under no circumstances is a student to initiate contact with a school to arrange his/her own placement independent of the Director.** Any concerns regarding placement should be discussed immediately with the Director of Field Placement and Licensure.

CONTINUUM OF FIELD EXPERIENCES

There are four formal and separate field experiences in the College of Education teacher preparation program.

Field Experience I (20 hours): Taken with EDUC 2227

Field Experience II (20 hours): Taken with EDUC 4217 (Elementary & Secondary majors) and EDUC 2347 (Elementary majors only).

Field Experience III

Elementary Majors (20 hours): Taken with EDUC 4357, EDUC 1964, MATH 2031

Secondary Majors (40 hours): Taken with EDUC 2037

Field Experience IV

Elementary Majors (40 hours): Taken with EDUC 4297, EDUC 2964, MATH 2032, EDUC 4964
EDUC 4964 is an additional 30 hour field experience.

Secondary Majors (40 hours): Taken with EDUC 4297 and EDUC 2037 (If, 2037 was not taken with advanced methods in an earlier semester).

Students cannot combine two field experiences in one semester.

Students are also reminded to complete a Field Request form at the time of registration.

Please see page 17 for *Suitable Attire for Field Experiences and Student Teaching*.

Portfolio

The Wisconsin Department of Public Instruction (DPI) mandates that teacher education programs implement a system of evaluating learner outcomes which is “developmental, uses multiple types of assessments and is measurable over time” (*Handbook of Standards, Procedures, and Policies for the Approval of Profession Education Programs in the State of Wisconsin*, p.11).

The ten teaching standards identified by the DPI provide the foundation of the teacher education program at Marquette University.

The College of Education has initiated a portfolio assessment system to address competencies and standards, to monitor candidate development, and to evaluate program effectiveness. The portfolio system is organized at three transition points which are correlated with students’ progress in the program:

Transition 1 – Admission to the Professional Program Level

Transition 2 – Student Teaching

Transition 3 – Recommendation for Licensure

At each of the three levels of portfolio assessment, candidates have the opportunity to present artifacts which provide evidence of their knowledge, skills and dispositions. At both Transition 1 and Transition 2, the artifacts are products of course assignments; therefore, students are encouraged to save hard copies and computer files of assignments, supporting documents, and rubrics so that these materials will be available for revision or reproduction, and ultimately, for inclusion in a portfolio.

E-PORTFOLIO (Effective with all students who entered the pre-professional program in education in Fall, 2010 or after).

The purpose of the e-portfolio for the Teacher Certification Program is two-fold: program evaluation and individual student assessment. For program evaluation students are asked to upload examples of their work at three different stages in their licensure program. The examples are indications of mastery of the 10 Wisconsin Teaching Standards. For individual student evaluation, the portfolio is reviewed at the completion of each of the three stages and student feedback is provided.

Introduction

The introduction contains information about the student such as name, address, major, certification area, contact info etc. It can be migrated directly from the D2L profile.

Level 1

The portfolio is introduced to all students EDUC 2227. During this introduction the students will receive information on the purpose of the e-portfolio as well as their responsibility in creating and maintaining it. Instructions on how to access, create and edit the portfolio will also be explained. Technical support is available for students having difficulties creating and maintaining their e-portfolio.

Artifacts to be Included in Level 1

Artifact	Course in which artifact is completed	Standard Addressed
Praxis 1 scores (scanned/ uploaded by student)		Standard 1 - Content
Undergraduate Transcript (scanned/ uploaded - student)		Standard 1 - Content
Cooperating Teacher's Evaluation	EDUC 2227	Standard 2 – How Children Grow Standard 6 - Communication

Dispositional Assessment from EDUC 2227 instructor	EDUC 2227	Standard 3 - Diversity Standard 6 – Communication Standard 9 – Reflection Standard 10 - Collaboration
Dispositional Self-Assessment	EDUC 2227	Standard 3 - Diversity Standard 6 – Communication Standard 9 – Reflection Standard 10 - Collaboration
Summary Statement*	EDUC 2227	Addresses Standards 2 and 6

*In a summary statement, no more than TWO DOUBLE SPACED-PAGES, reflect on your work this semester and the feedback you've received on your Cooperating Teacher's Evaluation form. Also describe your personal and professional growth in relationship to Standards 2 and 6.

Review of Level 1: Will be initiated by the instructor of EDUC 2227 when the course is completed. The instructor will use the rubric/checklist provided by Assessment Coordinator. Completed rubrics will be submitted to the Assessment Coordinator. Students with incomplete portfolios will be contacted and advised that they will need to complete their portfolio in order to be eligible for the next sequence of courses.

Level 2 - Admission to Student Teaching

Level 2 of the e-Portfolio is introduced to all students in EDUC 4317/5317 and EDUC 4297/5297. During the introduction, students will be reminded of their responsibility to create and maintain their e-portfolio.

Artifacts to be Included in Level 2

Artifact	Course in which artifact is completed	Standard Addressed
Praxis 2 scores (scanned and uploaded by student)		Standard 1 – Content
Gradepoint – QPA, Major, EDUCation (scanned/uploaded by student from Checkmarq)		Standard 1 – Content
Joining Subject and Pedagogical Knowledge (KSPA#1) with rubric	Secondary: Advanced Methods Elem: Science Methods	Standard 1 – Content Standard 3 - Diversity
Using Assessment to Inform Instruction – Elementary (KSPA#2a)	EDUC 4964 (ELME)	Standard 3 – Diversity Standard 7 - Planning Standard 8 – Assessment Standard 9 - Reflection
Using Assessment to Inform Instruction-Secondary (KSPA#2b)	Advanced Methods	Standard 3 – Diversity Standard 7 - Planning Standard 8 – Assessment
Lesson Plan: Making Adaptations for Diverse Learners	EDUC 4297	Standard 2 – Learning Standard 3 - Diversity
Evaluation of a Lesson Plan Implementation – Observation of Inquiry Lesson(KSPA #4)	EDUC 4297	Standard 1 – Content Standard 2 – Learning Standard 3 - Diversity Standard 4 – How to teach Standard 6 – Communication
Summary Statement* To be uploaded two weeks prior to end of semester.	Submitted with application for student teaching	Addresses Standards 1, 2, 3,4, 6, 7, and 8,9
3 Cooperating Teacher's Evaluation Forms <ul style="list-style-type: none"> • Form from EDUC 4317 • Form from EDUC 4297 • Form from EDUC 4357 (ELME) or 		

Form from EDUC 2037 (MISE)		
Optional: Additional evaluations of your teaching (principal, peer, other)		
Optional: Additional artifacts that demonstrate you have met WTS for initial licensure		

*In a summary statement, no more than TWO DOUBLE SPACED-PAGES, reflect on your work these past semesters and the feedback you've received on your Cooperating Teacher's Evaluation form. Also, describe your personal and professional growth in relationship to Standards 1 2, 3, 4, 6, 7, 8 and 9.

Review of Level 2: Will be initiated by Marquette's Assessment Coordinator. Reviewers will consist of a committee of faculty who will use the rubric/checklist provided by Assessment Coordinator. Completed rubrics will be submitted to the Assessment Coordinator. Students with incomplete portfolios will be contacted and advised that they will need to complete their portfolio in order to be eligible for student teaching.

Level 3 - Recommendation for Licensure

Level 3 of the e-Portfolio will be introduced to students during the Student Teaching Seminar. The Student Teaching Supervisor will be responsible for reviewing the student requirements and responsibilities.

Artifacts to be Included in Level 3:

Students will select an artifact for each of the ten standards that illustrates their mastery of that standard.

Artifact	Course in which artifact is completed	Standard Addressed
2 Cooperating Teacher Evals.(one at mid-term and one final) 2 University Evals.(one at mid-term and one final) (KSPA#8)	EDUC 4965 (MISE) EDUC 4966 (ELME)	Standards 1 – 10
Classroom Management Observation (KSPA#5) with rubric	EDUC 4965 (MISE) EDUC 4966 (ELME)	Standard 5 – Classroom Management Standard 6 - Communication
Unit Plan (KSPA#6) with rubric	EDUC 4965 (MISE) EDUC 4966 (ELME)	Standard 1 – Content Standard 2 – Learning Standard 3 – Diversity Standard 4 – Teaching Methods Standard 7 – Planning Standard 8 – Assessment of progress Standard 10 - Community
Student Teaching Critical Incident Journal (sample entries)	EDUC 4965 (MISE) EDUC 4966 (ELME)	Standard 9 - Reflection
Optional: Additional evaluations of your teaching (principal, peer, other)		
Optional*: Additional artifacts that demonstrate you have met WTS for initial licensure		

*Upload video tapes of teaching if available

Review of Level 3 : Will be conducted by the University student teaching supervisor. Reviewers will use rubric/checklist provided by Assessment Coordinator. Completed rubrics will be submitted to the Assessment Coordinator. Students with incomplete portfolios will be contacted and advised that they will not be advanced to licensure until their portfolios are complete

Assessment of Student Outcomes

In compliance with the National Council for the Accreditation of Teacher Education (NCATE) and the Wisconsin Department of Public Instruction (DPI), the faculty and administration of the College of Education have designed an assessment system which aligns course assignments with teaching standards and indicators. These course assignments called “performance assessments” have been integrated throughout the undergraduate teacher education programs to provide a wide variety of opportunities for students to demonstrate the knowledge, skills, and dispositions related to effective teaching. Each performance assessment has been developed with clearly stated student outcomes, directions, and rubrics.

Application, Admission, and Retention

Beginning Field Experience

Beginning field experience (EDUC 2227) emphasizes knowledge of understanding and includes exposure to and observation of students in diverse settings.

Field students will participate in activities that focus on the following:

- Exposure to urban environment
- Interviews with teachers and administrators
- Tutoring
- Recognition of issues in education
- Structured observations to identify and understand:
 - Classroom management
 - Creating a learning climate
 - Lesson planning
 - Instructional methods
 - Meeting the needs of diverse students
 - Assessing student learning
 - Providing feedback to students

Students are informally admitted to the College of Education Pre-Professional Program level when they enroll in beginning level education course work. Students are formally admitted to the Professional Program when they have successfully completed program requirements for admission as part of their work in EDUC 2227 (Transition 1).

Students will be reviewed by the Committee on Admission and Retention at all three transition levels. Students are recommended for admission to each program level based on specific criteria.

Admission to the Professional Program -Transition 1

Admission to the Professional Program occurs during the sophomore year, after completing EDUC 2227.

Criteria for Admission:

- Completion of 40 undergraduate credits
- 2.75 cumulative GPA
- Successful completion of Praxis I

- Successful completion of EDUC 2227, including field experience
- Completion of level 1 Portfolio
- Student completion of dispositional self-assessment
- Review by Committee on Admission and Retention

Field experience at this level emphasizes the application of pedagogical strategies learned in methods coursework. Education coursework with a field experience component taken at this level includes:

Elementary Majors

EDUC 1964, 2964, 2347,
4217, 4317, 4337, 4357,
4297, 4964

Secondary Majors

EDUC 2037, 4217, 4297
Advanced Methods

Field students at the Professional Program level will participate in activities that focus on the following:

- Supervision of small groups of students, non-instructional activity
- Small group instruction
- Using assessment and scoring rubrics to identify students' performance levels
- Supervision of whole group, non-instructional activity
- Whole group instruction, with a minimum of three to four isolated lesson plans

Students who need to take professional education courses in the spring semester (because of study abroad plans or junior standing) need to request early admission by September 15 on a form provided by their EDUC 2227 instructors.

By November 15 or April 15 (Nov. 1 or April 1 for early admission), students must upload these artifacts to Electronic Portfolio:

- Application to Professional Program
- Cooperating teacher evaluation stating successful completion of field experience in EDUC 2227
- Dispositional assessment completed by EDUC 2227 instructor
- Student self-assessment of dispositions
- One-page Discussion and Self-Assessment of Academic and Personal Goals in Marquette's Professional Teacher Education Program

A Faculty Committee on Admission and Retention will review the portfolios and make admission decisions. Students will be notified of these decisions on the following schedule:

- December– Early decision applicants only
- March– Students who completed EDUC 2227 in fall and completed E-Portfolio.
- June– Students completing EDUC 2227 in spring

Admission to Student Teaching -Transition 2

Application for admission to student teaching (Transition 2) must be made the semester before student teaching occurs in the senior year. At the beginning of the semester preceding the student teaching semester, students must attend a Student Teacher Information Session. At this meeting, the Director of Field Placement and Licensure reviews the Student Teaching Handbook and provides other pertinent information. Students must complete student teaching application forms and submit them to the Director of Field Placements on or before the designated due date. Student teaching assignments are made in the Milwaukee area only.

Criteria for Admission:

- Admission to the Professional Program
- 2.75 cumulative GPA
- 2.75 GPA in major/minor areas of certification
- 2.75 GPA Education sequence
- Successful completion of all courses in major/minor areas and professional education sequence
- Successful completion of all courses in the Education sequence with a final grade of “C” or better
- Successful completion of the appropriate Praxis II content area examination
- Successful completion of performance assessments for Portfolio – Level 2 Assessment
- Approval by major department (EA-A candidates)
- Satisfactory criminal background check
- Documentation of a negative tuberculin skin test, or if results are positive, results of a chest x-ray
- Successful review of the e-portfolio by the faculty Committee on Admission and Retention

Student teaching is the capstone experience in the professional education sequence. At Marquette, student teaching is completed during the last semester of the students’ program. Student teachers follow the hours and calendar of the school to which they are assigned.

Students are not permitted to student teach in an elementary or high school they previously attended as a student.

A Criminal Background Check must be completed on all student teaching applicants the semester before student teaching begins.

Before being approved for student teaching, all students must provide documentation of a negative tuberculin skin test, or if results of the test are positive, the date of a chest x-ray and results.

Students enrolled in student teaching (Level 2) will participate in activities that focus on the following:

- Planning and implementing lessons and content area units of instruction
- Assessing students in classroom activities
- Integrating technology across the curriculum
- Participating in parent-teacher conferences
- Collaborating with school faculty
- Managing classroom environment
- Identifying areas for growth and professional development
- Reflecting on teaching practice

Licensure Recommendations – Transition 3

Transition 3 occurs at the conclusion of student teaching when candidates make application and are formally endorsed by the College of Education for teacher licensure in the State of Wisconsin.

Criteria for Admission:

- Bachelor of Science degree
- Successful completion of the full semester of student teaching experience including attendance at weekly student teaching seminar
- 2.75 GPA (cumulative, major/minor areas of certification, education sequence)
- Successful completion of Level 3 performance assessments (KSPA’s)
- Successful completion of Level 3 e-portfolio

- Submission of the following:
 - Midterm and final evaluations from cooperating teachers
 - Midterm and final evaluations from university supervisors
 - Evaluation of Cooperating Teacher form
 - Evaluation of University Supervisor form
 - Student Teacher Exit Interview Questionnaire

Praxis Exams

It is important that students maintain the original score reports from Praxis I and Praxis II tests in a personal file for future use. The College of Education does not make and disseminate copies of score reports for students who have misplaced or lost their test results. Students may contact the Educational Testing Service at www.ets.org/praxis to obtain a new score report.

Praxis I

The Praxis I test, also referred to as the Pre-Professional Skills Test (PPST) is a State of Wisconsin mandated test that all education students must take before formal admission to the College of Education can occur. This test assesses basic knowledge in the areas of Reading, Writing and Mathematics. Students planning to take EDUC 2227 in a fall semester, should complete the PPST by the preceding **August 1**. Students planning to take EDUC 2227 in a spring semester should complete the PPST by the preceding **December 1**. Formal admission to the College of Education normally occurs in the first or second semester of the sophomore year. **Failure to complete PRAXIS I before EDUC 2227 is completed could delay admission process to the Professional Program and access to most education courses after EDUC 2227.**

Students have the option of taking the computerized version of the Praxis I or they may take the paper-based version. Individuals wishing to take the computerized version can register for the test at a Prometric or Sylvan Learning Center. The paper-based version requires online registration.

An information bulletin regarding the Praxis I test is available in the Teacher Education Office or you may visit the website at www.ets.org/praxis.

Praxis II

In an effort to improve the quality of teaching, the Wisconsin Department of Public Instruction (DPI) has mandated that all candidates who will be completing a teacher education program after August 31, 2004, must provide evidence of a passing score on the appropriate Praxis II content area test in addition to meeting the requirements for licensure as specified in PI-34.

Students planning to student teach in the fall semester, **must** have their Praxis II scores submitted to the Teacher Education Office no later than **August 1** of that year. Students planning to student teach in the spring semester, **must** have their scores submitted to the Teacher Education Office no later than **January 1** of that year. Students **must** pass the appropriate test by the above designated dates. It is important to remember that waivers are **not** granted for the Praxis II tests.

Please refer to the information below for a list of all of the Praxis II content area tests. **Please be sure that you register for the correct test and that you satisfy this requirement in a timely basis.** Register for the test at www.ets.org/praxis.

Typically, there are seven times within a year that most Praxis II tests will be offered. Some tests are now also being offered in a computer-based format. However, it is important to note that there are certain Praxis II tests

with fewer test administration dates. Students are advised to plan accordingly by allowing themselves sufficient opportunities to take the test in a timely manner to avoid possible program delays.

There are four test administration dates per year only for students majoring in the following area:

- Theatre ETS# 0640

Praxis II Content Area Tests

The Educational Testing Service Praxis II tests which will be used to assess candidates' content knowledge are as follows:

Praxis II Content Knowledge	ETS Test #	Specific License
English Language, Literature and Composition	0041	Broad Field Language Arts English Literature and Composition Journalism, Speech Communication
Mathematics	0061	Mathematics
Middle School Subjects Elementary Education Majors take this test.	0146	Middle Childhood through Early Adolescence (Elementary/Middle School)
Science (general) All Secondary Education students with majors in Broad Field Science, Chemistry and Physics and Biology minor take this test.	0435	Broad Field Science Earth and Space Science Life and Environmental Science, including Biology, and Environmental Studies Physical Science, including Chemistry and Physics
Social Studies All Secondary Education students with majors in History, Political Science, Psychology and Sociology take this test.	0081	Broad Field Social Studies, Economics, Geography, History, Political Science and Citizenship, Psychology, Sociology
Theatre	0640	Theatre
Foreign Language (Spanish, French, etc.) WPT has replaced Praxis II for Foreign Lang. majors only – see section below.*	N/A – see WPT below*	Foreign Language

- Students must register to take the Praxis II content test via the ETS web site listed below. **NOTE:** This test is offered on a limited basis, so it is important to register far enough in advance to ensure that program requirements are satisfied on a timely basis.
- Candidates are encouraged to visit the ETS web site www.ets.org/praxis to review sample tests and to obtain information on test sites and dates.
- Marquette University's College of Education reserves the right to withhold recommendation for licensure for any candidate who does not demonstrate competence on the content knowledge test required by DPI.

ACTFL Tests: OPI and WPT *Foreign Language Majors ONLY!*

- Foreign Language Education majors need to attain a score of Intermediate High or above on the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) prior to enrolling in course FOLA 4000/5000.

NOTE: The WPT has replaced the Praxis II test for Foreign Language majors. A passing score on the WPT is required prior to student teaching.

- Foreign Language students must register to take the OPI and WPT tests via the web site listed below:
 1. Go to http://languagetesting.com/acad_wi1.cfm
 2. Click on "Apply for an Academic Test."
 3. Select "WI Applicants Only."
 4. Choose one: Click to Apply Online **OR** Click to Download Application.All the information about the tests, the guidelines and rating procedures is there.
- Marquette University's College of Education reserves the right to withhold recommendation for licensure for any candidate who does not demonstrate competence on the content knowledge test required by DPI.

Advising

All first year students in the College of Education are advised by the Director of Undergraduate Advising. Second year students, depending on their program and major, may then be assigned to a faculty advisor. Questions regarding advising assignments should be directed to Tina McNamara, 288-6981.

In addition to having an advisor in the College of Education, all students will be assigned an advisor in their major department. Students should plan to consult with BOTH advisors throughout the year and especially during Registration.

As in any good relationship, the relationship between advisor and advisee is most effective when both parties share responsibility for its success.

Advisor Responsibilities:

- To be available to advisees during regular office hours and by appointment.
- To be knowledgeable about the policies and procedures for the College of Education and the University as a whole.
- To assist advisees to build on their strengths and develop goals and strategies to address areas needing improvement.
- To monitor the progress of advisees toward fulfilling graduation requirements.

Advisee Responsibilities:

- To know who advisor is and how to contact that person.
- To be knowledgeable about the policies and procedures for the College of Education and the University as a whole.
- To come prepared to advising meetings by bringing records and other personal information.
- To seek assistance whenever questions and/or concerns arise.

Policies & Procedures

Academic Honesty

The College of Education upholds the University policies on academic honesty including the responsibilities of students and faculty, the definitions and consequences of academic dishonesty, and the procedures for handling acts of academic dishonesty. (Please see the 2011-2012 *Undergraduate Bulletin*) As stated in the *Bulletin*, “Academic honesty consists of truth telling and truthful representations in all academic contexts.” Academic dishonesty includes but is not limited to cheating, dishonest conduct, plagiarism and collusion.

State of Wisconsin BID (Background Check)

The Background Information Disclosure form (F-82064) gathers information as required by the Wisconsin Caregiver Background Check Law to help employers and governmental regulatory agencies make employment, contract, residency, and regulatory decisions. The State of Wisconsin BID (Background Check Form) and the Milwaukee Public Schools Background Check form must be completed by all Education majors within their first semester of enrollment in the College of Education. For all events that require the caregiver check of individuals, persons are not allowed to participate in events until the check is complete. Failure to complete the signed BID and MPS forms will delay participation in required field experiences.

Bloodborne Pathogens

In compliance with the Wisconsin Department of Public Instruction, the College of Education requires all students actively involved in field work or student teaching to attend one bloodborne pathogens awareness training session **each year**. Multiple sessions are scheduled early each semester through specific courses.

Bloodborne pathogens are microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV). In addition, disease can be caused by other potentially infectious bodily fluids including drainage from scrapes, cuts and open lesions; urine; respiratory secretions (e.g., nasal discharge); and saliva. It is not possible to know who may be a carrier of an infectious disease or what particular germs may be present in any situation. Persons with infections do not always have outward signs and often are not themselves aware that they are infected. Thus, knowing how to protect oneself and others is very important.

Conflict Resolution

The following process is followed in the event that a conflict between a student and faculty member/administrator occurs:

1. The student schedules an appointment with faculty/administrator with whom the conflict arose.
2. If the conflict is not resolved to the student's satisfaction after that meeting, the student may write a formal letter to the department chair, Dr. Ellen Eckman, outlining the concern(s) and the strategies undertaken thus far to resolve the conflict.
3. The department chair then responds to the student concern(s) either in writing or in person.
4. If the situation is still not resolved, the student may write a formal letter to the Dean of the College of Education.
5. The decision of the Dean will be considered final.

Throughout this process, the student is encouraged to consult with his or her advisor and/or the Director of Undergraduate Advising, Tina McNamara.

Insurance and Liability

The following information is provided by the Office of Business Services (June 1996).

1. Marquette employees and/or enrolled students are covered by the University's insurance when they are engaged/involved in activities required in the normal course of clinical experiences. Such experiences include field experiences and practicum placements arranged under the direction of the Director of Field Placements.
2. The scope of the insurance coverage referenced above is limited to legal and prudent behavior. Examples of illegal activities which would not be covered include, but are not limited to, sexual assault, intentional physical abuse, and intentional damage to property.
3. Marquette employees and/or students must not, under any circumstances, provide non-Marquette personnel who are under 18 years of age with transportation to or from a placement site.
4. If a student chooses to drive his/her personal vehicle to or from a placement site, he/she should be aware that Marquette insurance will not provide insurance coverage for any claims arising out of the use of such a personal vehicle.
5. If a Marquette student is injured at a placement site, the site's insurance might cover the medical costs related to the injury if it is determined that site negligence was a factor in the injury. However, in the absence of such coverage by the site, it is the responsibility of the student to pay for all medical costs (e.g., student's personal health insurance).

Questions relating to insurance should be directed to the Marquette University Office of Risk Management (288-6806).

Suitable Attire and Behavior for Field Experiences and Student Teaching

One important place to demonstrate professionalism is at field sites. Professionally appropriate dress and behavior are expected at all times. Students are representing not only the College of Education, but also Marquette University, at their field placements. Questions regarding attire and behavior should be addressed to Susan Stang.

Students will receive a *Field Experience Handbook* in EDUC 2227 – Introduction to Learning and Assessment which will provide detailed information regarding proper attire, professional behavior and student expectations.

Course Substitutions and Waivers

Requests for other exceptions such as course substitutions or waivers must be made by using the College of Education Substitution/Waiver form. Forms are available in the Office of Teacher Education, SC 146. Completed forms should be returned to SC146.

Grade Point/Praxis I Appeals

Students may submit an appeal for admission to the Professional Program if they have not met the cut scores for Praxis I or if they have not achieved the required 2.75 overall GPA. The Department of Public Instruction has established a 10% exception which allows each teacher education institution to admit students to the program if they have not met one of the above requirements. **A student may appeal only one of those two requirements.** The policy of the Office of Teacher Education is that students seeking an appeal for the Praxis I test must have taken the Praxis I at least twice. The number of students admitted by appeal during any review

period may not exceed 10% of the number of students who were admitted but did not need to appeal. It is not required that anyone be admitted under the 10% exception. Waivers are not granted for the Praxis II Content Area Test. However, students may submit an appeal to be admitted to Student Teaching if they do not have the minimum 2.75 GPA in either their overall GPA, their Education major GPA, or their content major(s) or minor(s) GPA.

The College of Education Appeals Committee reviews the records of those who choose to appeal shortly after the mid-term date of each semester.

The Appeals Process

The following procedures must be followed to submit an appeal:

1. The candidate must contact the Director of Field Placement and Licensure to obtain an appeals information packet.
2. The candidate must prepare a computer generated letter which includes a return address. The letter should state clearly the reason for seeking an appeal to be approved for admission to the Professional Program or to Student Teaching.
3. The candidate must submit three letters of support from faculty and/or field supervisors to the Director of Field Placement and Licensure by the announced due date.
4. The candidate must submit all letters in a packet to the Director of Field Placement and Licensure by the designated due date.
5. The College of Education Appeals Committee will meet to review candidate appeal requests and make decisions to approve or deny requests for admission to the Professional Program or to Student Teaching.
6. The candidate will be informed in writing of the decision made by the Appeals Committee.
7. Students are not eligible for an appeal for admission to Student Teaching if a previous appeal was granted for admission to the Professional Program.

Appeals will NOT be considered if ANY of the following apply:

- **Late submission of appeal materials**
- **Submission of incomplete packets of materials**
- **An appeal/waiver was previously granted**
- **GPA is below a 2.75 AND Praxis I not passed or completed**

Resources and Organizations

Career Services Center

The Marquette University Career Services Center, located in Holthusen Hall, serves all Marquette students and alumni. The Career Services Center no longer opens credential files for employment purposes, but does assist students as they develop their own credential files. The Center will advise students about collecting letters of reference and will make sure students know what should be in their credential files. Career counseling and seminars are available to students seeking advice on resume and cover letter writing, interviewing, and the job search process in general. Student teachers may also sign up for on-campus interviews when several school districts hold interviews in the Center each spring. The Center also maintains its own homepage on the World Wide Web. Much information about jobs is available on that homepage at <http://www.marquette.edu/csc/>.

Students who plan to attend graduate school can use the graduate school resources in the career library and can also meet with a counselor. Students delaying graduate school for a year or two are advised to set up a confidential file in Career Services before leaving the University.

Student Educational Services

The Office of Student Educational Services is committed to contribute to the positive growth and development of students as they seek to obtain academic and personal success at the university. Whatever your needs, no matter what your questions might be, drop by their office in the Alumni Memorial Union, Room 317 to seek assistance. They specialize in academic support services that include:

1. Tutoring
2. **Study skills** help with:
 - Time management
 - Test taking
 - Textbook reading
 - Notetaking
 - Procrastination

Disability Services

Students with disabilities may require accommodations to ensure equal access to meet admission requirements or to participate in field experiences for the College of Education. Therefore, exceptions to or modifications of admission criteria or field placements will be determined on a case by case basis following the guidelines specified in the University's policy document, "Accessibility at Marquette University." Copies of this document are available at no charge on the University's web page at www.marquette.edu/oses; on campus in the Office of Disability Services, Marquette Hall, Suite 005; or in the Office of Teacher Education, SC 146. If students have questions about their disability and how it may affect field placements or admission to the College of Education, they can contact the Coordinator of Disability Services at 288-1645. The Coordinator will work with students and the Director of Teacher Education to determine the need for accommodations and the manner in which accommodations will be made.

Hartman Education Literacy and Learning Center

During EDUC 4964 – Practicum: Teaching Elementary Reading, Middle Childhood/Early Adolescence (Elementary/Middle) students teach small groups of children in the Ralph C. Hartman Education Literacy and Learning Center, which the College of Education maintains as a training and research facility. The Center was named to honor the memory of Ralph C. Hartman through the generosity of his son, James F. Hartman. The primary purpose of the Center is to provide direct services to students and parents. Specifically, services offered include assessment of reading, tutoring of small groups or individuals in reading, and assistance for parents in promoting literacy development of their children. The Center also provides opportunities for education students to work under supervision, to receive feedback to facilitate their professional development, and to work with urban families. After the required experiences, students may volunteer to do additional tutoring as their schedules permit. Working in the Center provides students with yet another opportunity to prepare for their future profession. The Center also houses the extensive Elementary Collection of Children's Literature.

Study Abroad

All Education students are encouraged to consider a study abroad opportunity. Please see <http://www.marquette.edu/abroad/> for information about semester, summer, and short course programs. Students interested in studying abroad for a semester **MUST** start planning their experience during their freshman year, particularly if they still hope to finish their program in a four year timeframe. Ideally, students should plan to study abroad the second semester of sophomore year to avoid disruptions in Education coursework. Please schedule an appointment with Tina McNamara to begin the planning process.

Honor Societies

College of Education students are eligible to become members of Phi Beta Kappa, Alpha Sigma Nu, and Alpha Sigma Lambda as are any Marquette students who meet the qualifications for those academic honor societies. College of Education students are also eligible to join the honor societies established by academic departments if they meet the qualifications.

College of Education Website

The College of Education website contains forms, information, and updates for the teacher preparation program. Students are advised to check the website regularly at <http://www.marquette.edu/>. Students should not that many of the forms required during field work and student teaching as well as for other purposes can now be accessed from the website.

Student Council

Formally recognized during fall 2005, the College of Education Student Council aims to provide a forum for students to interact with faculty and administrators, to unify students in the teacher education programs, to provide a means of affiliating with those who share similar goals, and to demonstrate that faculty and administrators are responsive to the needs and concerns of students. Membership is open to all College of Education students. Contact Tina McNamara, Student Council Advisor, for more information.

Scholarships

The College of Education has limited scholarship funds that students experiencing financial need may apply for:

Shiely-Sinski—awarded to an Elementary/Middle Education major

Allen Scholarship—awarded to a junior or senior Education major

College of Education Scholarship—scholarships of varying amounts awarded to students with severe financial need

Please contact Tina McNamara for an application and more information. Applications are considered on a first come, first served basis.

Directory

Dr. Joan Whipp, Associate Professor and Director of Teacher Education, SC 146A/8-1432

- Curriculum issues
- Academic probation issues
- Program reinstatement
- Course requirements/sequences

joan.whipp@marquette.edu

Ms. Pat Bolter – Records Coordinator, SC 151B/8-3692

- Course substitutions and waivers
- Applications for graduation
- Course Withdrawals/Audits
- Registration holds

pat.bolter@marquette.edu

Ms. Tina McNamara – Director of Undergraduate Advising, SC 146B/8-6981

- Advising for all new students
- Registration issues
- Study Abroad advising
- Approval for non-Marquette and Study Abroad courses
- Student Council

tina.mcnamara@marquette.edu

Ms. Susan Stang – Director of Field Placement and Licensure, SC 151Q/8-5890

- Appeals
- Application and Admission to Professional Program
- Field placements
- Student teaching
- Licensure Program

susan.stang@marquette.edu

Educational Policy and Leadership Faculty

- Dr. Ellen Eckman, Associate Professor and EDPL Chair
- Mr. Robert Albrightson, Adjunct Instructor
- Ms. Mary Carlson, Adjunct Instructor
- Dr. Sharon Chubbuck, Associate Professor
- Dr. Kathleen Clark, Associate Professor
- Dr. Karen Evans, Clinical Associate Professor
- Dr. Jody Jessup-Anger, Assistant Professor
- Fr. Jeffrey T. LaBelle, S.J., Assistant Professor
- Dr. Francesca Lopez, Assistant Professor
- Dr. Rebecca Lorentz, Adjunct Instructor
- Dr. Robert Lowe, Professor
- Dr. Jill McNew-Birren, Assistant Professor
- Mr. Larry Miller, Adjunct Instructor
- Dr. William Pink, Professor
- Dr. Martin Scanlan, Assistant Professor
- Fr. Andy Thon, S.J., Assistant Professor
- Dr. Leigh van den Kieboom, Assistant Professor
- Mr. Steve Vande Zande, Adjunct Instructor
- Dr. Doris Walker-Dalhouse, Associate Professor
- Dr. Marcia Williams, Clinical Assistant Professor

WISCONSIN TEACHER STANDARDS

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficiencies in the following standards.

1. The teachers know the subjects they are teaching.
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. Teachers know how children grow.
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. Teachers understand that children learn differently.
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. Teachers know how to teach.
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. Teachers know how to manage a classroom.
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Teachers communicate well.
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Teachers are able to plan different kinds of lessons.
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. Teachers know how to test for student progress.
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. Teachers are able to evaluate themselves.
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others, and who actively seeks out opportunities to grow professionally.
10. Teachers are connected with other teachers and the community.
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity, fairness and in an ethical manner.