



MARQUETTE UNIVERSITY

College of Education

Undergraduate Student Handbook

For students starting

2018-2019

Table of Contents

Introduction.....	3
College of Education Focus.....	3
Licensure	4
Wisconsin Licensure.....	4
Middle Childhood/Early Adolescence (Elementary/Middle, Grades 1-8)	4
Early Adolescence/Adolescence (Middle/Secondary, Grades 6-12).....	4
Broad Field Social Studies Minor.....	5
Bilingual-Bicultural Certification/Minor	5
Continuum of Field Experiences.....	5
Suitable Attire and Behavior for Field Experiences and Student Teaching.....	6
Application, Admission, and Retention	6
Admission to the Professional Program.....	7
Admission to Student Teaching	7
Licensure Recommendations	7
Exams.....	8
ACT/SAT	8
Praxis Subject Assessments	9
Foundations of Reading Test (FORT).....	10
Educational Studies Major	10
Advising	10
Advisor Responsibilities:.....	10
Advisee Responsibilities:.....	11
Policies & Procedures.....	11
Statement on Academic Integrity.....	11
State of Wisconsin BID (Background Check)	11
Conflict Resolution.....	11
Course Substitutions and Waivers.....	12
Test/Grade Point Appeals.....	12
Resources and Organizations	13
Career Services Center	13
Disability Services	14
Hartman Literacy and Learning Center.....	14
Study Abroad.....	14
Honor Societies	14
College of Education Website.....	15
Educators 4 Equality.....	15
Peer Education Advising Resources	15
Directory	15
InTASC Model Core Teaching Standards.....	17

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 as well as the Educational Studies major at Marquette University. The information in this handbook supplements the *Marquette University Undergraduate Bulletin*. Please study this handbook carefully and contact the Director of Teacher Education located in Schroeder Complex 146 with any questions or concerns you may have regarding the three Education majors. Additional information can be found on the College of Education website: www.marquette.edu/education/



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.

Licensure

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.** Most states require an official verification of program completion which can only be granted by Marquette's Office of Teacher Education if all Wisconsin licensure requirements (including all exit requirements and exams) have been successfully completed. Links to state agencies that regulate teacher licensing can be found here: <https://www2.ed.gov/about/contacts/state/index.html>.

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 advancement requirements and must complete the following components:

1. The Marquette Core Curriculum.
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 Marquette Core Curriculum
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
- Latin
- Mathematics
- Physics
- Political Science
- Broad Field Science (must minor in Biology, Chemistry, or Physics)
- Psychology
- Sociology
- Spanish
- Theatre Arts

Broad Field Social Studies Minor

Secondary Education Majors who are planning a major in one of the social sciences (History, Political Science, Economics, Psychology, or Sociology) should also plan to obtain the Broad Field Social Studies minor during their course of study which will enhance opportunities for employment as a social studies teacher in Wisconsin. For more information on the Broad Field Social Studies Minor and certification, contact Tina McNamara, Assistant Dean or your Education advisor.

Bilingual-Bicultural Certification/Minor

The following courses are required for Bilingual-Bicultural certification: EDUC 4240, EDUC 4230, EDUC 4277, and ENGL 4110. In addition, students must demonstrate second language proficiency through completion of an OPI (oral proficiency interview) or other approved test. Please see the [Undergraduate Bulletin](#) for the list of additional course requirements for completion of the minor.

ESL Minor

The English as a Second Language minor allows students to deepen their knowledge of teaching English Language Learners. Second language fluency is not a requirement. The ESL minor is available for all Education majors and students in other colleges who are interested in obtaining the knowledge and skills for working with and understanding people who speak English as a second (or third) language.

Continuum of Field Experiences

Students will participate in four separate field experience placements. It is important for students to know that these field experiences **cannot** be taken concurrently. For example: Field Experience I and Field Experience II **cannot** be taken in the same semester.

Elementary majors (MC-EA) will participate in the following field experiences:

- Field Experience I: EDUC 2227—Introduction to Learning & Assessment
(20-hour field requirement)
- Field Experience II: EDUC 4217—Methods of Teaching Children/Youth w/ Exceptional Needs
(20-hour field requirement)
- Middle School Practicum: EDUC 4297—Teaching in the Middle School
(40-hour field requirement)

- Field Experience III: EDUC 4964—Practicum: Teaching Elementary Level Reading
(30-hour field requirement that occurs in the Hartman Literacy Center)

Secondary majors (EA-A) will participate in the following field experiences:

- Field Experience I: EDUC 2227—Introduction to Learning & Assessment
(20-hour field requirement)
- Field Experience II: EDUC 4217—Methods of Teaching Children/Youth w/ Exceptional Needs
EDUC 4037—Literacy in the Content Area
(40-hour field requirement or 20-hours each course if taken separately)
- Middle School Practicum: EDUC 4297—Teaching in the Middle School
(40-hour field requirement)
- Field Experience III: Advanced Methods Course
(40-hour field requirement)

Student Teaching

In student teaching, students are required to assume full responsibility for teaching under the supervision of a highly qualified teacher. Student teachers follow the hours and calendar of the school to which they are assigned.

Request Form for Field Placement

Each semester during registration, students must complete a Request Form for Field Placement <http://www.marquette.edu/education/undergraduate/field-placement.php> for all courses with required field experiences. All field placements and student teaching assignments are arranged by the Director of Field Placements 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 Placements and Licensure. Students are not permitted to student teach in an elementary or high school they previously attended as a student. **Students cannot combine two field experiences in one semester.**

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 the Director of Field Placements and Licensure or the Field Placement Coordinator.

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. Students can also go to <http://www.marquette.edu/csc/undergraduate/dressforsuccess.shtml> for more tips and suggestions on how to dress appropriately.

Application, Admission, and Retention

Students are informally admitted to the College of Education Pre-Professional Program level when they enroll in beginning level education course work.

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

Admission to the Professional Program

Admission to the Professional Program occurs after completion of EDUC 2227. Criteria for Admission:

- Completion of 40 undergraduate credits
- 2.75 cumulative GPA **OR** 2.5-2.744 cumulative GPA with successful completion of ACT, SAT or Praxis CORE Test
- Successful completion of EDUC 2227, including field experience
- Successful completion of Level 1 Portfolio, including completion of dispositional self-assessment
- Review by Committee on Admission and Advancement

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 on a form provided by their EDUC 2227 instructors.

Admission to Student Teaching

Application for admission to student teaching 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 Placements and Licensure reviews the Student Teaching Handbook and provides other pertinent information about the application process. Students then must complete student teaching application forms and submit them as part of their Level 2 Portfolio on or before the designated due date. Student teaching assignments are made in the Milwaukee area only.

Eligibility for Student Teaching:

1. Admission to the Professional Program
2. Successful completion of **all** courses in major/ minor areas of certification
3. There can be no grades of *Incomplete* when making application nor at the end of the semester for which you are making application.
4. **2.75** cumulative GPA (3.00 for graduate students)
5. **2.75** GPA in major/minor areas of certification (3.00 for graduate students)
6. **2.75** GPA in education sequence (3.00 for graduate students)
7. Successful completion of all courses in Education sequence with a minimum grade of C or better
8. Successful completion of the appropriate Praxis Subject Assessment (content area examination) **OR** 3.0 GPA in content major (Secondary) or in Education major and overall GPA (Elementary)
9. Successful completion of the Foundations of Reading Test (Elementary candidates only)
10. Satisfactory completion of student teaching application
11. Approval from the College of Education Committee on Admission and Advancement which has final responsibility for approval or denial of the applicants
12. Satisfactory criminal background check
13. Documentation of a negative tuberculin skin test, or if results are positive, results of a chest X-ray

Licensure Recommendations

A recommendation for licensure 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 Licensure Recommendation:

- 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 the edTPA
- Successful completion of Level 3 portfolio
- Submission of the following:

- Evaluation rubric from cooperating teacher
- Evaluation rubric from university supervisor
- Evaluation of cooperating teacher
- Evaluation of university supervisor
- Program evaluation

Exams

It is important that students maintain the original score reports from all required exams 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.

Core Academic Skills for Educators

The Core Academic Skills for Educators Test, also referred to as the Core test, assesses basic knowledge in the areas of Reading, Writing and Mathematics. The Core test is required for Education students who do not have a minimum 2.75 overall GPA at the time of Professional Program admission and do not have ACT or SAT scores meeting the state of Wisconsin minimum scores. If the Core test is required, it must be taken before formal admission to the Professional Program. Scores on the Core test must meet the minimum scores as set by the state of Wisconsin.

Wisconsin cut-off scores for the Core test are as follows:

Core Academic Skills for Educators: Reading	156
Core Academic Skills for Educators: Writing	162
Core Academic Skills for Educators: Mathematics (On-screen four-function calculator provided.)	150

Go to www.ets.org/praxis for information on registering for the test.

ACT/SAT

Students may use their ACT or SAT scores to count in place of the Core test if their test is no more than ten years old, and their scores are as follows:

License	College Entrance Exam name - code	Passing Score
All Wisconsin Teaching, Pupil Services, & Administrative Licenses	The ACT® Test www.act.org	
	ACT® Plus Writing	Composite Score of ≥ 22 and combined English/Writing ≥ 20
	ACT® Test	Score of 23 with minimum sub scores of 20 on English, 20 on Math, and 20 on Reading
All Wisconsin Teaching, Pupil Services, & Administrative Licenses	The SAT® Test www.sat.collegeboard.org	
	The SAT® Test	Minimum sub-scores: <ul style="list-style-type: none"> • 520 on Mathematics • 510 on Critical Reading • 480 on Writing

Praxis Subject Assessments

The State of Wisconsin requires that all candidates completing a teacher education program must provide evidence of content knowledge. Achieving either a 3.0 in the content major(s) (Secondary), a 3.0 in the overall GPA and Education major (Elementary), or a passing score on the appropriate Praxis Subject Assessment (PSA) content area test(s) count as evidence of content knowledge for licensure. Please note: Secondary majors who are pursuing an additional area of licensure in an unrelated content area (i.e., English and history) must also demonstrate content knowledge by achieving either a 3.0 in their content minor or through a passing score on the appropriate PSA. Elementary majors must also successfully complete the Foundations of Reading Test. Students planning to student teach in the fall semester **must** successfully complete the PSA (if applicable) and FORT no later than **February 15** of that year. Students planning to student teach in the spring semester **must** successfully complete the PSA (if applicable) and FORT no later than **August 15** of the previous year. Students **must** pass the appropriate test(s) by the designated dates. Any exceptions must be approved by the Director of Field Placements and Licensure well in advance. It is important to remember that waivers are **not** granted for the PSA and FORT tests.

Please refer to the information on the next page for a list of all of the PSA 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. To access study guides, go to <http://badgerlink.dpi.wi.gov/>, click “All Resources” at the top of the page, click “L” for “Learning Express Library” and click on that hyperlink. Then click the “Register” button either at the top of the page or towards the bottom and enter information (e-mail address, password, name). Once you’re registered, you can type in what you’re looking for into the search box (“Find Resources”) at the upper right-hand part of the page. For example, “Praxis II” (it doesn’t appear they’ve changed the name to “Praxis Subject Assessment” yet).

Praxis Subject Assessment	ETS Test #	Specific License	Required Score
English Language Arts	5038	Broad Field Language Arts English Literature and Composition Journalism, Speech Communication	167
Mathematics	5161	Mathematics	160
Middle School Elementary Education Majors take this test.	5146	Middle Childhood through Early Adolescence (Elementary/Middle School)	146
Science (General) All Secondary Education students with majors in Broad Field Science, Chemistry and Physics and Biology minor take this test.	5435	Broad Field Science Earth and Space Science Life and Environmental Science, including Biology, and Environmental Studies Physical Science, including Chemistry and Physics	154
Social Studies All Secondary Education students with majors in History, Political Science, Psychology and Sociology take this test.	5081	Broad Field Social Studies, Economics, Geography, History, Political Science and Citizenship, Psychology, Sociology	153
Theatre	5641	Theatre	157
Foreign Language (Spanish, French, etc.) WPT has replaced PSA for Foreign Language majors only – see section below.	N/A – see below	Foreign Language	

- Students must register to take the PSA content test via the ETS web site www.ets.org/praxis.
- Candidates are encouraged to visit the ETS web site 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 for Second Language Majors Only

- Second 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: A passing score on the WPT is required prior to student teaching.**
- Second Language majors must register to take the OPI and WPT tests via the web site: <http://languagetesting.com>
- 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.

Foundations of Reading Test (FORT)

Candidates in Wisconsin applying for an initial teaching license in grades Kindergarten through 5, or special education, or for a license as a reading teacher or reading specialist, are required to take and pass the Foundations of Reading test, a test of reading instruction knowledge and skills administered by the Evaluation Systems group of Pearson. Go to <http://www.wi.nesinc.com/> for more information.

Educational Studies Major

Depending on the focus area chosen, students with a major in Educational Studies will be able to pursue careers in informal learning environments (such as recreational programs, athletic programs, zoos, museums, ecology centers, religious education contexts, and international educational settings) as well as in a wide range of non-profit educational organizations and foundations with an interest in education. Students must complete the following components:

1. The Marquette Core Curriculum
2. An Educational Studies major which includes specific service learning requirements.
3. An academic major from the Klingler College of Arts and Sciences or the Diederich College of Communication

Students interested in pursuing a major in Educational Studies should plan to meet with Tina McNamara to discuss their career goals and to declare their other academic major.

Advising

All first year students in the College of Education are advised by the Assistant Dean for Undergraduate Advising and Student Services. Second year students, depending on their program and major, are typically 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 content 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. Please consult the Academic Advising Syllabus for more detailed information.

Advisor Responsibilities:

- To be available to advisees during regular office hours and by appointment.
- To be knowledgeable about the policies and procedures of 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 their advisor is and how to contact that person.
- To be knowledgeable about the policies and procedures of 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

Statement on Academic Integrity

We, the scholars of Marquette University, recognize the importance of personal integrity in all aspects of life and work. We commit ourselves to truthfulness, honor, and responsibility by which we earn the respect of others. We support the development of good character in our academic community, and commit to uphold the highest standards of academic integrity as an important aspect of personal integrity. Our commitment obliges us as students, faculty, and staff to conduct ourselves according to the Marquette University Honor Code set forth below. We do this in pursuit of Marquette University's mission, which is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others.

Students are asked to commit to academic integrity through the following honor pledge. Faculty may require students to sign the pledge in their courses or for any individual assignment.

Honor Pledge

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

For more information on the Honor Code, please see the Undergraduate Bulletin:
<http://bulletin.marquette.edu/undergrad/academicregulations/>

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.

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 Tina McNamara.

Course Substitutions and Waivers

Requests for other exceptions such as course substitutions or waivers must be made 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.

Test/Grade Point Appeals

The Department of Public Instruction has established a 10% exception which allows each teacher education institution to admit students to the Professional Program or Student Teaching if they have not met admission requirements. Students must have a minimum 2.50 overall GPA to be considered for a GPA appeal. 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 Subject Assessment Content Area Test and the Foundations of Reading 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.

Appeal Process for Professional Program Admission:

Students with a 2.5—2.744 GPA but no minimum score in any of the accepted basic skills assessments can appeal for admission into the Professional Program. The appeals procedure is as follows:

1. Prepare a typed letter indicating and addressing the basic skills test appeal.
2. Gather letters of support from at least three individuals.
 - a faculty member in student's major area
 - an education faculty member
 - faculty member in another MU course
 - a service learning supervisor or cooperating teacher

Appeal Process for Student Teaching:

Students with a 2.5—2.744 GPA in either their cumulative, major/minor areas, or education coursework may appeal for admission to Student Teaching. Students are eligible to appeal only ONE of their required GPAs. The appeals procedure is as follows:

1. Prepare a typed letter indicating and addressing the GPA appeal.
2. Gather letters of support from at least three individuals.
 - a faculty member in student's major area
 - an education faculty member
 - a cooperating teacher in an upper division education course

Policy about Exceptions to the edTPA Passing Score for Wisconsin Initial Licensure:

The edTPA Work Group recommended that the state superintendent set a policy for exceptions to the passing score for initial licensure candidates who completed approved educator preparation programs in Wisconsin. The state superintendent made the following decision about an edTPA exceptions policy:

“An educator preparation program (EPP) may establish an exceptions policy granted to no more than 10% of the total number of students completing professional education programs leading to licensure in each graduation or program completion period. To be considered for an exception, the EPP must ensure that the candidate has earned a minimum score of no less than ½ Standard Error of Measure (SEM) below the passing score. The EPP must ensure the other indicators of readiness based on multiple measures over time designed or adopted by the School/College/Department (SCD).”

The following scores are those that are ½ SEM below the required passing score:

- **35** for edTPA handbooks with 15 rubrics
 - Elementary Literacy
 - Secondary Mathematics
 - Secondary History/Social Studies
 - Secondary Science
 - Secondary English Language Arts
 - Middle Childhood English Language Arts (primarily TFA candidates)
 - Middle Childhood Mathematics (primarily TFA candidates)
 - Middle Childhood Science (primarily TFA candidates)
 - Middle Childhood History Social Studies (primarily TFA candidates)
- **29** for edTPA handbooks with 13 rubrics
 - World Language

Please note that the appeals process occurs only once per semester. The following procedures must be followed to submit an appeal. An email will be sent out at the beginning of the semester to announce the deadline.

1. The candidate must contact the Assistant Dean for Undergraduate Advising and Student Services to obtain an appeals information packet by the due date indicated in the email announcement.
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 Placements and Licensure by the announced due date.
4. The candidate must submit all letters in a packet to the Director of Field Placements 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.

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**
- **Overall GPA is below 2.50**

Resources and Organizations

Career Services Center

The entire staff is available to provide comprehensive career education and employment services for undergraduate students, graduate students, and alumni. Explore their resources at <http://www.marquette.edu/csc/>.

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 Coughlin Hall to seek assistance. They specialize in academic support services that include:

1. Tutoring
2. Study skills help with:
 - Time management
 - Test taking
 - Textbook reading
 - Note-taking
 - 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. 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 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 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 time frame. 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/education/>. Students should note 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.

Educators 4 Equality

The Educators 4 Equality, Marquette University, grew out of the former Alliance of Black School Educators of Marquette University, in Spring 2015. The focus of the group is to bring together undergraduate students, student teachers, and practicing area teachers who are concerned about the quality and equality of educational opportunity for students of color in the Milwaukee area. We will meet monthly to discuss experiences from the field and support each other in figuring out possible solutions to address quality and inequality concerns. The membership is open to all Marquette students who are concerned about improving the educational experience of students of color. Contact Dr. Sharon Chubbuck, faculty advisor, for more information.

Peer Education Advising Resources

All new Education majors are assigned to a PEAR for their first semester. PEAR volunteers are current Education majors who are available to answer questions and provide additional support for new students. Recruitment for the PEAR program occurs in the spring.

Directory

Dr. Terry Burant, Associate Clinical Professor and Director of Teacher Education, SC 146A/8-1432

- Curriculum issues
- Program requirements/waivers
- Academic probation issues
- Portfolio
- Bilingual/bicultural minor

Ms. Janet Cleary – Field Placement Coordinator, SC 151Q/8-6294

- Field Placements
- Background Checks

janet.cleary@marquette.edu

Ms. Melissa Econom – EDPL Academic Coordinator, SC 146C/8-4613

- Undergraduate and graduate course scheduling
- Registration issues
- Advising post-bac teacher education students
- Transcript analysis process (for post-bac teacher education students)
- Graduate form processing (transfer of credit, continuous enrollment, graduation audits, etc.)

melissa.econom@marquette.edu

Ms. Kirsten Lathrop – Director of Field Placements and Licensure, SC 151Q/8-5890

- Appeals
- Application and Admission to Student Teaching
- Field placement issues

- Student teaching
- Program Completion Verification (for employment, licensure application in other states)
- Licensure officer

kirsten.lathrop@marquette.edu

Ms. Tina McNamara – Assistant Dean for Undergraduate Advising and Student Services, SC 146B/8-6981

- Advising for all new students
- Transfers in and out of the College
- Registration issues
- Study Abroad advising
- Approval for non-Marquette and Study Abroad courses
- Academic Probation/Scholastic Actions
- Undergraduate Records

tina.mcnamara@marquette.edu

Ms. Courtney McNeal – Program Coordinator, Hartman Literacy and Learning Center, SC 151D/8-7235

- Daily operations of the Hartman Center's after-school tutoring program
- Maintenance of the Hartman Center library
- Outreach to schools affiliated with the Hartman Center
- Assistance with other COED operations

courtney.mcneal@marquette.edu

Educational Policy and Leadership Faculty

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Fr. Jeffrey LaBelle, Ed.D. (University of San Francisco)

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Robert Lowe, Ph.D (Stanford University)

robert.lowe@marquette.edu

Fr. Andrew J. Thon, S.J., Ph.D. (University of Wisconsin-Madison)

andrew.thon@marquette.edu

Leigh van den Kieboom, Ph.D. (Marquette University)

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Doris Walker-Dalhouse, Ph.D. (Ohio State University)

doris.walker-dalhouse@marquette.edu

InTASC Model Core Teaching Standards

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Assessment of Teacher Candidate Professional Behaviors and Dispositions in the College Classroom

The formative assessment below consists of two contrasting behaviors for each item that are indicators of professional teaching dispositions that the Marquette University teacher education program aims to develop in teacher candidates. For each item, make a check mark in one of the seven spaces closest to the phrase that BEST DESCRIBES THE TEACHER CANDIDATE's behavior during the time in which you have observed or interacted with him/her. Course instructor will meet with student to discuss any item that is scored at or below a -1.

Name of Candidate: _____ Date of Assessment: _____

Person Completing Assessment: _____

The candidate	+3 = Extremely	+2 = Quite	+1 = Slightly	-1 = Slightly	-2 = Quite	-3 = Extremely	Not Observed	The candidate
1. Asks questions that convey quest for new knowledge or application of previous knowledge in new ways								1. Fails to ask good questions (either unable or unwilling) that convey interest in gaining knowledge
2. Is engaged in and respectful of learning environment, e.g., listens respectfully to others								2. Is disengaged in or disrespectful of learning environment, e.g., does not participate in class discussions/activities, uses cell phone, has private conversations, is texting, etc.
3. Accepts constructive criticism & changes practice/attitude/ work accordingly								3. Ignores constructive criticism; unwilling to change practice/ attitude/work
4. Considers alternative positions/ viewpoints beside one's own in light of supporting data								4. Dismisses alternative positions/viewpoints even when data exist that support them; only acceptable viewpoint is one's own
5. Uses inclusive language								5. Uses language that includes expressions of racism, sexism, heterosexism, classism, or 'ableism'

6. Responds to/builds on comments of peers								6. Shows indifference to or dismisses contributions of peers; dominates class discussions
The candidate	+3 = Extremely	+2 = Quite	+1 = Slightly	-1 = Slightly-	-2 = Quite	-3 = Extremely	Not Observed	The candidate
7. Embraces learning about diverse cultures, ideas, activities and people/students								7. Does not display openness to learning about diverse cultures, ideas, activities, and people/students
8. Attends all class meetings and scheduled field experiences and is on time								8. Has poor attendance or is not punctual for class and/or field experiences
9. Is prepared for class or field experiences								9. Is unprepared for class or field experiences
10. Completes assignments thoroughly, and with best effort, and turns them in according to class policies								10. Does not complete assignments on time, fails to complete assignments at all, or turns in work that exhibits minimal effort
11. Upholds his/her commitment to classmates								11. Does not meet his/her commitment to classmates
12. Takes initiative to get things going								12. Waits for others to get things going; requires prodding to be involved
13. Communicates professionally with instructors, both in person and digitally.								13. Communicates unprofessionally with instructors.