

Title II

Higher Education Act

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Marquette University
 Traditional Program
 2008-09

Print Report Card

Program Information

Name of Institution: Marquette University
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Wisconsin

Address: College of Education
 P.O. Box 1881
 Milwaukee, WI, 53201

Contact Name: Patricia Bolter
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	Yes
Transcript	No	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	No

Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g., Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

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

<http://www.marquette.edu/education/>

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

Other 2nd semester sophomore / 1st semester junior

Does your initial teacher certification program conditionally admit students? Yes

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

Students can be conditionally admitted for one semester only when they have been unsuccessful in passing one or two sections of the Praxis I. Under certain circumstances, students may apply for a waiver of the Praxis I or a grade point waiver under the 10% exception rule allowed by the Wisconsin Dept. of Public Instruction.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	188
Unduplicated number of males enrolled in 2008-09:	38
Unduplicated number of females enrolled in 2008-09:	150

2008-09	Number enrolled
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<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	4
Black or African American:	12
Native Hawaiian or Other Pacific Islander:	0
White:	165
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	700
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	85
Number of students in supervised clinical experience during this academic year	71

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

Field experiences are an important component of many of the required courses in the teacher education program. In fact, students entering the College of Education have the unique opportunity to participate in field experiences during the first education course of the program through school visits and service learning assignments at selected Milwaukee Public School sites. All field experiences are aligned with the college's social justice mission and are designed to provide students with opportunities to work with pupils from diverse ethnic, racial, and socioeconomic backgrounds in Milwaukee area schools. Beginning field experience activities, Level 1, emphasize knowledge and understanding and include exposure to and observation of students in diverse settings. Intermediate field experiences, Level 2, focus on the application of pedagogical strategies learned in methods coursework. The student teaching experience, Level 3, requires students 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 truly means to be an effective urban teacher. Students are challenged to critically assess issues related to diversity and social justice and to become agents of change with a moral purpose.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	67	85	84
Elementary Education	32	41	35
Biology	0	0	2

Biology/Chemistry	0	0	1
Broad Field Science/Biology	1	2	2
Broad Field Science/Physics	1	0	0
English	11	10	12
English/History	0	1	1
English/Journalism	0	0	2
English/Mathematics	0	0	1
French	0	1	1
German	0	0	1
History	6	10	7
History/Broad Field Social Studies	2	6	1
History/Mathematics	1	0	0
History/Political Science/Broad Field Social Studies	0	1	1
History/Psychology/Broad Field Social Studies	0	0	1
History/Theatre Arts	0	0	1
Mathematics	6	6	7
Physics	2	0	1
Political Science/Broad Field Social Studies	0	0	1
Psychology/Broad Field Social Studies	0	1	0
Sociology	0	2	0
Sociology/Broad Field Social Studies	0	0	1
Sociology/English	0	1	0
Spanish	5	3	5

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 68

2007-08: 93

2006-07: 87

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: Recruit 4 math majors</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Attendance at campus and off-campus recruitment events for students; marketing of College of Education events and achievements; submitted a proposal for and received a \$900,000 NFS Noyce Scholars Grant to recruit STEM education majors.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>1) Increased marketing of College of Education information related to STEM activities; 2) Continued collaboration with faculty from the College of Engineering and the College of Arts & Sciences to promote the program.</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: Recruit 3 science majors</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Attendance at campus and off-campus recruitment events for students; marketing of College of Education events and achievements; submitted a proposal for and received a \$900,000 NFS Noyce Scholars Grant to recruit STEM education majors; developed and received university approval to offer a science major for elementary education majors.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>1) Increased marketing of College of Education information related to STEM activities; 2) Continued collaboration with faculty from the College of Engineering and the College of Arts & Sciences to promote the program.</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2008-09</p> <p>Goal: Bilingual/Bicultural cert</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p>

	<p>Strategies used to develop a Bilingual/Bicultural certification for students currently majoring in a foreign language: The Bilingual/Bicultural certification program proposal will be submitted to the Wisconsin Dept. of Public Instruction for approval and subsequent implementation in the Fall 2010 semester; Publicize the new certification in all University and College of Education print materials; Notify all current foreign language majors in the College of Education that this new certification is available; Offer an elective course to all Education majors entitled "Learning and Linguistic Diversity" in the 2010-11 academic year.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>1) Increased marketing of College of Education information related to Bilingual/Bicultural activities; 2) Continued collaboration with faculty from the College of Arts & Sciences to promote the program.</p>
Other	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

The Marquette University teacher preparation program does not prepare special education teachers.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

NA

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

- Developed and received university approval for a Bilingual/Bicultural certification proposal.
- Included a field experience for all students enrolled in the course entitled "Children and Youth with Exceptional Needs."
- Designed an elective course entitled "Learning and Linguistic Diversity."

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	10		10	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	15		15	100		
173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8					
146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2008-09	30		30	100		
146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2007-08	43		43	100		

081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	10	10	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	22	22	100		
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	10	10	100		
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5				

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	66	66	100	
All program completers, 2007-08	95	95	100	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Other (specify: North Central)

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction

Yes

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

Yes

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

Yes

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

Yes

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

Throughout our program, pre-service teachers are taught to effectively integrate technology into curricula and instruction, to collect data, to manage data and to analyze data to improve teaching and learning. Specifically, in EDUC 2227 "Introduction to Learning and Assessment," students are taught to use technologies to enhance learning and assessment. In addition, during their semester of student teaching experience, students must demonstrate their ability to adapt instruction based on data collection and analysis. Technology is utilized in that process.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- teach students with disabilities effectively

Yes

- participate as a member of individualized education program teams

Yes

- teach students who are limited English proficient effectively

Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Students in the College of Education must successfully complete EDUC 4217, "Differentiated Instruction for Exceptional Learners." This class provides an introduction to children and youth with a wide range of exceptional educational needs, including students with diagnosed disabilities and with limited proficiency in English. The class emphasizes the central role of general education teachers in teaching all students, including exceptional learners. The readings, class discussions, and assignments prepare students to work collaboratively with colleagues in their school communities, as well as with families. The content explores characteristics of various educational exceptionalities, legal issues surrounding this area of education, formal and informal methods of assessment, and teaching strategies. It directs students to access and utilize theoretical and empirical literature focused on creating inclusive learning environments for ALL students. Students participate in 20 hours of field work in which they observe teaching and learning environments with exceptional learners.

Does your program prepare special education teachers to:

- teach students with disabilities effectively

NA

- participate as a member of individualized education program teams

NA

- teach students who are limited English proficient effectively

NA

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Marquette University teacher preparation program does not prepare special education teachers.

Section VII. Contextual Information

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

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 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. The program also has a deep commitment to social justice in schools and society. A commitment to social justice demands that educators have a deep understanding of the disciplines they teach and use developmentally, and culturally responsive pedagogies that embrace technological advances to facilitate learning for all children. The university's focus on service in the urban environment, a cornerstone of the undergraduate program, also permeates the unit's advanced programs. Assessment of candidate outcomes occurs at multiple intervals throughout the program. In order to ensure that candidates are well-prepared to enter teaching and other related professions, the unit course goals and objectives are carefully aligned with the proficiencies associated with quality performance.

Supporting Files

Marquette University
Traditional Program
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