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Marquette University  
Traditional Program

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## Institution Information

AY 2012-13

**Name of Institution:** Marquette University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2012-13  
**State:** Wisconsin

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

**Contact Name:** Patricia Bolter  
**Phone:** 414-288-3692 [📞](#)  
**Email:** [pat.bolter@marquette.edu](mailto:pat.bolter@marquette.edu)

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

## Institution Information

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## Section I.a Program Information

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List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Bilingual Bicultural	No
Elementary Education	No
Reading Education Reading Specialist	No
Reading Education Reading Teacher	No
Secondary Education Biology	No
Secondary Education Broadfield Science	No
Secondary Education Broadfield Social Studies	No
Secondary Education Chemistry	No
Secondary Education Communication Studies	No
Secondary Education Economics	No
Secondary Education English	No
Secondary Education French	No
Secondary Education German	No
Secondary Education History	No
Secondary Education Journalism	No
Secondary Education Latin	No
Secondary Education Mathematics	No
Secondary Education Physics	No
Secondary Education Political Science	No
Secondary Education Psychology	No
Secondary Education Sociology	No
Secondary Education Spanish	No
Secondary Education Theatre Arts	No
<b>Total number of teacher preparation programs: 23</b>	

## Section I.a Program Information

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## Section I.b Admissions

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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

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

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

Please provide any additional comments 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 Admissions

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## Section I.b Undergraduate Requirements

AY 2012-13

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

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

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.27

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2012-13

3.18

Please provide any additional comments about the information provided above:

## Section I.b Undergraduate Requirements

AY 2012-13

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## Section I.b Postgraduate Requirements

AY 2012-13

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

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

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

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2012-13

3

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.88

Please provide any additional comments about the information provided above:

## Section I.b Postgraduate Requirements

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## Section I.c Enrollment

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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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2012-13:	222
Unduplicated number of males enrolled in 2012-13:	37
Unduplicated number of females enrolled in 2012-13:	185

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	7
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	203
Two or more races:	1

## Section I.c Enrollment

AY 2012-13

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## Section I.d Supervised Clinical Experience

AY 2012-13

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	700
Average number of clock hours required for mentoring/induction support	100
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	14
Number of students in supervised clinical experience during this academic year	118

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

## Section I.d Supervised Clinical Experience

AY 2012-13

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## Section I.e Teachers Prepared by Subject Area

AY 2012-13

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	55
Teacher Education - Junior High/Intermediate/Middle School Education	117
Teacher Education - Secondary Education	62
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	32
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	18
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	8
Teacher Education - Social Science	3
Teacher Education - Social Studies	7
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	5
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education- History	16
Teacher Education - Physics	2
Teacher Education - Spanish	8
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	10
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	2



Education Series Specify: Political Science	2
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Section I.e Teachers Prepared by Subject Area

AY 2012-13

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## Section I.e Teachers Prepared by Academic Major

AY 2012-13

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (5205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	55
Teacher Education - Junior High/Intermediate/Middle School Education	117
Teacher Education - Secondary Education	62
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	32
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	18
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	8
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	5
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	16
Teacher Education - Physics	2
Teacher Education - Spanish	8
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	10
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	

Education - Social and Behavioral/Behavioral Sciences	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	3
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	5
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

## Section I.e Teachers Prepared by Academic Major

AY 2012-13

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## Section I.f Program Completers

AY 2012-13

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

2012-13: 117

2011-12: 102

2010-11: 106

## Section I.f Program Completers

AY 2012-13

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## Section II Annual Goals - Mathematics

AY 2012-13

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

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

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

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

4

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

4

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

4

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Mathematics

AY 2012-13

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## Section II Annual Goals - Science

AY 2012-13

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

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

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

**Academic year 2012-13**

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

3

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

**Academic year 2013-14**

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

3

Provide any additional comments, exceptions and explanations below:

**Academic year 2014-15**

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Science

AY 2012-13

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## Section II Annual Goals - Special Education

AY 2012-13

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

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

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

### Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

No

How many prospective teachers did your program plan to add in special education in 2012-13?

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

### Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

### Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Special Education

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## Section II Annual Goals - Instruction of Limited English Proficient Students

AY 2012-13

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (5205(a)(1)(A)(ii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

### Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

3

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

### Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

3

Provide any additional comments, exceptions and explanations below:

### Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Instruction of Limited English Proficient Students

AY 2012-13






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## Section II Assurances

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Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

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

- Continued implementation of Bilingual/Bicultural certification program through ongoing coursework and field work
- Continued to include a field experience component for all students enrolled in the course entitled "Children and Youth with Exceptional Needs"
- Continued to offer the course entitled "Learning and Linguistic Diversity"

## Section II Assurances

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## Section III Assessment Pass Rates

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## Program Data Collection

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Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	181	13	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	25	175	25	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	180	14	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	14	185	14	100
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	10	156	10	100

Educational Testing Service (ETS) All program completers, 2010-11				
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	51	166	50	98
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	176	10	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	55	170	55	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	44	169	44	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	52	168	52	100
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Language All program completers, 2012-13	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Language All program completers, 2012-13	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	164	10	91
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	17	176	17	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	24	168	24	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	19	174	19	100
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6			
ETS0641 -THEATRE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Language All program completers, 2012-13	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Language All program completers, 2012-13	2			

## Section III Assessment Pass Rates

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## Section III Summary Pass Rates

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Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	113	113	100
All program completers, 2011-12	99	99	100
All program completers, 2010-11	106	106	100

## Section III Summary Pass Rates

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# 2014 Title II Reports

## Section IV Low-Performing

AY 2012-13

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

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 IV Low-Performing

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## Section V Use of Technology

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Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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

Throughout the Education course sequences, 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. For example, in EDUC 2227 "Introduction to Learning and Assessment," students are taught to use technologies to enhance learning and assessment. This is just one example of how technology continues to be woven and integrated throughout the sequence of Education coursework. In addition, during their semester of student teaching experience, students must demonstrate their ability to adapt instruction based on data collection and analysis. Technology continues to be utilized in that process.

## Section V Use of Technology

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## Section VI Teacher Training

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Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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

Students in the College of Education must successfully complete EDUC 4217, "Children and Youth with Exceptional Needs." 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, instructional modifications 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 the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

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

## Section VI Teacher Training

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## Section VII Contextual Information

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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

## Section VII Contextual Information

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