MARQUETTE UNIVERSITY

COLLEGE OF EDUCATION

UNDERGRADUATE STUDENT HANDBOOK

2014-2015
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Introduction

This College of Education Undergraduate Handbook contains general program information for the middle childhood/early adolescence (elementary/middle) and early adolescence/adolescence (middle/secondary) teacher preparation programs at Marquette University. The information in this handbook supplements the Marquette University Undergraduate Bulletin. Please study this handbook carefully and contact the Director of Teacher Education located in Schroeder Complex 146 with any questions or concerns you may have regarding the teacher preparation program. 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 accessed at www.certificationmap.com.

Illinois Licensure

For specific information regarding Illinois licensure requirements (including new requirements effective July 1, 2013), please go to http://www.isbe.net/licensure/default.htm.

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 University Core of Common Studies
2. An Elementary/Middle Education major which includes specific state-mandated general education requirements.
3. An academic major from the Klingler College of Arts and Sciences or the Diederich College of Communication

- Communication Studies
- English
- French
- German
- History
- Journalism
- Latin
- Mathematics
- Political Science
- Psychology
- Science
- Sociology
- Spanish
- Theatre Arts

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

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

1. The University Core of Common Studies
2. A Middle/Secondary Education major which includes specific state-mandated education requirements.
3. An academic major from the Klingler College of Arts and Sciences or the Diederich College of Communication.
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, Director of Advising or your Education advisor.

Bilingual-Bicultural Certification/Minor

The following courses are required for Bilingual-Bicultural certification: EDUC 3240, 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.

Field Experiences and Student Teaching

The State of Wisconsin mandates satisfactory performance in a minimum of 100 hours of field experience activities before students can be approved to student teach. These experiences must be “developmental in scope and sequence and occur in a variety of school settings.” (PI 34.15). Field experiences are designed to provide students with opportunities to work with pupils from diverse ethnic, racial, and socio-economic backgrounds in Milwaukee area schools.

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

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

In this first field experience, students will participate in activities that focus on the following:

- Exposure to urban environment
- Interviews with teachers and administrators
- Tutoring and working with individual and small groups of students
- Structured observations to identify and understand:
  - Classroom management
  - Creating a learning climate
  - Lesson planning
– Instructional methods
– Meeting the needs of diverse students
– Assessing student learning

Field Experience II
Elementary majors (20 hours): Taken with EDUC 4217, EDUC 4347, 4317 or 4337, MATH 2031/EDUC 1964
Secondary majors (40 hours): Taken with EDUC 4217 and EDUC 4037
In this field experience, students will participate in activities that focus on the following:
– Identifying literacy and language needs of a specific group of learners
– Planning and implementing literacy-focused lessons across content areas
– Planning for differentiated instruction
– Use of students’ prior academic learning and personal/cultural/community assets in planning and instruction
– Planning assessments to monitor and support student learning

Field Experience III
Elementary Majors (40 hours): Taken with EDUC 4297, EDUC 4357, 4317 or 4337, MATH 2032, EDUC 2964
Secondary Majors (40 hours): Taken with EDUC 4297
During this field experience, students will participate in activities that focus on the following:

- Creating a positive learning environment that supports students’ engagement in learning
- Planning and implementing lessons and content area units of instruction using a variety of teaching methods, including direct instruction, inquiry, and cooperative learning
- Integrating technology across the curriculum
- Differentiation of instruction
- Engaging students in critical thinking
- Using assessment evidence to evaluate and change teaching practice

Field Experience IV
Elementary Majors (30 hours): Taken with EDUC 4964 (in the Hartman Literacy Center after-school program)
Secondary Majors (40 hours): Taken with Advanced Methods
During this field experience and student teaching, students will participate in activities that focus on the following:

- Creating a positive learning environment that supports students’ engagement in learning
- Assessing students in classroom activities
- Using assessment data to plan and implement lessons and content area units of instruction
- Providing effective feedback to students
- Integrating technology across the curriculum
- Participating in parent-teacher conferences
- Collaborating with school faculty
- Identifying areas for growth and professional development

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.

Each semester during registration, students must complete a Field request form for all courses with required field experiences. All field placements and student teaching assignments are arranged by the Director of Field Placement and Licensure. Under no circumstances is a student to initiate contact with a school to arrange his/her own placement independent of the Director. Any concerns regarding placement should be discussed immediately with the
Director of Field Placement and Licensure. Students are not permitted to student teach in an elementary or high school they previously attended as a student. **Also, 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 Susan Stang, Director of Field Placement and Licensure or Janet Cleary, 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/documents/DressforSuccess.pdf](http://www.marquette.edu/csc/undergraduate/documents/DressforSuccess.pdf) 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 during the sophomore year, after completing EDUC 2227.

Criteria for Admission:
- Completion of 40 undergraduate credits
- 2.75 cumulative GPA
- Successful completion of Praxis I, Core, ACT, or SAT
- Successful completion of EDUC 2227, including field experience
- Successful completion of Level 1 E-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 by September 15 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 Placement 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 E-Portfolio on or before the designated due date. Student teaching assignments are made in the Milwaukee area only.

Criteria for Admission:
- Admission to the Professional Program
- 2.75 cumulative GPA
- 2.75 GPA in major/minor areas of certification
• 2.75 GPA Education sequence
• Successful completion of all courses in major/minor areas and professional education sequence (with no Incomplete grades in the semester prior to student teaching)
• Successful completion of all courses in the Education sequence with a final grade of “C” or better (with no Incomplete grades in the semester prior to student teaching)
• Successful completion of all field experiences prior student teaching
• Successful completion of the appropriate Praxis II content area examination
• Approval by major department (EA-A candidates)
• Satisfactory criminal background check
• Documentation of a negative tuberculin skin test, or if results are positive, results of a chest x-ray
• Successful completion of Native American assessment (in EDUC 3240)
• Successful review of the Level 2 E-portfolio by the faculty Committee on Admission and Advancement

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 the Foundations of Reading Test (FORT) (Elementary candidates only)
• Successful completion of Level 3 E-portfolio
• Submission of the following:
  - Midterm and final evaluations from cooperating teachers
  - Midterm and final evaluations from university supervisors
  - Evaluation of Cooperating Teacher form
  - Evaluation of University Supervisor form
  - Student Teacher Exit Interview Questionnaire

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, is a State of Wisconsin mandated test that all education students who do not meet cut-off scores in the ACT or SAT tests must take before formal admission to the College of Education’s Professional Program. This test assesses basic knowledge in the areas of Reading, Writing and Mathematics. Students planning to take EDUC 2227 in a fall semester, must complete the Core by the preceding August 1. Students planning to take EDUC 2227 in a spring semester must complete the Core by the preceding December 1. Formal admission to the College of Education normally occurs in the first or second semester of the sophomore year. **Failure to complete the Core test before EDUC 2227 is completed could delay admission the process to the Professional Program and access to most education courses after EDUC 2227.**
Wisconsin cut-off scores for the Core test are as follows:

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Academic Skills for Educators: Reading</td>
<td>156</td>
</tr>
<tr>
<td>Core Academic Skills for Educators: Writing</td>
<td>162</td>
</tr>
<tr>
<td>Core Academic Skills for Educators: Mathematics (On-screen four-function calculator provided.)</td>
<td>150</td>
</tr>
</tbody>
</table>

Go to [www.ets.org/praxis](http://www.ets.org/praxis) for information on registering for the test.

**ACT/SAT**

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

<table>
<thead>
<tr>
<th>Test</th>
<th>Wisconsin Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ACT® Test</td>
<td>Composite Score of 23 with minimum score of 20 on English, Math, and Reading</td>
</tr>
<tr>
<td><a href="http://www.act.org">www.act.org</a></td>
<td></td>
</tr>
<tr>
<td>The SAT® Test</td>
<td>Composite Score of 1070 with minimum score of 450 on Math and Verbal</td>
</tr>
<tr>
<td><a href="http://www.sat.collegeboard.org">www.sat.collegeboard.org</a></td>
<td></td>
</tr>
</tbody>
</table>

**Praxis II**

Wisconsin requires that all candidates completing a teacher education program must provide evidence of a passing score on the appropriate Praxis II content area test(s). Students planning to student teach in the fall semester, **must** have their Praxis II scores submitted to the Teacher Education Office no later than **April 1** of that year. Students planning to student teach in the spring semester, **must** have their scores submitted to the Teacher Education Office no later than **August 1** of the previous year. Students **must** pass the appropriate test by the above designated dates. It is important to remember that waivers are **not** granted for the Praxis II tests.

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

Typically, there are seven times within a year that most Praxis II tests will be offered. Some tests are now also being offered in a computer-based format. However, it is important to note that there are certain Praxis II tests with fewer test administration dates. For example, the Praxis II test in Theatre (ETS#0640) is only offered four times per year. Students are advised to plan accordingly by allowing themselves sufficient opportunities to take the test in a timely manner to avoid possible program delays.

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

<table>
<thead>
<tr>
<th>Praxis II Content Knowledge</th>
<th>ETS Test #</th>
<th>Specific License</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>5038</td>
<td>Broad Field Language Arts, English Literature and Composition, Journalism, Speech Communication</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5061</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Middle School Subjects</td>
<td>5146</td>
<td>Middle Childhood through Early Adolescence (Elementary/Middle School)</td>
</tr>
<tr>
<td>Elementary Education Majors take this test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science (general)</td>
<td>5435</td>
<td>Broad Field Science, Earth and Space Science, Life and Environmental Science, including Biology and Environmental Studies, Physical Science, including Chemistry and Physics</td>
</tr>
<tr>
<td>All Secondary Education students with majors in Broad Field Science, Chemistry and Physics and Biology minor take this test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>5081</td>
<td>Broad Field Social Studies, Economics, Geography, History, Political Science and Citizenship, Psychology, Sociology</td>
</tr>
<tr>
<td>All Secondary Education students with majors in History, Political Science, Psychology and Sociology take this test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>5641</td>
<td>Theatre</td>
</tr>
<tr>
<td>Foreign Language (Spanish, French, etc.)</td>
<td>N/A – see below</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>WPT has replaced Praxis II for Foreign Lang. majors only – see section below.*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### ACTFL Tests: OPI and WPT for Foreign Language Majors Only

- Foreign Language Education majors need to attain a score of Intermediate High or above on the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) prior to enrolling in course FOLA 4000/5000. **NOTE:** The WPT has replaced the Praxis II test for Foreign Language majors. A passing score on the WPT is required prior to student teaching.
- Foreign Language students must register to take the OPI and WPT tests via the web site listed below:
  1. Go to [http://languagetesting.com/acad wi1.cfm](http://languagetesting.com/acad wi1.cfm)
  2. Click on “Apply for an Academic Test.”
  3. Select “WI Applicants Only.”
  4. Choose one: Click to Apply Online **OR** Click to Download Application.
  All the information about the tests, the guidelines and rating procedures is there.
- Marquette University’s College of Education reserves the right to withhold recommendation for licensure for any candidate who does not demonstrate competence on the content knowledge test required by DPI.

### Foundations of Reading Test

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.
This requirement is in addition to the current content testing requirements for each license as outlined on the Wisconsin Department of Public Instruction website at: http://tepdl.dpi.wi.gov/licensing/wisconsin—educator—testing—requirements.

Advising

All first year students in the College of Education are advised by the Director of Undergraduate Advising. Second year students, depending on their program and major, 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 major department. Students should plan to consult with BOTH advisors throughout the year and especially during Registration.

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

Advisor Responsibilities:

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

Advisee Responsibilities:

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

Policies & Procedures

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.

Bloodborne Pathogens

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

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

Conflict Resolution

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

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

Insurance and Liability

The following information is provided by the Office of Business Services (June 1996).
1. Marquette employees and/or enrolled students are covered by the University's insurance when they are engaged/involved in activities required in the normal course of clinical experiences. Such experiences include field experiences and practicum placements arranged under the direction of the Director of Field Placements.

2. The scope of the insurance coverage referenced above is limited to legal and prudent behavior. Examples of illegal activities which would not be covered include, but are not limited to, sexual assault, intentional physical abuse, and intentional damage to property.

3. Marquette employees and/or students must not, under any circumstances, provide non-Marquette personnel who are under 18 years of age with transportation to or from a placement site.

4. If a student chooses to drive his/her personal vehicle to or from a placement site, he/she should be aware that Marquette insurance will not provide insurance coverage for any claims arising out of the use of such a personal vehicle.

5. If a Marquette student is injured at a placement site, the site’s insurance might cover the medical costs related to the injury if it is determined that site negligence was a factor in the injury. However, in the absence of such coverage by the site, it is the responsibility of the student to pay for all medical costs (e.g., student’s personal health insurance).

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

**Course Substitutions and Waivers**

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

**Grade Point/Core Test Appeals**

Students may submit an appeal for admission to the Professional Program if they have not met the cut scores for the Core test or if they have not achieved the required 2.75 overall GPA. The Department of Public Instruction has established a 10% exception which allows each teacher education institution to admit students to the program if they have not met one of the above requirements. **A student may appeal only one of those two requirements.** Students must have a minimum 2.50 overall GPA to be considered for a GPA appeal. The policy of the Office of Teacher Education is that students seeking an appeal for the Core test must have taken the Core test at least twice. The number of students admitted by appeal during any review period may not exceed 10% of the number of students who were admitted but did not need to appeal. It is not required that anyone be admitted under the 10% exception. Waivers are not granted for the Praxis II Content Area Test. However, students may submit an appeal to be admitted to Student Teaching if they do not have the minimum 2.75 GPA in either their overall GPA, their Education major GPA, or their content major(s) or minor(s) GPA.

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

**The Appeals Process**

The following procedures must be followed to submit an appeal:

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

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

- Late submission of appeal materials
- Submission of incomplete packets of materials
- An appeal/waiver was previously granted
- Overall GPA is below 2.50
- GPA is below a 2.75 AND Core test not passed or completed

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/](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 the Alumni Memorial Union, Room 317 to seek assistance. They specialize in academic support services that include:

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

Disability Services

Students with disabilities may require accommodations to ensure equal access to meet admission requirements or to participate in field experiences for the College of Education. Therefore, exceptions to or modifications of admission criteria or field placements will be determined on a case by case basis following the guidelines specified in the University’s policy document, “Accessibility at Marquette University.” Copies of this document are available at no charge on the University’s web page at [www.marquette.edu/oses](http://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 Education Literacy and Learning Center

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

**Study Abroad**

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

**Honor Societies**

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

**College of Education Website**

The College of Education website contains forms, information, and updates for the teacher preparation program. Students are advised to check the website regularly at [http://www.marquette.edu/](http://www.marquette.edu/). 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.

**Alliance of Black School Educators**

The Alliance of Black School Educators of Marquette University was established in the Fall of 2012 to form a coalition of educators and concerned students interested in improving the educational experience of students of color, to create networking opportunities, and to involve the entire Marquette community in informational activities aimed at eliminating the achievement gap for African American students and all students of color. 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.

**Student Council**

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

**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. Joan Whipp, Associate Professor and Director of Teacher Education, SC 146A/8-1432
• Curriculum issues
• Program/course requirements/waivers/sequences
• Academic probation issues
• Program reinstatement
• E-portfolio
• Bilingual/bicultural minor

joan.whipp@marquette.edu

Ms. Pat Bolter – Records Coordinator, SC 166/8-3692
• Applications for graduation
• Admission to Professional Program
• Course Withdrawals
• Registration holds
• Official Student Records

pat.bolter@marquette.edu

Ms. Janet Cleary – Field Placement Coordinator, SC 151B/8-6294
• Field Placements
• Application and Admission to Professional Program

janet.cleary@marquette.edu

Ms. Melissa Econom – EDPL Academic Coordinator, SC 146C/8-4613
• Undergraduate and graduate course scheduling
• Consent for courses/permission numbers
• 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. Cailin (Calley) Hostad—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 field placement and other COED operations

cailin.hostad@marquette.edu

Ms. Tina McNamara – Director of Undergraduate Advising, 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
• Student Council
• Academic Probation/Actions

tina.mcnamara@marquette.edu
Ms. Susan Stang – Director of Field Placement 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

susan.stang@marquette.edu

Educational Policy and Leadership Faculty

- Dr. Ellen Eckman, Associate Professor and EDPL Chair
- Mr. Robert Albrighton, Adjunct Instructor
- Dr. Jill Birren, Assistant Professor
- Ms. Mary Carlson, Adjunct Instructor
- Dr. Sharon Chubbuck, Associate Professor
- Dr. Kathleen Clark, Associate Professor
- Dr. Cynthia Ellwood, Visiting Assistant Professor
- Dr. Karen Evans, Clinical Associate Professor
- Dr. Jody Jessup-Anger, Assistant Professor
- Fr. Jeffrey T. LaBelle, S.J., Assistant Professor
- Dr. Vanessa Liederbach, Adjunct Instructor
- Dr. Rebecca Lorentz, Adjunct Instructor
- Dr. Robert Lowe, Professor
- Mr. Larry Miller, Adjunct Instructor
- Dr. Martin Scanlan, Assistant Professor
- Fr. Andy Thon, S.J., Assistant Professor
- Dr. Leigh van den Kieboom, Assistant Professor
- Mr. Steve Vande Zande, Adjunct Instructor
- Dr. Doris Walker-Dalhouse, Associate Professor
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 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: ____________________________________________

<table>
<thead>
<tr>
<th>The candidate</th>
<th>+3 = Extremely</th>
<th>+2 = Quite</th>
<th>+1 = Slightly</th>
<th>-1 = Slightly</th>
<th>-2 = Quite</th>
<th>-3 = Extremely</th>
<th>Not Observed</th>
<th>The candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asks questions that convey quest for new knowledge or application of previous knowledge in new ways</td>
<td></td>
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<td></td>
<td>1. Fails to ask good questions (either unable or unwilling) that convey interest in gaining knowledge</td>
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<tr>
<td>2. Is engaged in and respectful of learning environment, e.g., listens respectfully to others</td>
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<td>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.</td>
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<tr>
<td>3. Accepts constructive criticism &amp; changes practice/attitude/ work accordingly</td>
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<td></td>
<td>3. Ignores constructive criticism; unwilling to change practice/ attitude/work</td>
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<tr>
<td>4. Considers alternative positions/ viewpoints beside one’s own in light of supporting data</td>
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<td>4. Dismisses alternative positions/viewpoints even when data exist that support them; only acceptable viewpoint is one’s own</td>
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<tr>
<td>5. Uses inclusive language</td>
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<td></td>
<td>5/ Uses language that includes expressions of racism, sexism, heterosexism, classism, or ‘ableism’</td>
</tr>
<tr>
<td>6. Responds to/builds on comments of peers</td>
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<td></td>
<td></td>
<td>6. Shows indifference to or dismisses contributions of peers; dominates class discussions</td>
</tr>
</tbody>
</table>
### Commitment to Ongoing Learning and Reflection on Practice (1-3):  
- Willingness and enthusiasm for learning new content and skills, opportunities to grow professionally  
- Intellectual curiosity; questions that demonstrate critical thinking  
- Interest in improving/refining practice; Seeks advice and feedback on how to do so  
- Uses constructive feedback from others to improve performance

### Commitment to Fairness and the Belief that all Students Can Learn (4-7):  
- Respects others as diverse individuals  
- Emphasizes and builds on strengths rather than deficiencies of others  
- Interest in multiple perspectives/diverse viewpoints that may differ from one’s own

### Professionalism (8-13):  
- Punctuality  
- Well-organized and prepared  
- Pride in one’s work  
- Responsibility for own actions  
- Initiative and follow through on projects  
- Works cooperatively  
- Flexibility  
- Communication with instructors