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This handbook is updated annually and may be accessed on the College of Educations Web site at:
http://www.marquette.edu/education  Graduate students who do not have Internet access may ask the
department to provide him/her with a print copy of the handbook.
COLLEGE 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 life-long 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.
Dear Graduate Student,

Welcome to the graduate programs in the College of Education at Marquette University. Our faculty and staff are committed to supporting your growth as a professional in your school, institution, or organization through our high quality academic programs and the personalized attention you will receive. As a student, you will matter to us.

Your work at the university will be deeply relevant as well as demanding and stimulating. It will be done in an educational context that balances theory, research, and practice. You will be expected to pursue scholarly excellence, aspire to leadership, and seek the betterment of the human condition. To those ends, we will challenge you to think and act in a critical, passionate, creative, and socially just manner.

It is important to note that your educational experience here can be significantly enriched by participation in intellectual and cultural events that fall outside of your normal coursework. Our hope is that you will avail yourself of the many extracurricular learning opportunities that exist at Marquette.

We believe that a Marquette education will set you apart. If we are successful in our efforts, you will be a lifelong learner, reflective practitioner, and tireless human advocate. Put another way, you will “Be the Difference.”

We look forward to assisting you with your course of study and one day being able to claim you as one of our many distinguished alumni.

Sincerely,

William A. Henk, Ed. D.
Professor of Education and Dean
College of Education
We welcome you to our graduate programs in Educational Policy & Leadership!

We are committed to providing you with stimulating intellectual opportunities to enhance your mastery of the knowledge, skills, and dispositions that lead toward excellence in education. We believe our courses and our own understanding will benefit from your contributions as you engage fully in the intellectual activities we have to offer. Students in our graduate programs are expected to familiarize themselves with the contents of this handbook.

We wish you much success,

The faculty and staff of the Educational Policy & Leadership Department
## DEPARTMENTAL FACULTY

### FULL TIME FACULTY:

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Email</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Birren, Ph.D.</td>
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</table>

**Emeritus**

**Leave of Absence**
Heidi Schweizer, Ph.D. (Univ of Iowa)
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Center for Teaching and Learning

Teaching and Learning in Higher Education
Teaching and Learning in Online Environments
Faculty Use and Integration of Technology in Higher Education

Fr. Andrew J. Thon, S.J., Ph.D. (Univ of Wisconsin)
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Higher Education Administration
Role of Student Affairs in Jesuit Higher Education
Student Affairs and Catholic Identity
Spirituality and Leadership

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

Doris Walker-Dalhouse, Ph.D. (Ohio State)
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Sociocultural Aspects of Literacy
Teachers’ Attitudes and Practices in Working With Ethnically, Culturally, and Linguistically Diverse Learners

Joan Whipp, Ph.D. (University of Wisconsin-Milwaukee)
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Teaching and Learning in Higher Education
Teaching and Learning in Online Environments
Faculty Use and Integration of Technology in Higher Education
Disposition Development in Pre-service Teachers
Teacher Learning and Change
## ADMINISTRATIVE CONTACTS FOR GRADUATE STUDENTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Contact Information</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **Dr. Ellen Eckman**        | Chair of Educational Policy & Leadership        | 414-288-1561, ellen.eckman@marquette.edu                                             | • Faculty issues  
• Student concerns  
• Transfer of credit requests                                                                 |
| **Dr. Sharon Chubbuck**     | Director of Graduate Studies                    | 414-288-5895, sharon.chubbuck@marquette.edu                                          | • Graduate program oversight  
• Curriculum issues – graduate programs  
• Academic probation issues  
• Leaves of absence  
• Program reinstatement                                                                 |
| **Dr. Joan Whipp**          | Director of Teacher Education                   | 414-288-1432, Joan.whipp@marquette.edu                                               | • Curriculum issues  
• Academic probation issues  
• Leaves of absence  
• Program reinstatement  
• Mentoring/Teach For America |
| **Ms. Susan Stang**         | Director of Field Placements and Licensure      | 414-288-5890, susan.stang@marquette.edu                                             | • Adviser for post-baccalaureate certification students  
• Field placements (includes student teaching)  
• WI DPI licensure requirements  
• WI DPI licensure applications |
| **Ms. Tyra Hildebrand**     | Teach For America Program Coordinator           | 414-288-3414, Tyra.hildebrand@marquette.edu                                         | • TFA student advising  
• TFA Admissions, registration, portfolio development |
| **Melissa Econom**          | EDPL Academic Coordinator                       | 414-288-4613, melissa.econom@marquette.edu                                          | • Consent for courses/permission numbers  
• Registration issues  
• Transcript analysis process (for post-bac teacher education students)  
• Paperwork processing (transfer of credit, continuous enrollment, graduation audits, etc.)  
• Graduate course scheduling |
| **Pat Bolter**              | Records Coordinator                             | 414-288-3692, patricia.bolter@marquette.edu                                       | • Student records  
• Deadlines for registration, graduation  
• Graduation audits |
| **Dr. William Henk/Carol Stachewicz** | Dean, College of Education/Executive Assistant | 414-288-7376                                                                         | • Application for financial aid, including scholarships  
• Questions about scholarships and assistantships (including MATS and Catholic School Personnel Scholarships) |
| **Mr. Tom Marek**           | Assistant Director for Financial Aid            | 414-288-5325, thomas.marek@marquette.edu                                          | • Reactivation for lapsed student status  
• Grade changes  
• Late registration  
• Questions regarding continuous enrollment  
• Graduation |
| **Ms. Sherri Lex**          | Assistant Director for Student Records          | 414-288-8172, sherri.lex@marquette.edu                                             | • Graduate student recruitment |
CALENDAR OF IMPORTANT DATES* 2014-2015

**Fall Term**

August 19  
College of Education: Educational Policy and Leadership Studies  
Graduate Student Orientation  
5:00 – 7:00 p.m. Schroeder Complex 112

August 21  
University-wide Graduate School Orientation – for new students  
4:30 – 8:00 p.m. Alumni Memorial Union  
Activities 4:30 - 6 p.m.  
Presentation 6 – 7:30 p.m.

**REGISTER ONLINE by August 19!**

*Summer 2014 ONLINE orientation available at:  
http://www.marquette.edu/grad/contact_orientation.shtml*

August 25  
First Day of Classes

September 1  
Labor Day, No Classes

November 26-30  
Thanksgiving Break; No Classes

December 6  
Last Day of Classes

**Spring Term**

January 12  
First Day of Classes

March 8-15  
Spring Break, No Classes

April 2-5  
Easter Holiday, No Classes

May 2  
Last Day of Classes

May 16-17  
Baccalaureate and Commencement

**Summer Term**

May 18  
First Day Classes: Summer Module 1

May 25  
Memorial Day; No Classes

July 4  
Independence Day Holiday; No Classes

*This calendar is NOT all-inclusive.  
Students should also reference important dates and deadlines from the following sources:  
Graduate Bulletin: http://www.marquette.edu/grad/current_bulletin.shtml  
Graduate School Web site: http://www.marquette.edu/grad/current_datesanddeadlines.shtml  
Academic Calendar: http://www.marquette.edu/registrar/calendar/
POLICIES AND PROCEDURES

INFORMED CONSENT

The Policy & Procedures Handbook, although it is not meant to be an exhaustive source for information, provides basic information to EDPL students concerning a wide variety of policies, procedures, and campus resources to assist graduate students in meeting deadlines and fulfilling their university obligations.

The handbook is disseminated to all current graduate students by email at the beginning of each fall term; it is also posted on the College of Education Web site. The handbook serves as a type of contract between the University and the student. Given the importance of the policies governing student academic conduct, students in EDPL programs are expected to familiarize themselves with the contents of this handbook.

In addition to adherence to the policies set forth by the EDPL Graduate Student Handbook, graduate students are responsible for complying with the regulations and/or procedures in the Graduate Bulletin, as well as those set forth in the At Marquette student handbook. If a student fulfills his/her program requirements by completing the necessary academic work laid out in the Graduate Bulletin, the University will award that student with a graduate degree or recommend the student for licensure. Violations of regulations found in the At Marquette student handbook will be administered by the Office of Student Development. Copies of At Marquette are available at the Office of Student Development or online at www.marquette.edu/osd/policies/atmarquette.html

Graduate School students must assume full responsibility for knowledge of the rules and regulations of their departments and the special requirements of their individual degree programs. It is the responsibility of each graduate student to verify and meet the deadlines listed in the Academic Calendar (e.g., for submitting financial aid forms, submitting theses or dissertations).

ADVISING

Upon admission to a program in EDPL, each student is assigned an academic adviser. Advisers for master's and certificate level students remain with students from the beginning of graduate work throughout program completion. Doctoral advisers assume this role from the beginning of the doctoral student’s program through the completion of the doctoral qualifying examination – at which point the student chooses a dissertation chair.

Students may be allowed to change advisers if a better fit between adviser and student can be obtained with another faculty member. This is done by first discussing the change with both current adviser and potential new adviser. If a change then seems preferable, a formal request needs to be submitted in writing to the EDPL Director of Graduate Studies. Approval by the Director is necessary for the change to be enacted.

ACADEMIC STATUS – GRADUATE STANDING CONTINUATION

Every graduate student, except those with TEMPORARY status, must be enrolled as a full-time, half-time, or less than half-time student each fall and spring term to maintain his or her status. As such, students must enroll in either:

- adviser-approved course work;
- thesis, professional project, or dissertation credits;
- one of the continuation courses;
- or a combination of these.

Students must be enrolled during every fall and spring term until graduation to maintain their graduate student status. Graduate students who intend to graduate in August must enroll in one of the above courses during the summer term prior to their graduation.
Students who fail to register for one of these terms will automatically be discontinued and must apply for readmission. Readmission requires departmental consent and the payment of all fees in arrears. Continuation courses allow those graduate students who have completed their degree requirements but are still working on their thesis, project or dissertation to be considered full-, half-, or less than half-time students.

There are four types of continuation courses: thesis, professional project, doctoral dissertation, and field placement, and there are two comprehensive exam preparation courses: master's and doctoral. There are three categories within each: full-time, half-time, and less than half-time. **Graduate Standing Continuation** carries a less than half-time status only. Students that do not meet any of the above types of continuation would register for Graduate Standing Continuation in order to remain in active status.

All must be requested in writing via the appropriate registration form available online at [www.marquette.edu/grad/forms_index.shtml](http://www.marquette.edu/grad/forms_index.shtml). The student's academic adviser, director of graduate studies, or department chairperson must verify and approve the non-credit academic work. All of the above courses are zero-credit and will be graded on an SNC/UNC basis.

**EDPL PROCEDURES FOR GRADUATE STANDING REGISTRATION**

Students enrolling in a graduate standing course must register to activate their desired status. Prior to registration, all students must secure departmental consent via the following procedures.

**Step 1:** The student must download the appropriate graduate standing form and fill in the basic information.

**Step 2:** The student must procure required approval from the Director of Graduate Studies, Department Chair, and/or student adviser.

**Step 3:** The student must take the completed, signed form to Melissa Econom, Assistant to EDPL Chair, to acquire the appropriate permission number for registration.

**Step 4:** The student must register for the course using standard CheckMarq registration procedures.

**Step 5:** A copy of the completed and approved form must be forwarded to the Graduate School Office.

**ACADEMIC INTEGRITY**

The EDPL Department, along with all of Marquette University, holds a strong commitment to high standards of academic integrity. We acknowledge the importance of protecting others’ intellectual property, of creating original work, and of maintaining a high level of honesty. Any acts of academic dishonesty, including (but not limited to) plagiarism, falsification of records, collusion or cheating, will be taken seriously and will result in disciplinary consequences.

Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. The research misconduct policy applies to faculty, students, and others who are employed by or affiliated with Marquette University. Students who are accused of misconduct related to grant-funded research shall be governed by the procedures of the research misconduct policy, found at [www.marquette.edu/orsp/policies/upp.shtml](http://www.marquette.edu/orsp/policies/upp.shtml). Students who are accused of misconduct related to research that is not grant-funded and is a part of a student's academic program will be governed by the University Policy on Academic Honesty, found at [www.marquette.edu/rc/academichonesty.shtml](http://www.marquette.edu/rc/academichonesty.shtml).

Regardless of how alleged acts of academic dishonesty are brought to light, faculty and instructors retain the responsibility and the authority to investigate all allegations, although, as outlined below, university administrators may lead these investigations. Because the consequences for academic dishonesty can be severe, the decision to penalize a student for such infractions must be the result of a thorough review. The procedures to be used for adjudicating suspected acts of academic dishonesty are determined by the nature of the misconduct and the seriousness of the offense.

See the Marquette University Graduate Bulletin for further description of this policy.
ACADEMIC STANDING

Students who are currently enrolled or admitted into the graduate program are expected to maintain an average of at least a "B" (3.0 cumulative GPA) in all graduate level courses. Failure to maintain a 3.0 GPA for any semester will result in immediate dismissal from the Graduate School and will require application to the EDPL Director of Graduate Studies for waiver and readmission. Students must also obtain grades of "BC" or better in order for courses to count for credit in their programs of study. Courses may be repeated once if grades of "C" or lower are earned the first time the course is taken. A student receiving a grade of "F" in any course (or a "C" or lower in a repeated course) will be reviewed by departmental faculty, and this may also be grounds for termination from the program.

ATTENDANCE

Marquette University has no absentee policy. We recognize, however, that emergencies do arise. Therefore, one excused absence is allowed during the semester. If a student is absent for two or more classes, s/he may be dropped from the course.

Attendance is expected for the entire class period. Coming late to class or leaving class early is not acceptable. Students who are chronically late to class or leaving class early may also be dropped from the course.

EMAIL

It is expected that Marquette University graduate students activate and use their university email accounts, which are assigned to each student upon admission to Marquette University. All official correspondence from both the department and the university will be sent to this account. If you would prefer to use another email account, you MUST forward your eMarq mail to the preferred account.

Students should pay particular attention to the MUGS Newsletter, which is sent to all graduate students by email at the beginning of each month from September through May. The MUGS newsletter contains important reminders for academic deadlines and other important information. Keep in mind that missing certain deadlines can have serious academic or financial consequences. Archived copies of the MUGS newsletter can be found online at http://www.marquette.edu/grad/news_enews.shtml

For additional information about student eMarq accounts, including instructions regarding how to forward your email to a preferred account, please visit http://www.marquette.edu/its/help/emarqinfo/emarq.shtml.

FINANCIAL AID

Please refer to the Graduate Bulletin for further details and a list of possible financial aid options. If you have further questions, please call FINANCIAL AID INFORMATION and APPLICATION STATUS (TIPS Line) at (414) 288-7390 or visit the OFFICE OF STUDENT FINANCIAL AID.

SCHOLARSHIPS AVAILABLE TO ALL GRADUATE STUDENTS

LESLIE G. AND CECILE C. MATTHEWS SCHOLARSHIP
Scholarships are available to students in all graduate programs who demonstrate financial need. Amounts vary depending upon fund availability from 1-9 credits per semester. Students in all graduate programs are eligible for this scholarship. Application Process: The various graduate programs make recommendations to the Graduate School on the students' behalf. Discuss need with advisor and Director of Graduate Studies.

THE MILWAUKEE-AREA TEACHERS SCHOLARSHIPS
Full-time teachers in Milwaukee area public and private schools can apply for the Milwaukee Area Teachers Scholarship (MATS), which pays ½ of the regular graduate tuition for three credits per term. Application for this scholarship must be made each semester by the published deadlines: February 15 (for fall), April 15th (for summer), November 15 (for spring).
FINANCIAL ASSISTANCE FOR MASTER’S DEGREE & CERTIFICATE STUDENTS

SCHOLARSHIPS for MASTER’S & CERTIFICATE STUDENTS
Special scholarships available to full-time teachers in the Milwaukee area are:

THE CATHOLIC SCHOOLS PERSONNEL SCHOLARSHIP (CSPS)
Teachers working in Milwaukee archdiocesan schools are eligible for the Catholic Schools Personnel Scholarship, which pays two-thirds of tuition charges up to six credits per term. Application for this scholarship must be made each semester by the published deadlines: February 15 (for fall), November 15 (for spring), April 15 (for summer).

ASSISTANTSHIPS FOR STPA STUDENTS
Students who have been admitted to the College Student Personnel Administration (STPA) program are eligible to attend our annual College Student Personnel Assistantship Interview Day in February of each year to apply for available on-campus assistantships. Information about the interview day is distributed to prospective and admitted students in the months preceding the event.

FINANCIAL ASSISTANCE FOR DOCTORAL STUDENTS
Doctoral student support can include research and teaching assistantships, scholarships to cover tuition, and fellowships. The number of assistantships that are awarded each year varies, and full-time students will be given priority for this type of support. For more information about assistantships, visit http://www.marquette.edu/grad/finaid_rules-assist.shtml

EDPL DOCTORAL RESEARCH ASSISTANSTHIPS
Full-time doctoral students are eligible for either full or half-time research assistantships working with EDPL faculty. Application for EDPL assistantships must be made each semester by the published financial aid deadlines: February 15 (for fall), April 15th (for summer), November 15 (for spring).

- **Full Assistantships** include a stipend and 18 credit tuition scholarship.
- **Half Assistantships** include a stipend and 9 credit tuition scholarship.

EDPL DOCTORAL SCHOLARSHIPS
EDPL DEPARTMENTAL SCHOLARSHIPS
Tuition scholarships are also available to both part- and full-time doctoral students in EDPL. Amounts vary, depending on available funding; however, most scholarships are between 3-6 credits per term. Application for EDPL scholarships must be made each semester by the published financial aid deadlines: February 15 (for fall), April 15th (for summer), November 15 (for spring).

DOCTORAL FELLOWSHIPS
Raynor Fellowship
The Rev. John P. Raynor, S.J. Fellowships are funded by an endowment from members of the President’s Council. As a fitting tribute to Fr. Raynor, the donors specified that the fellowships foster excellent scholarship for graduate students.

Arthur J. Schmitt Fellowship
Arthur J. Schmitt was an industrial executive who expressed his commitment to education and the development of responsible leadership through Christian principles and ideals. He founded the Arthur J. Schmitt Foundation in 1941, dedicating its resources to fashioning a better and more humane world. The Arthur J. Schmitt Fellowships are available to students in doctoral programs who intend to pursue careers in college teaching.
For more information on financial assistance available to graduate level students, visit the Graduate School website at http://www.mu.edu/grad

GRADUATION
All graduate degree and certificate students are eligible for graduation upon completion of their programs. For more information about graduation, please visit the Graduate School Web site at http://www.grad.mu.edu/current/graduation.shtml

Students must complete all program coursework and other requirements within a six-year period. During the last semester of a student’s program he/she MUST be enrolled in course work or continuous enrollment (this includes the summer term for students who intend to graduate in August).

It is the student’s responsibility to apply for graduation, and to do so by the deadlines listed in the Academic Calendar. Reminders are also sent to each graduate student via MUGS News (the Graduate School’s e-newsletter, which is sent to students’ eMarq accounts). This application can be submitted online through the Marquette University Graduate School web site.

http://www.grad.mu.edu/forms/applygraduation.shtml

Students should take note of the deadlines, which usually fall in February, June and September. GRADUATION WILL BE DELAYED FOR STUDENTS WHO DO NOT APPLY FOR GRADUATION BY THE PUBLISHED DEADLINE. Students planning to graduate in August have the option of participating in the May graduation ceremony. If this option is selected, students must apply for graduation by the May deadline. Students who select this option must meet with their academic adviser before applying for graduation to discuss whether all requirements will be completed by the summer graduation deadline.

INCOMPLETES
The Department of Instructional Policy and Leadership STRICTLY adheres to the policy on temporary grades as stated in the graduate bulletin and described below:

TEMPORARY GRADES – X, I, or IX
Graduate students who do not complete course requirements during the term in which the class is offered may be given one of the following temporary grades after consultation with their instructor: X, when one or more examinations are missed; I, when the course work has not been completed; or IX, a combination of mixed examinations and incompletes in course work.

A request to change an X, I, or IX to a permanent grade, or a request for an extension of time, must be submitted to the Graduate School before the deadline listed in the Academic Calendar. It is the student’s responsibility to initiate this process with the course instructor before the deadline date, which is approximately six weeks into the next fall or spring term. For X, I, or IX grades accrued during the summer session, they must be changed before the deadline date, which is approximately six weeks into the next fall term. X, I, or IX grades that are not changed or extended by the Graduate School will become permanent grades on the student’s record.

In adhering to this policy, it is important for students to keep in mind:

1. STUDENTS ARE RESPONSIBLE for both consulting with the instructor and initiating the temporary grade and eventual change to a permanent grade.
2. The DEADLINE to change from an X, I, or IX OR to request an official extension comes approximately 6 weeks into the following semester. As a professional courtesy, students are asked to submit the required work to the course instructor for review at least two weeks before this 6-week deadline. If you have not resolved the incomplete by the deadline, you will need to retake the course in order to receive credit.
3. If an extension is granted, students must complete work by the end of the term in which the extension is requested and granted.
4. Failure to complete work for a changed grade during the allotted time WILL result in a permanent X, I, or IX on the academic record.
5. For courses that are **prerequisites** for others, it is important for students to **complete the prerequisite BEFORE taking subsequent courses in the sequence**. Students will be administratively dropped from a course if they have not removed a temporary grade before attempting to take the next course.

**INDEPENDENT STUDY**

At both the graduate and undergraduate level, EDPL supports serious academic inquiry into topics not offered in courses or offered only occasionally (less than once per year). The following guidelines for Independent Study will be observed:

1. Independent Study is NOT a substitute for any course that is offered at least annually.
2. It is the responsibility of the student to initiate and complete all necessary paperwork and approvals necessary for Independent Study.
3. Mentoring an Independent Study is at the discretion of faculty members in the department. In general, a faculty member only mentors independent studies in areas of expertise and does not mentor more than one per year.
4. An independent study course can only be approved by the department chair or director of graduate studies if the course supports a degree or licensure student's REQUIRED program of study.

**ORIENTATION**

At both admission, all EDPL students are required to attend an orientation session, which will be held before the beginning of classes each semester. At that time, students will have the opportunity to become more familiar with program requirements, meet program faculty, connect with other entering graduate students, plan their program of study and have their questions answered. Students will not be allowed to register for course work until they have attended an appropriate orientation session.

In addition to the department orientation, graduate students are encouraged to attend the Marquette University Graduate School Orientation, which provides useful information on how to succeed in your programs, what campus services are available to you, and what it means to study at a Catholic, Jesuit university. More information about this orientation (**including an online presentation that anyone can download**) can be found at http://www.marquette.edu/grad/contact_orientation.shtml

**PERFORMANCE ASSESSMENTS**

As part of the College of Education’s accreditation process, an evaluation system has been developed for each program to assess graduate student’s acquisition of certain knowledge, skills, and dispositions. This assessment system is linked directly to departmental, state and national standards as they apply to each graduate level degree or certificate program.

The COED assessment system is comprised of multiple performance assessments that must be satisfactorily completed in order for a student to be eligible for certification/licensure and/or graduation. Performance assessments are integrated into each program’s required course assignments, field work, or practica experiences. Each assessment is drawn from state or national standards. Students will be rated on each task according to their performance on the established rubric for the performance assessment.

In order to pass a performance assessment, students must demonstrate satisfactory completion of the performance assessment. If a student does not initially meet the expectations of the performance assessment the student will be given a second opportunity to complete the performance assessment. If the student is unable to satisfactorily complete the performance assessment in a second trial, the student will meet with his/her adviser and develop a remediation plan in collaboration with the course instructor and the Director of Graduate Studies to address specific areas of deficit. The department’s Director of Assessment must be notified of the remediation agreement.
PROFESSIONAL INTEGRITY

To function properly and maintain high standards, academic and professional disciplines expect members to adhere to standards of conduct and professionalism. The Department of Educational Policy & Leadership expects its graduate students, from the beginning of their work at Marquette, to demonstrate the utmost personal integrity and the highest standards of professionalism, including adherence to any commonly recognized codes of conduct or professional standards in the field. In dealing with the public or campus community, in clinics, practica, internships, classrooms or elsewhere, graduate students must adhere to these standards. Violations of these standards may be grounds for dismissal or other penalties.

TIME LIMITATIONS

Students must complete all requirements for a master’s degree within six years of their first term of registration and eight years within of their first term of registration in the doctoral program. For students in a master’s program, the six-year period begins from the date of transfer work completed at another institution or a previous Marquette graduate program. Students may apply for an extension based on extenuating circumstances. See Graduate Bulletin for additional details.
RESEARCH OPPORTUNITIES FOR EDPL GRADUATE STUDENTS
2014-2015

In addition to research assistantships for full-time doctoral students, a number of opportunities are available for both full and part time Ph.D and master’s students to gain experience in all aspects of educational research – reviews of literature, data collection (both quantitative and qualitative), data analysis, and writing for publication. It may be possible to combine these opportunities with work that is required in certain program courses. During the 2013-2014 academic year, these opportunities for participation in faculty research are available:

Children’s Literacy Learning. Ongoing research projects in the Hartman Literacy and Learning Center assess and evaluate the literacy abilities and progress of the struggling urban readers (up to 100 per semester) who attend the Hartman Center program. Projects involve baseline and follow-up individual literacy assessments with children at their school sites and in the late afternoons in the Hartman Center. The assessments take between 30 minutes and an hour per child each semester. Dr. Kathleen Clark, Director of the Hartman Literacy and Learning Center, provides training and direction for these projects. For more information, contact Dr. Clark (kathleen.clark@marquette.edu).

The Role of Teacher Educator Inquiry in the Professional Education of Teachers: The Questions that Teacher Educators Ask. Dr. Joan Whipp is collaborating with a colleague at the University of Pennsylvania on project that is studying teacher educators who conduct research on their own teacher education practices. Their goal is to highlight the questions that teacher educators are asking about their practice, to identify what teacher educators are identifying as “signature pedagogies” in teacher education, and to begin to synthesize what is being learned from these investigations—all for the purpose of promoting the development of what Hiebert, Gallimore, and Stigler (2002) describe as “a practical knowledge base” for teacher education in a way that will influence policy makers as well as teacher education practitioners across multiple programs. For more information, contact joan.whipp@marquette.edu

Developing Dispositions to Teach for Social Justice. Dr. Joan Whipp has been studying how students in a teacher preparation program have been developing the moral sensibility needed for socially just teaching and what factors before, during, and after their program contribute to that development. Data sources include surveys, student teaching evaluations, and interviews at the end of student teaching and one year later. A significant amount of data that has been collected needs entry and analysis in EnVivo, a software program that analyzes qualitative data (Training in this program is available!). For more information, contact joan.whipp@marquette.edu

Instructional Intervention on Forgiveness and Non-violence with High School Students and Professional Teachers. Dr. Sharon Chubbuck has been exploring forgiveness and non-violence intervention with high school students in urban Milwaukee and with teachers on the island of Cypress. For more information, contact Sharon.chubbuck@marquette.edu. Dr. Chubbuck is also interested in effective writing instruction with African American students.

Pre-service Teachers’ Understanding of Children’s Addition, Subtraction, Multiplication and Division Strategies. Quite a bit of research has been conducted on the strategies children use to solve addition, subtraction, multiplication, and division problems. However, very little research has been conducted to assess pre-service teachers’ understanding of children’s strategies. Dr. Leigh Van den Kieboom’s research team has noticed that pre-service teachers struggle to understand children’s thinking processes when solving problems. This project entails video recording pre-service teachers’ learning about Cognitively Guided Instruction (CGI) for addition, subtraction, multiplication,
and division strategies in one of her math education courses, video interviews with pre-service teachers, video recording pre-service teachers' work with children in the Hartman Center, and examining pre-service teachers' ability to analyze children's strategies. For more information about this project, contact leigh.vandenkieboom@marquette.edu.

**Raising Achievement through Fostering Algebraic Thinking.** Over the past several years, an increasing number of mathematics educators and professional organizations have called for strengthening students' knowledge of algebra, advocating for early algebra instruction that supports students in making the transition from arithmetic to more abstract algebra. Calls for changes in mathematics instruction support the need to engage students in algebraic thinking that would allow them to make connections between the structures of arithmetic and the structures of algebra. At its foundation, algebraic thinking is considered to be the ability to extend the ideas of arithmetic to the symbols and operations of algebra by focusing on analyzing and generalizing patterns, investigating and representing relationships, generalizing beyond specifics of an example, analyzing how processes or relationships change, or seeking arguments for how and why rules and procedures work. Skills that underline algebraic thinking do not center on symbolic manipulation and equation solving—typically associated with traditional school algebra. In a grant-funded project with the West Allis school district, Dr. Leigh Van den Kieboom and her research team has been working on the development of algebraic thinking in 30 district math teachers. This project entails video recording teachers' learning about algebraic thinking in professional development workshops, video interviews, video recording teachers' work with students in their classrooms, and examining teachers' problem solving related to algebraic thinking. For more information about this project, contact leigh.vandenkieboom@marquette.edu

**Co-leadership or Shared Leadership Models for School Principals.** Dr. Ellen Eckman has been examining co-leadership or shared leadership models for school principals. With increasing demands on school principals, a co-principalship or shared leadership model has been suggested as an alternative to the traditional solo principalship. Dr. Eckman is examining the implementation of a co-principal leadership model in a K-8 school district. The research was initiated at the request of the district superintendent who was faced with merging elementary schools as well as dealing with a continual change of principal in the middle school. He thought a co-leader model would provide stability, resolve issues around merging schools, and model team work in decision making. This is an ongoing study that builds on prior work on co-leaders. For more information, contact ellen.eckman@marquette.edu

**Undergraduate Students' Experiences in Living-Learning Communities.** Dr. Jody Jessup-Anger invites interested students to work on a research project related to undergraduate students' experiences in living-learning communities - particularly those focused on social justice. This ongoing research project has both qualitative and quantitative dimensions and can provide students with experience in: survey design and administration, data analysis, and dissemination of results. In addition, students may have the opportunity to conduct interviews and focus groups. For more information, contact jody.jessup-anger@marquette.edu
MEMBERSHIP IN PROFESSIONAL RESEARCH ASSOCIATIONS

Doctoral students and master’s students interested in educational research are strongly encouraged to join the American Educational Research Association (AERA). AERA membership provides individuals in the field of educational research with access to the latest developments, important scholarly journals, and an annual conference that convenes important educational researchers from all over the world.

Two categories of membership are available to graduate students:

- **Regular Members**: Eligibility requires satisfactory evidence of active interest in educational research as well as professional training to at least the master’s degree level or equivalent. $120/year.
- **Graduate Student Members**: Any graduate student may be granted graduate student member status with the endorsement of a voting member who is a faculty member at the student’s university. Graduate students who are employed full-time are not eligible. Graduate Student membership is limited to 5 years. $35/year.

New members can [join AERA online.](http://www.aera.net) If you prefer to mail or fax in your membership application you will need to download a copy of the [membership form](http://www.aera.net) (PDF). For more information about AERA, their publications, divisions, special interest groups, and annual meeting, check out their website: [www.aera.net](http://www.aera.net)

In addition to AERA, students are encouraged to investigate membership in other professional organizations that specialize in research on their specific areas of interest, such as the International Reading Association (IRA), the Association for Higher Education Research (ASHE), the National Council on Measurement in Education (NCME), The National Council of Teachers of Mathematics (NCTM), the American Psychological Association (APA), the History of Education Society (HES), the American Educational Studies Association (AESA).

*Graduate students presenting papers and/or research at conferences may contact the Educational Policy and Leadership department as well as the Marquette University Graduate School to apply for funding.*
### FACULTY INTERESTS – BY TOPIC

#### Catholic Education
- Catholic School Governance—Scanlan
- Social Justice in Catholic Schooling—Scanlan
- Spirituality and Leadership—Thon
- Student Affairs and Catholic Identity—Thon
- Student Affairs in Jesuit Higher Education—Thon

#### Cognitive Psychology
- Comprehension Processes and Instruction—Clark
- Neuropsychology and Reading—Henk

#### Higher Education
- Campus Environments—Jessup-Anger
- College Student Development—Jessup-Anger
- Higher Education Administration—Thon
- Spirituality and Leadership—Thon
- Student Affairs and Catholic Identity—Thon
- Student Affairs in Jesuit Higher Education—Thon
- Study Abroad—Eckman, Jessup-Anger
- Teaching and Learning in Higher Education - Whipp
- Women in Higher Education—Jessup-Anger

#### Leadership
- Co-Principal Leadership Model—Eckman
- Educational Organizations—Eckman, Scanlan
- Higher Education Administration—Thon
- The Principalship—Eckman
- Leadership Serving Marginalized School Populations—Scanlan
- Women in K-12 Leadership—Eckman
- Women in Higher Education—Jessup-Anger

#### Literacy
- Affective influences on—Henk
- Critical Literacy—Chubbuck
- Dialogic Instruction—Clark
- Middle level literacy instruction and assessment—Henk
- Sociocultural Aspects—Walker-Dalhouse

#### Online Learning Environments
- Teaching and Learning in Online Environments—Whipp

#### Second Language Learning
- Second Language Learning—LaBelle

#### Schooling
- Immigrant Experiences in American Schools—LaBelle
- Race/Class/Schooling in Historical Context—Lowe
Social Justice
And Bilingual Education—Scanlan
And Disability—Scanlan
And Peace/Non-Violence Education—Chubbuck
In Catholic Schooling—Scanlan
In Teacher Education—Chubbuck, Whipp
In Science Education and Science Policy—Birren

Sociology
Of Education—Pink, Williams

Teacher Education / Teaching (K-12)
Dispositional/Moral Development in Pre-service Teachers—Chubbuck, Whipp

Mathematics Education/Teacher Education—van den Kieboom
Science Education/Teacher Education—Birren
Teacher Learning and Change—Whipp
Teachers’ Attitudes and Practices in Working With Ethnically, Culturally, and Linguistically Diverse Learners—Walker-Dalhouse

Teaching/Learning
Teaching and Learning in Higher Education—Whipp
Undergraduate Student Learning—Jessup-Anger

Whiteness Theory
Whiteness Studies—Chubbuck
RESOURCES FOR GRADUATE STUDENTS

MARQUETTE CENTRAL
Marquette Central is your primary online resources for student enrollment and financial service inquiries. Marquette Central provides helpful links to class schedules, grades and registration, academic forms; financial aid, scholarships, student assistance and employment; tuition, billing, and payment. For more information, visit http://www.marquette.edu/mucentral/.

CHECKMARQ
Online course registration, personal account information, advising information, grades, Bursar information, and the campus community directory can be found online at https://checkmarq.mu.edu/.

CAREER SERVICES CENTER
The Marquette University Career Services Center provide comprehensive career and employment services for undergraduate students, graduate students, and alumni. The center provides a variety of online and in-person services including career counseling, job search assistance, resume training and referral, career fairs, and networking activities. For more information, visit http://www.marquette.edu/csc/about/services.shtml.

COLLEGE OF EDUCATION LOUNGE & COMPUTER LAB
The College of Education maintains a small computer lab for use by College of Education students in the Schroeder Health & Education Complex, room 118. The computer lab is equipped with multiple PCs; computers are loaded with Windows XP, Microsoft Office, and SPSS. Students also have access to a Printwise printer and network browser IE7. Access to the lab is available to all COED students through Marquette ID card swipe access.

The adjacent student lounge is also available for student use. Students wishing to reserve the space for meetings, private study groups, or other events should contact Melissa Genrich at 414-288-7375 or by email at melissa.genrich@marquette.edu.

COLLEGE OF EDUCATION WEB SITE
http://www.marquette.edu/education
In addition to providing information for prospective students, the College of Education Web site contains information and updates for current students in EDPL graduate programs. Students should visit the site to obtain program planning forms, program handouts, and additional copies of the Policy & Procedures Handbook. Students can also use the site to keep up with the latest news and announcements about College activities.

COUNSELING CENTER WEB SITE
http://www.marquette.edu/counseling/
It is the Marquette University Counseling Center's mission to promote the psychological health and development of all students as this contributes to the attainment of their educational objectives at Marquette University, their total well-being and attainment of responsible community membership.

The Counseling Center offers campus delivery of mental health and substance abuse services in the form of short term developmental and clinical counseling, career counseling and outreach services. The Counseling Center mission emphasizes visibility to the university community and building partnerships both within and outside the Division of Student Affairs. Outreach support and consultation are provided in order to enhance retention and the academic mission of the University.

GRADUATE SCHOOL WEB SITE
Graduate students should familiarize themselves with the information available online at the Marquette University Graduate School Web site at http://www.marquette.edu/grad. The Graduate School site contains links to commonly used graduate level forms, as well as scholarship and financial aid applications, the application for
graduation, and other important information. The site also provides a current list of important dates and deadlines for graduate students.

**GRADUATE STUDENT RESOURCES**

A wealth of information is available for new (and returning) graduate students online at: http://www.marquette.edu/grad/current_index.shtml

**THE HARTMAN LITERACY AND LEARNING CENTER**

The Hartman Literacy and Learning Center, located within the College of Education at Marquette University, is a teaching, research and service site focusing on literacy development, particularly for at-risk children. The Family Literacy Project is a 10-week literacy program, sponsored by the center, that provides small group supplemental reading instruction for elementary level readers.

Between 100-150 elementary level students from six Milwaukee area schools participate in the program, which is designed to improve the quality of literacy instruction provided by teachers and the literacy acquisition of urban children. Pre-service teachers in Marquette’s elementary level teacher education and graduate post-baccalaureate certification programs provide instruction for the project. These students receive supervision and feedback from trained literacy educators and engage in team-teaching experiences that offer them the tools they need to provide instruction for all students in their classrooms.

The center also serves as a hub for faculty research. Currently, Dr. Kathleen Clark, Director of the Hartman Center, is conducting a study which focuses on the effects of culturally relevant texts on the reading achievement, motivation to read, and attitudes toward reading of African American children. This research is supported by grant funding from the International Reading Association, and hopes to provide critical support for the inclusion of culturally relevant texts in school reading programs.

**INTERCULTURAL ENGAGEMENT CENTER**

Intercultural Engagement exists to provide opportunities for all students to develop as leaders who explore, understand and engage with areas of diversity and social justice.

The Intercultural Engagement Center provides support and advocacy for students from historically underrepresented communities (including but not limited to students from underrepresented racial, ethnic and religious communities, students in the LGBTQ and Ally communities and first generation college students) to succeed academically and socially.

**LIBRARIES**

Graduate students are encouraged to familiarize themselves with the resources available through the Raynor Memorial Libraries. In addition to standard library and interlibrary loan services, group study rooms, lockers and research carrels are available for interested students. For a list of library resources and services, visit the Raynor Libraries Web site: http://www.marquette.edu/library/information/index.html

**PREPARING FUTURE PROFESSIONALS**

Sponsored by the Graduate School, in collaboration with the Center for Teaching and Learning, the PFP program provides graduate professional development opportunities. Numerous workshops are scheduled throughout the academic year geared particularly for graduate students interested in careers in academia. In addition to PFP-sponsored workshops, a number of Marquette departments and programs provide educational opportunities for PFP participants. These events focus upon creating an awareness of issues affecting the future of higher education and upon developing the knowledge and skills necessary for success in the job market. They also address pedagogic and professional issues to enhance the professional development of graduate students. Students with career interests outside academia may find the programs on developing a résumé, building presentation skills, preparing for job interviews and other topics helpful.

For more information, visit PFP on the Web at http://www.marquette.edu/pfp/
WRITING CENTER
Graduate students are encouraged to take advantage of the one-to-one tutoring sessions with graduate-level tutors available through the Norman H. Ott Memorial Writing Center. The Writing Center provides tutoring for all types of writing projects -- including class papers, theses, and dissertations.

John P. Raynor, S.J. Library
1355 West Wisconsin, room 240
http://www.marquette.edu/writingcenter/

Call for an appointment: 414-288-5542
For larger projects, students are encouraged to make their appointments early in the semester.

GRADUATE STUDENT ORIENTATION
The GSO has participation of graduate and professional students from over 20 departments and programs throughout the University, and has taken on projects involving the graduate UPass, social, religious and educational programming for graduate students, graduate representation on university committees and boards, and acting as a venue for dialogue between the graduate and professional students and the administration.

The GSO is composed of and directed by the students of Marquette University. All MU graduate students are members of the GSO, and all are invited to participate in GSO events, meetings and discussions.
http://www.marquette.edu/grad/GSO/index.shtml