**DOCTORAL STUDENT HANDBOOK**

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Dear EDPL Doctoral Student:

Congratulations on your admission to the doctoral degree program in Educational Policy and Leadership Studies at Marquette University. As a new doctoral student, you represent a very important member of the College of Education learning community. At the outset, you should know that our community deeply values academic rigor, the pursuit of scholarly excellence, and a life of caring for others. We subscribe to the tenet that our professional and personal lives should be centered in social justice and driven by faith.

The doctoral program in EDPL is intended to be challenging, stimulating, and personally relevant. Your work will occur in a context that balances theory, research, and practice in ways that will cause you to value the respective contributions of each. You will also come to value the opportunity to tailor your studies to fit a wide range of career paths in Education. Regardless of your goals, you will be held to an exceedingly high standard. You will be expected to expand, intensify, and sharpen your thinking and to experience the world in ever more considerate, profound, and socially conscientious ways. At Marquette, scholarly distinction is the norm, and doctoral students in the College of Education must aspire to leadership that betters the human condition. If these goals genuinely resonate with you, then your choice to study here was an astute one.

If you approach your doctoral studies with passion and conviction, you will experience unprecedented professional and personal growth. In fact, the opportunity afforded by graduate school to immerse one’s self in the ‘life of the mind’ represents a great privilege and honor. It is a time when your knowledge will expand enormously and your reasoning will become keenly analytical and uncommonly broad, yet intricately unified. Under the guidance of EDPL faculty who are exceptional teachers and mentors, prominent scholars, and exemplary models of service, you will literally be transformed – cognitively, affectively, and spiritually. Seize the moment and savor the experience.

Your educational experience at Marquette can be further enriched through participation in the many intellectual and cultural events that occur at the University. Go beyond your discipline. Seek the perspectives of those who are different from you. Cross borders. By engaging in these special learning opportunities, you will expand your horizons in ways that will ultimately benefit those you serve.

In sum, a Marquette doctorate in Education will set you apart. If we’ve done our work properly, you will leave here as a gifted professional, an intellectually curious and demanding consumer of research, a creator of vital new knowledge, and a steadfast human advocate. In the Marquette tradition, you will become “the Difference” and, in so doing, join the ranks of our most distinguished alumni.

Sincerely,

William A. Henk, Ed. D.
Professor of Education and Dean
College of Education
# Summary of Deadlines and Procedures for Doctoral Students/Faculty

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<td>Application</td>
<td>Jan. 15 of each year</td>
<td>Complete file turned into Graduate School</td>
<td>None</td>
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<tr>
<td>Initial Meeting with Adviser</td>
<td>Upon notification of admission</td>
<td>Make appointment with assigned adviser</td>
<td>Orient student to program; plan individual program</td>
</tr>
<tr>
<td>EDPL Doctoral Program Orientation</td>
<td>Fall of each year</td>
<td>Attend orientation</td>
<td>Attend orientation</td>
</tr>
<tr>
<td>Doctoral Program Planning Form (unofficial)</td>
<td>After two semesters or 12 hours of course work (whichever comes first)</td>
<td>Complete form with adviser; file with EDPL Office</td>
<td>Review with student and sign</td>
</tr>
<tr>
<td>Doctoral Program Planning Form (official)</td>
<td>After six semesters or 18 hours of course work (whichever comes first)</td>
<td>Complete form with adviser; file with EDPL Office AND Graduate School</td>
<td>Review with student and sign</td>
</tr>
<tr>
<td>Annual Review of Progress</td>
<td>May of each year</td>
<td>Complete at least 6 credits; maintain 3.0 GPA</td>
<td>Review progress &amp; submit report to Doctoral Committee</td>
</tr>
<tr>
<td>Residency</td>
<td>Any time before completion of DQE</td>
<td>Complete 9 credits or equivalent for two terms within 18 months</td>
<td>Make sure residency is included in Doctoral Planning Form</td>
</tr>
<tr>
<td>Doctoral Qualifying Exam (DQE)</td>
<td>After or near completion of all coursework</td>
<td>Approval of 2 scholarly papers (during final coursework) Oral defense (after completion of coursework)</td>
<td>Offer comments on submitted papers; schedule oral defense</td>
</tr>
<tr>
<td>Official Doctoral Candidacy</td>
<td>Upon successful completion of DQE</td>
<td>None</td>
<td>Submit DQE Approval Forms to EDPL Office and Graduate School</td>
</tr>
<tr>
<td>Assembly of Dissertation Committee (minimum: 3 members)</td>
<td>Before filing doctoral dissertation outline &amp; proposal</td>
<td>Choose dissertation chair from COED, at least one committee member from EDPL &amp; one other from EDPL or MU. Additional members can be from outside of MU.</td>
<td>Consult with and advise student on composition of committee</td>
</tr>
<tr>
<td>Dissertation Proposal &amp; Hearing</td>
<td>Before beginning dissertation research</td>
<td>Submit proposal as specified by EDPL to dissertation chair &amp; committee; Defend proposal.</td>
<td>Advise student on proposal; assemble student’s committee for hearing; Submit Proposal Approval Form &amp; Proposal Outline to EDPL Grad Office &amp; Grad School</td>
</tr>
<tr>
<td>Dissertation Outline Form (included with dissertation proposal)</td>
<td>Within first term that dissertation credits are taken; in conjunction with Dissertation Proposal</td>
<td>Submit outline on Dissertation Outline Form; get approvals from adviser, EDPL Office &amp; Graduate School</td>
<td>Review, approve, and sign outline</td>
</tr>
<tr>
<td>Institutional Review Board Proposal (IRB)</td>
<td>Before beginning any research that involves human subjects</td>
<td>Submit approval forms to Office of Research Compliance &amp; Graduate School; Copy of approval to EDPL Office</td>
<td>Advise student on IRB procedures and proposal</td>
</tr>
<tr>
<td>Dissertation Credits</td>
<td>12 credits must be completed while working on dissertation proposal, research and/or writing</td>
<td>Enroll for dissertation credits</td>
<td>Advise student regarding dissertation credits; notify EDPL Office so that student can register for credits</td>
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<tr>
<td>Dissertation Completion</td>
<td>Within 8 years of first term of registration in Ph.D program</td>
<td><em>Follow all procedures outlined in Dissertation Directives; Submit copies of dissertation to committee members</em></td>
<td>Advise student throughout dissertation process</td>
</tr>
<tr>
<td>Announcement for Public Defense</td>
<td>Four weeks before the public defense</td>
<td><em>Prepare Dissertation Defense Program and Announcement for Public Defense Forms; get necessary signatures and submit to Graduate School</em></td>
<td>Sign forms</td>
</tr>
<tr>
<td>Public Defense</td>
<td>Before specified deadline each semester (if graduation is desired same semester)</td>
<td><em>Defend dissertation before committee</em></td>
<td>Consult with student on defense procedures; chair public defense</td>
</tr>
<tr>
<td>Application for Graduation</td>
<td>See current academic calendar - Sept. (for Dec), Feb. (for May), June (for August)</td>
<td><em>Submit application to Graduate School – paper or online</em></td>
<td>Notify EDPL Director of Graduate Studies; review graduation audit sheet</td>
</tr>
<tr>
<td>Graduation</td>
<td>May, August or December</td>
<td><em>Celebrate!</em></td>
<td><em>Celebrate!</em></td>
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GRADUATE PROGRAM
POLICIES & PROCEDURES
HANDBOOK
2014-2015

Department of Educational Policy and Leadership
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This handbook is updated annually and may be accessed on the College of Education's Web site at: [http://www.marquette.edu/education](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:

Jill Birren, Ph.D. (Washington University, St. Louis)  
Jill.birren@marquette.edu  
Science Education  
Environmental Policy Processes  
Public Participation in Policy

Sharon Chubbuck, Ph.D. (University of Illinois)  
sharon.chubbuck@marquette.edu  
Secondary Literacy  
Social Justice in Teacher Education  
Forgiveness/Peace/Non-violence Education

Kathleen Clark, Ph.D. (University of Minnesota)  
kathleen.clark@marquette.edu  
Comprehension Processes and Instruction  
Dialogic Instruction

Ellen Eckman, Ph.D. (University of Wisconsin-Milwaukee)  
elen.eckman@marquette.edu  
Women in the High School Principalship  
The Role of the Principal  
The Co-principalship  
Leadership in Educational Organizations  
Study Abroad

Cynthia Ellwood, Ph.D. (Stanford University)  
Cynthia.ellwood@marquette.edu  
Leadership for Social Change  
Equity and Opportunity in Schools  
Teacher Development  
Leading with Heart

Jody Jessup-Anger, Ph.D. (Michigan State)  
jody.jessup-anger@marquette.edu  
Campus Environments  
College Student Development  
Undergraduate Student Learning  
Study Abroad  
Women in Higher Education

Jeffrey LaBelle, Ed.D. (University of San Francisco)  
jeffrey.labelle@marquette.edu  
Second Language Learning  
Immigrant Experiences in American Schools

Robert Lowe, Ph.D (Stanford University)  
r0bert.lowe@marquette.edu  
Race, Class and Schooling in Historical Perspective

William Pink, Ph.D. (University of Oregon)  
william.pink@marquette.edu  
Emeritus  
Teacher/Administrator Thinking about Learning,  
Curriculum & Pedagogy  
Professional Development and School Reform  
Urban Education

Martin Scanlan, Ph.D. (University of Wisconsin)  
martin.scanlan@marquette.edu  
Leave of Absence  
Catholic School Governance  
Leadership Serving Marginalized Populations  
Social Justice and Bilingual Education  
Social Justice in Catholic Schooling  
Social Justice and Disability
Heidi Schweizer, Ph.D. (Univ of Iowa)  
Heidi.schweizer@marquette.edu  
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)  
andrew.thon@marquette.edu  
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)  
leigh.vandenkieboom@marquette.edu  
Teacher Education  
Mathematics Education  
Mathematics Teacher Education

Doris Walker-Dalhouse, Ph.D. (Ohio State)  
doris.walker-dalhouse@marquette.edu  
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)  
joan.whipp@marquette.edu  
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

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<th>Contact Name</th>
<th>Title/Role</th>
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| **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 |
| **Dr. William Henk/Carol Stachewicz** | Dean, College of Education/Executive Assistant TFA Program Questions or Concerns | 414-288-7376  |
| **Ms. Lori Fredrich**        | Assistant Director of PR, Marketing and Recruitment | 414-288-0659 lori.fredrich@marquette.edu         | • Graduate student recruitment |
| **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 |
| **Mr. Tom Marek**            | Assistant Director for Financial Aid             | 414-288-5325 thomas.marek@marquette.edu           | • Application for financial aid, including scholarships  
• Questions about scholarships and assistantships (including MATS and Catholic School Personnel Scholarships) |
| **Ms. Sherri Lex**           | Assistant Director for Student Records           | 414-288-8172 sherri.lex@marquette.edu             | • Reactivation for lapsed student status  
• Grade changes  
• Late registration  
• Questions regarding continuous enrollment  
• Graduation |
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_bulletedin.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. 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. 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.

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](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](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 ASSISTANTSHIPS
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](http://www.grad.mu.edu/current/graduation.shtml). Reminders are also sent to each graduate student via [MUGS News](http://www.grad.mu.edu/current/graduation.shtml) (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:**

<table>
<thead>
<tr>
<th>TEMPORARY GRADES – X, I, or IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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](http://www.grad.mu.edu/current/graduation.shtml). **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](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,
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 underlie 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 on going 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. If you prefer to mail or fax in your membership application you will need to download a copy of the membership form (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

History
- Race/Class/Schooling in Historical Context—Lowe

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 Preservice 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/](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/](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](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](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/](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](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
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
EDUCATIONAL POLICY AND LEADERSHIP STUDIES
DOCTORAL PROGRAM MISSION STATEMENT

The doctoral program in Educational Policy and Leadership is designed to foster the development of scholar-practitioners. It asks students not only to inquire deeply into the process of teaching and learning, but also how the organization of schools shapes the process. In addition, the program asks students to acquire adjacent disciplinary strengths that provide contexts for considering what knowledge is of most worth, how forms of knowledge are socially distributed, and what educational measures might help bring about a more just society. Students are expected to gain expertise in research that will enable them to contribute to the ways we think about education and to develop technological and other practical skills that will enable them to implement strategies for change.

PROGRAM GOALS

- Develop habits of scholarly inquiry grounded in knowledge of history, sociology, politics, and culture
- Extend understanding of a discipline to inform educational research
- Conduct research that contributes to a more just society
- Refine theory-driven, evidence-rich persuasive skills

PROGRAM LEARNING OUTCOMES

- Evaluates major works in the field of education.
- Synthesizes the literature in a specialty area of education
- Makes an original contribution to research on education.

COURSEWORK -- EDUCATIONAL POLICY AND LEADERSHIP DOCTORAL PROGRAM

SEMINARS: (6 CREDITS)

EDPL 8955 Seminar I: Social Contexts and Educational Policy (3 credits)
EDPL 8956 Seminar II: Social Contexts and Educational Policy (3 credits)

FOUNDATIONS: (12 CREDITS)

At least 2 of the following foundations courses required, including EDPL 8730
EDPL 8730 History of Education in the United States
EDPL 8300 Classics in Philosophy of Education
EDPL 8330 Sociological Foundations of Education
EDPL 8450 Theories of Learning
Other MU Foundations Courses which meet the Foundations Requirement:
Note: Courses not listed below may be approved with administrative consent.

EDPL 8700 Organizational Theory and Administration in K-12 Schools
EDPL 8250 History of Higher Education in the United States
EDPL 8440 Foundations of Curriculum
EDPL 8953 Seminar: Analysis of Teaching
EDPL 8310 Contemporary Philosophies of Education and Psychology

RESEARCH: (12-15 CREDITS)
Required:
EDPL 8710 Multiple Paradigms in Educational Research
EDPL 8715 Interpretive and Critical Research I
Quantitative Research Course*:
COPS 8310 Intermediate Research and Statistics
or
PSYC 8101 Advanced Statistics and Design 1
or
COMM 6150 Quantitative Research Methods in Communication

And at least one more advanced research elective to support planned dissertation research: - e.g.
EDPL 8720 Interpretive and Critical Research II (or equivalent)
COPS 8320 Measurement and Evaluation
PSYCH 8102 Advanced Statistics and Design 2
COPS 8310 Advanced Statistics and Research (Prereq.COPS 8310 or equivalent)

* Departmental consent required. Student must have necessary background in statistics to get consent.

ELECTIVE SEQUENCE: (12-15 CREDITS)
An elective sequence is an area of specialization consisting of four-five approved courses (at 6000 level or higher) that hold together conceptually and that can potentially support dissertation research. Students may take some of this course work at other institutions or in other departments at Marquette. For example, recent doctoral students have elected to take courses in Anthropology, History, Psychology, and Sociology at UW-M as well as in Marquette’s College of Arts and Sciences. Advanced doctoral students often elect to do at least one directed reading course (independent study) as part of the elective sequence.

DISSENTATION: (12 HOURS REQUIRED)

TOTAL CREDITS: 57 CREDITS
## PROGRAM OF STUDY

### DOCTORAL PROGRAM IN EDUCATIONAL POLICY AND LEADERSHIP

(must be completed by the end of the second semester)

**STUDENT NAME:** _____________________________  **EMAIL:** _____________________________

**PHONE:** ___________  **MU ID#:** _____________________________  **EXPECTED COMPLETION:** ___________

### SEMINARS (9 CREDITS):

**Planned** | **Completed** | **Courses for Educational Policy & Leadership Doctoral Program**
--- | --- | ---
| | | EDPL 8955 Seminar I. Social Contexts and Educational Policy (3 credits)
| | | EDPL 8956 Seminar II. Social Contexts and Educational Policy (3 credits)

### FOUNDATIONS (12 CREDITS):

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<th><strong>EDPL 8730 History of Education in the United States</strong> AND <strong>EDPL 8330 Sociological Foundations of Education</strong> OR <strong>EDPL 8450 Theories of Learning Applied to Instruction</strong> OR <strong>EDPL 8300 Classics in the Philosophy of Education</strong></th>
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### RESEARCH (12-15 CREDITS):

**Required**

| | | **EDPL 8710 Multiple Paradigms in Educational Research**
| | | **EDPL 8715 Interpretive and Critical Research I**
| | | **COPS 8310 Intermediate Research and Statistics** OR **PSYCH 8101 Advanced Statistics and Design I** OR **COMM 6150**

**Pre-requisite Statistics Course (if required)**

**And at least one advanced research elective:**

| | | **COPS 8320 Measurement and Evaluation**
| | | **EDPL 8720 Interpretive and Critical Research II**
| | | **PSYCH 8102 Advanced Statistics and Design II**

**Pre-requisite Statistics course (if required)**

### ELECTIVE SEQUENCE (12-15 CREDITS):

**Area of Specialization** _____________________________

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| _______ | _________ |
| Proposal Defense |
| Defense of Doctoral Dissertation |

Signatures:

Student

(Signature) (Date)

Advisor

(Signature) (Date)

Dir. Graduate Studies

(Signature) (Date)
Required Statistics Course Options for EDPL Ph.D Students

Statistics Pre-requisite courses for Intermediate Statistics requirement in EDPL Doctoral Program (for those with no background in statistics):

MSCS 5720 – Statistical Methods (grad course). Every semester

UWM: Ed Psy 624 – Educational Statistical Methods I – offered every term

Note: Additional options are available at UWM in the Psychology and Sociology departments.

Statistics Courses that Meet EDPL Ph.D Quantitative Research Course Requirement:

- **COPS 8310 – Intermediate Research and Statistics (Every fall term)** – pre-reg. Introduction to Research course and at least an undergrad statistics course

- **Psyc 8101 Advanced Statistics and Design I (fall term)** – pre-reg. Introduction to Research course and evidence of previous course work in statistics within last five years.

- **COMM 6150. Quantitative Research Methods in Communication (fall term).** Pre-req. Comm 6000, a statistics course, or consent of instructor; first part of the course provides a statistics “refresher.”

- **UWM Ed Psyc 724 – Educational Statistical Methods II – (Offered every term)** - Univariate analysis of variance, including one-way and n-way designs, repeated measures, and multiple comparisons.
ELECTIVE OFFERINGS FOR PH.D STUDENTS

Students in the Ph.D program are required to take a set of at least four-five supporting courses in a discipline or in research methods that will support their dissertation research. Students may choose courses from other departments/colleges at Marquette or at the University of Wisconsin-Milwaukee where we have a cooperative agreement that allows students to take two specialized graduate courses with a Marquette course number and apply loans or scholarships to that course work. Students are encouraged to investigate the many possibilities for electives at Marquette and at UWM. A brief sampling of such courses follows:

Marquette Offerings in History

HIST 5135 African-American History. The role and response of the African-American in American society. Emphasis on the problems of slavery, exclusion, accommodation, migration, urbanization, as well as America’s philosophical and moral response to urbanization. 3 cr.

HIST 5145 A History of Women in America. Survey of the history of women and the variety of women’s experiences in America from pre-European contact to the present.

HIST 5150. Childhood in America. The history of children and childhood in the United States from colonial times to the present, with an emphasis on child rearing, race, gender, class, and popular culture.

HIST 5160. Cultural and Intellectual History of the United States. A survey of American thought and culture from the first contacts between indigenous peoples and Europeans, through the development of the United States to the present.

HIST 5245. Women in Western Civilization. Survey of women’s experiences in western civilization from prehistory to the present, focusing primarily on Europe.

HIST 6100. The Art and Craft of History. The nature and theories of history, principles and methodologies of historical research, specializations within the discipline, and the professional applications of history.

Marquette Offerings in Sociology

SOCI African-American Social Thought. Examination of historical and contemporary writings of Black social theorists. The impact of social, economic, and cultural factors on Blacks in the United States and alternative strategies for change.

SOCI 5270. Urban Sociology. Urban society with special consideration of the problems dealing with the structures, institutions, agencies and decision-making units in a metropolitan area.

SOCI 5400. Social Inequality. Theories and systems of social class in modern society. Societal structures and processes resulting from stratification phenomena.

SOCI 5440 Sociology of Education. Sociological analysis of educational institutions with primary emphasis on contemporary U.S. urban education, student subcultures, school-community relations and innovations.
SOC 5450. Sociology of Sex and Gender. Biological and cultural bases of sex and gender patterns. Impact of major social institutions and processes on maintenance of gender patterns with questions of power and dominance central to discussion. Includes historical and cross-cultural research.

SOC 5740. Social Change. Selected topics dealing with models and theories of innovation, diffusion, resistance to change and associated conflict in and between social systems.

**UWM Sociology Offerings**

610 Reproduction of Minority Communities. 3 cr. U/G.
Analysis of the social, economic, and cultural forces behind the formation and reproduction of minority and disadvantaged communities in the United States. Jointly-offered w/ & counts as repeat of Ed Pol 610. Prereq: jr st; any Sociol 100-level course.

700 Proseminar: Sociological Inquiry. 3 cr. G.
Fundamentals of academic and sociological reading, writing, and thinking. Orientation to graduate study, the sociological profession, and the tools of sociological research. Prereq: grad st.

715 Systematic Sociological Theory. 3 cr. G.
A general examination of sociological theories, their construction, problems of conceptualization, and methodological requirements. Prereq: grad st.

750 Research Methods in Sociology. 3 cr. G.
Application of scientific methods to the analysis of social phenomena, methodological orientations in sociology, types of research procedure, and nature of sociological variables. Prereq: grad st.

752 Fundamentals of Survey Methodology. 3 cr. G.
Seminar in the principles of survey design that are the basis of standard practices in the field of sociology. Prereq: grad st.

754 Questionnaire Design. 3 cr. G.
Seminar in the design, evaluation, pretesting, ordering, and formatting of questions and questionnaires. Prereq: grad st.

760 Advanced Statistical Methods in Sociology. 3 cr. G.

901 Seminar: Urban Social Structure. 3 cr. G.
Comprehensive analysis of the emergence and institutionalization of cultural and social patterns in urban settings; and future American urban social structures. Sociol 901 & Urb Std 901 are jointly-offered & count as repeats of one another. Prereq: grad st.

920 (780) Seminar in Race and Ethnic Relations. 3 cr. G.
Patterns of racial and ethnic differentiation and how they originate and change over time. Prereq: grad st.

927 Seminar in Sociology of Contemporary Institutions: (Subtitled). 3 cr. G.
Analysis of major social institutions in modern societies in terms of status orders, division of labor, normative systems, processes of social change, and conflict. Specific topics and any additional prerequisites announced in Schedule of Classes each time course is offered. Retakable w/ chg in topic & cons adviser to 9 cr max. Prereq: grad st.

928 Seminar in Social Organization: (Subtitled). 3 cr. G.
Study of conceptual approaches used in analyzing social organization: social stratification, complex organization, urbanization, small groups in mass society. Specific topics and any additional prerequisites announced in schedule of classes each time course is offered. Retakable w/chg in topic & cons advisor to 9 cr max. Prereq: grad st.

**UWM Offerings in Anthropology**

560 Introduction to Research Methods in Anthropology. 3 cr. U/G.
   Problem and research design formulation. How to ask and answer scientific questions using methods and techniques common to all fields of anthropology. Prereq: jr st; Anthro 102(R).

561 Techniques and Problems in Ethnography. 3 cr. U/G.
   Methods of fieldwork for cultural anthropologists; design of field studies; techniques for collection and analysis of field data; field projects. Prereq: jr st; Anthro 102(R).

705 Advanced Topics in Ethnography: (Subtitled). 3 cr. G.
   Critical examination of peoples and cultures of selected areas of the world. Retakable w/chg in topic to 9 cr max. Prereq: grad st.

744 Theories of Social Action: Understanding Agency & Social Structure. 3 cr. G.

761 Cross-Cultural Research: Problems in Comparative Method and Theory. 3 cr. G.
   Systematic review of concepts, methods and selected findings in the area of comparative, largely cross-cultural, research in anthropology and related fields. Prereq: grad st.

803 Survey of Cultural Anthropology. 3 cr. G.
   A survey of major theoretical and methodological issues central to cultural anthropology. Prereq: grad st.

804 Linguistic Anthropology. 3 cr. G.
   A survey of major theoretical and methodological issues central to cultural anthropology. Prereq: grad st.

940 Seminar in Problems in Cultural Anthropology: (Subtitled). 3 cr. G.
   Content varies. Retakable w/chg in topic to 9 cr max. Prereq: grad st; cons instr.

**UWM Ed Psych Offerings.**

Ed Psy 631 Cognition: Learning, Problem Solving and Thinking
Ed Psy 640 Human Development: Theory and Research
Ed Psy 734 Contextual Determinants of Motivation
Ed Psy 735 Social Cognition in Educational Psychology
Ed Psy 741 Cognitive Development
Ed Psy 742 Personality Theories and the Educational Process
Ed Psy 743 Human Development: Study of Infancy and Early Childhood
Ed Psy 746 Human Development: Study of the Adolescent
Ed Psy 747 Human Development: Study of the Adult
Ed Psy 748 Psychology of the Immigrant Child.
Ed Psy 831 Cognition: Theory and Research
Ed Psy 833 Psychology of Race and Ethnicity
Ed Psy 834 The Psychology of Achievement Motivation
Ed Psy 844 The Multicultural Family
Ed Psy 845 Immigrant Child in Developmental Perspective
Advanced Quantitative Research Courses at UWM

Ed Psy 720 Techniques of Educational and Psychological Measurement
Ed Psy 728 Techniques of Educational Research
Ed Psy 820 Multiple Regression and Other General Linear Models
Ed Psy 821 Psychometric Theory and Practice
Ed Psy 822 Modern Test Theory
Ed Psy 823 Structural Equation Modeling
Ed Psy 824 Advanced Experimental Design and Analysis
Ed Psy 825 Multivariate Methods
Ed Psy 826 Analysis of Cross-Classified Categorical Data
Ed Psy 827 Survey Research Methods in Education
Ed Psy 829 Instrument Development
Ed Psy 922 Seminar in Measurement and Evaluation
Ed Psy 929 Seminar in Statistics and Research Design
USE OF CREDITS FROM OTHER INSTITUTIONS

Graduate credits both from other institutions and from Marquette are accepted for a doctoral program when a Doctoral Program Planning Form (see Appendix) is approved. Any graduate student contemplating use of prior course work from another institution in the EDPL doctoral program is urged to seek prior approval from his/her advisor and the EDPL Director of Graduate Studies before including the courses in his/her Doctoral Program Planning Form, and all such courses must be approved by the Marquette Graduate School. Credits from another institution accepted into a Marquette doctoral program on the Doctoral Program Planning Form typically will not appear on the student’s official Marquette transcript.

MASTER’S LEVEL CREDITS

Up to fifteen (15) credits of master’s-level work from another accredited program in a field directly related to the current doctoral program may be accepted. These credits must be specified on the Doctoral Program Planning Form.

Credits from a master’s program at Marquette University will be considered on a case-by-case basis. These credits must be specified on the Doctoral Program Planning Form. A minimum of 30 credits of course work must be completed after acceptance into the doctoral program to fulfill doctoral program requirements.

DOCTORAL LEVEL CREDITS FROM ANOTHER INSTITUTION

Doctoral credits taken at another institution are considered on an individual basis, in consultation with the students’ adviser, for potential acceptance into a Marquette program.

TIME LIMITATIONS

Students must complete all requirements for the doctoral degree within eight years of their first term of registration in the program. Extensions of time will only be granted for students who are making “sufficient progress” toward their degree but who have extenuating circumstances preventing completion in six years. “Sufficient progress” is defined by these criteria:

1. By the end of five years the student has completed course work and advanced to candidacy (passed all DQE requirements).
2. By the end of six years the student has an approved dissertation proposal and a reasonable timeline for completion.
3. Beyond seven years, the student is making progress on the dissertation, and the adviser and student have drawn up a reasonable timeline for dissertation completion.

Students who need an extension of time for degree completion are responsible for filing the completed and signed “extension of time” form with the graduate school before the end of their sixth year of enrollment.

RESIDENCY

The Marquette University Graduate School residency requirement provides the student with the opportunity to concentrate on his or her graduate studies intensively. The requirement specifically states that nine credits of course work or its equivalent are required per semester for two semesters or summer sessions within an eighteen month period. There are a number of options available for the student to complete the residency requirement, each of which is described in the Graduate Bulletin (see the section on “Doctoral Degree Program”). The residency requirement must be completed before the student can be advanced to candidacy. Residency requirement may be waived based on individual circumstances. Contact the Director of Graduate Studies for more information.
ANNUAL REVIEW OF PROGRESS

At the end of each academic year, the performance of each student in the doctoral program will be reviewed.

A student will be considered to be making satisfactory progress if:

1. At least six hours of course work have been completed and a 3.0 GPA has been maintained.
2. There are no grades of BC, C, F, or I.
3. All written and oral requirements for the qualifying exam have been completed within one year of course work completion.
4. A dissertation proposal has been approved within one year of successful completion of the qualifying exam.
5. The Continuous Enrollment requirement has been met.

For students who are not making progress, the following procedures will be followed:

1. 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.
2. Students who have earned a grade of "BC," "C," "F" or "I" in any course will be reviewed by department faculty; such an occurrence may be grounds for termination from the program.
3. Any student whose grades remain below a 3.0 for two semesters may be dropped from the program without option of appeal.
4. Students who are inactive (less than six credits and/or progress on the qualifying exam, dissertation proposal and/or the dissertation itself) for a year and who fail to maintain continuous enrollment during that time may not be approved for continuous enrollment or may be dis-enrolled from the program.
PLANNED EDPL PHD Core Seminars, Foundations & Research Courses 2013-2014
(Please note that all courses are contingent on sufficient enrollment)

Fall 2013
- EDPL 8730 History of Education in the US
- EDPL 8710 Multiple Paradigms of Research
- COPS 8310 Intermediate Statistics, COMM 6150 Quantitative Research Methods in Communication
- EDPL 8800 American Law and the Educational Organization (Higher Ed focus)
- EDPL 6360 Lifespan Development (Elective)
- EDPL 8955 Seminar Social Contexts and Educational Policy 1

Spring 2014
- EDPL 8330 Sociological Foundations of Education
- EDPL 8715 Interpretive & Critical Research I
- EDPL 8310 Contemporary Philosophies of Education
- EDPL 6260 Organizational Theory in Higher Education
- EDPL 6210 Environmental Assessment in Higher Education
- EDPL 8953 Seminar: Analysis of Teaching
- EDPL 8250 History of Higher Education in the U.S.
- COPS 8320 Measurement and Evaluation
- PSYC 8102 Advanced Statistics and Design 2

Summer 2014 (Tentative)
- EDPL 8450 Theories of Learning
- EDPL 8720 Interpretive and Critical Research II
- EDPL 8440 Foundations of Curriculum Planning
- EDPL 6720 Business Administration of the Educational Organization
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.

**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. If you prefer to mail or fax in your membership application you will need to download a copy of the membership form (PDF). For more information about AERA, their publications, divisions, special interest groups, and annual meeting, check out their website: 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

History
- Race/Class/Schooling in Historical Context—Lowe

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

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
DOCTORAL QUALIFYING EXAMINATION (DQE)

The doctoral qualifying examination is scheduled after all course work has been completed. There are two parts to this examination.

Part 1 – Faculty Review of Papers
Select and submit to the Chair of the Doctoral Committee two of your best papers previously written in any doctoral level course. You may want to revisit/revise the paper in light of feedback you received from the instructor of the class and/or the criteria that we are using to evaluate these papers. You may submit these papers, with the approval of your faculty advisor, at any time during your course work.

Each of the papers will be reviewed by three faculty members based on the following rubric to determine whether the candidate demonstrates the ability to successfully write a dissertation:

1. Demonstrates understanding of argument(s) being presented in one or more texts.
2. Demonstrates a critical analysis of the text(s) and/or data.
3. Presents a well-supported, central argument.
4. Creates a well-organized, coherent, error free paper.
5. Citations presented in consistent and conventional style, such as APA, MLA, Chicago.

The review committee will consist of a minimum of two members of the Doctoral Committee and one other tenure track faculty member. The doctoral student’s advisor will NOT serve on the review committee. Once the candidate has received a satisfactory faculty review of these papers, he/she can schedule Part 2 of the DQE with the Director of Graduate Studies.

Part 2 – Oral Exam
In an oral presentation, the candidate will be prepared to discuss books from the reading list that are relevant to his/her dissertation topic and respond to questions about 20 books chosen (by the candidate) from the Doctoral Reading List. At least three weeks prior to the oral presentation, the candidate will submit to the Chair of the Doctoral Committee the following:

· **Short Paper**: In a 1 – 2 page paper describe a potential dissertation topic.
· **Annotated Booklist**: List the titles of the books from the Doctoral Reading List that most inform your thinking about the dissertation topic you have described. For each book on your list, include a brief comment that describes the connection.
· **List of 20 books for Oral Exam**: List of the 20 books from the Doctoral Reading List (including those on Annotated Booklist) that you wish to be included in the oral exam.

During the oral presentation, the candidate should be prepared to elaborate on the books selected for the Annotated Booklist and the rationale for selecting them. In addition, the candidate needs to be prepared to respond to questions about all twenty selected books from the Doctoral Reading List. At the end of the oral exam, the student will be asked to leave the examination room so that the committee can discuss the student’s performance and vote on whether the student has passed the DQE. The student will be immediately informed of the committee’s decision and recommendations.
DOCTORAL WRITING GROUP

All students who have completed course work are eligible to join the doctoral writing group who meet regularly to get feedback from other advanced doctoral students and at least one faculty member on post course work writing requirements in the doctoral program, including DQE papers, dissertation proposals, and dissertation writing. For more information about this group, contact the Director of Graduate Studies or your adviser.

DISSERTATION BOOTCAMP

The Marquette University Graduate School offers three one-week periods of intensive research, reflection and writing each year for doctoral students writing their dissertations. Dissertation Boot Camps provide a dedicated time and location for students to come together and work towards the completion of their dissertations. Faculty facilitators are available throughout the week to monitor progress and offer suggestions. Each dissertator is assigned a facilitator with whom they meet daily.

OFFICIAL DOCTORAL CANDIDACY

Students advance to doctoral candidacy upon recommendation of their department after completing all course work, fulfilling the residency requirement, and passing the Doctoral Qualifying Examination. A student cannot advance to candidacy until all requirements, as listed on the Doctoral Program Planning Form, have been satisfied.
DOCTORAL READING LIST


DISSERTATION DIRECTOR/CHAIR

The dissertation chair guides the student through all work during official doctoral candidacy – the dissertation outline, proposal writing and hearing, dissertation study, writing, and public defense. Often the academic adviser during coursework is also the student’s dissertation director; however, if the student’s choice of dissertation topic and/or methodology warrants a new chair/director, the student may select one. This selection is by mutual consent between the student and the faculty member. Such a change in advisor also needs to be reported to the Director of Graduate Studies so that records in the Graduate School can be updated.

A list of the current faculty who serve as Advisers and Dissertation Directors for EDPL doctoral students, along with their academic interests, can be found in the POLICY AND PROCEDURES section of this handbook.

DISSERTATION COMMITTEE

Candidates select their dissertation committee with the assistance of their adviser. There must be at least three members on the committee, including the chair. At least two members of the committee must be from the Department of Educational Policy and Leadership. Additional members of the committee can be selected from graduate faculty at Marquette University and may include one member from outside of the university. If the committee includes a non-Marquette member, the department must submit a current curriculum vitae for that member to the Graduate School with the Outline for Dissertation form. All members of the dissertation committee must be active scholars hold earned terminal degrees.

DISSERTATION DIRECTIVES

Detailed information and directions for planning the dissertation, assembling a dissertation committee, formatting the dissertation, arrangement order and detail in the dissertation, copyright law, and submission of the dissertation to the Marquette University Graduate School can be found on the Graduate School website at: www.marquette.edu/grad/forms_index.shtml

In addition, all dissertations submitted to the Department of Educational Policy and Leadership must follow the most recent edition of APA Style Guidelines.

DISSERTATION CREDITS

Doctoral students must take 12 hours of dissertation credits and may enroll for these while working on their dissertation outline and/or while working on the dissertation research. Students work with their advisors to determine how many credits hours they should take during any one term during the dissertation work. Students who enroll in, and pay for, dissertation credits before actually beginning work on their project will not be entitled to any tuition refund of these credits even if they should subsequently drop out of or are withdrawn from the program.

If the student has already completed the 12 dissertation credits required for graduation, but is still working on his/her dissertation, registration in dissertation continuation is required using the “Dissertation/Thesis/Professional Project Continuation Registration Form” which is available online at www.marquette.edu/grad/forms_index.shtml. The student may register for less than half-time, half-time, or full-time, based on the amount of work that is being done.
DISCUSSION PROPOSAL & HEARING

Typically, the dissertation proposal includes the components of what are traditionally in the first three chapters of the dissertation: Problem Statement and Research Questions, Literature Review, and Methodology. With the help of the dissertation director, the student prepares a dissertation proposal for review by his/her committee and subsequent discussion with the committee in a scheduled proposal hearing where all members of the committee have an opportunity to question the student about the planned research, offer suggestions, and either approve the research plan or ask the student to do further work on the proposal.

DISCUSSION OUTLINE

Students must submit an outline for their proposed dissertation using the Outline for Dissertation, Thesis, or Professional Project form available online at www.marquette.edu/grad/forms_index.shtml This form is typically submitted to the Graduate School during the first term that dissertation credits are taken and after the dissertation proposal has been approved by the student's dissertation director and committee. The student's dissertation director, committee, and department chair must register their approval of the student's research plan on the dissertation outline form which is then submitted to the Graduate School for approval, along with the dissertation proposal.

If the student's research involves human subjects, the student is required to obtain written approval of the research from the Office of Research Compliance (ORC) PRIOR to initiating his/her dissertation research. The approval forms for human research may be obtained through ORC and must be submitted to the Graduate School upon approval. ORC requires the STUDENT to submit the necessary protocol forms for review and approval of his/her research.

For more information about the research compliance process, students may check the ORC website at www.marquette.edu/researchcompliance or contact ORC at (414) 288-1479.

Approval of the student’s Dissertation Outline form by the Graduate School does NOT constitute approval by the Office of Research Compliance.

Once the outline form is completed and signed by all parties, it is an agreement between the student, the dissertation committee, and the Graduate School for the student’s planned research. Any significant changes in the outline must be approved by all parties (dissertation director, committee, department chair, Graduate School).
PUBLIC DEFENSE & EVALUATION OF THE DISSERTATION

A public defense of the dissertation is conducted after the candidate has completed all other formal requirements for the doctoral degree. Before a public defense of the dissertation, a copy of the dissertation must be given to each member of the committee at least three and preferably four weeks before the defense date. The student and his/her adviser must select a date for the defense during the weekday working hours and must avoid public or religious holidays. If the student intends to graduate the same term the defense is made, the defense must be held before the deadline listed in the Academic Calendar.

Students must submit the Announcement for Public Defense of the Dissertation form, available online at www.marquette.edu/grad/forms_index.shtml, along with an electronically submitted dissertation abstract in MS Word format to the graduate School. Each committee member must sign the form confirming the date and time of the defense. The form must be submitted at least four weeks prior to the scheduled defense date. The Graduate School uses this form to announce the upcoming defenses to the campus community.

Evaluation of both the written and oral defense of the dissertation is based on the following criteria:

- Demonstrates understanding of main arguments
- Identifies a question or questions that challenge current wisdom on a subject
- Uses an appropriate methodology to address the research question(s)
- Develops an evidence-based, persuasive argument that contributes to the literature in a field
- Evaluates the quality and representativeness of the evidence offered to support arguments
- Evaluates the interplay of argument and evidence in multiple texts
- Demonstrates a grasp of how the arguments of the texts are related to one another
- Identifies a gap or gaps in the literature