



MARQUETTE
UNIVERSITY

COLLEGE OF EDUCATION

GRADUATE PROGRAM
POLICIES & PROCEDURES
HANDBOOK
2009-2010

Department of Educational Policy and Leadership

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



MARQUETTE UNIVERSITY

COLLEGE OF EDUCATION

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.

OFFICE OF THE DEAN
COLLEGE OF EDUCATION



Dear Master's Student,

Welcome to the master's degree and certificate 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 master's degree and certificate 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 master's 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:

Sharon Chubbuck, Ph.D. (University of Illinois)

sharon.chubbuck@marquette.edu

*Teacher Education
Curriculum & Instruction
Doctoral Program*

Kathleen Clark, Ph.D. (University of Minnesota)

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*Teacher Education
Literacy*

Ellen Eckman, Ph.D. (University of Wisconsin)

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*Administrative Licensure
College Student Personnel Administration
Doctoral Program*

Jody Jessup-Anger, Ph.D. (Michigan State)

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College Student Personnel Administration

Jeffrey LaBelle, Ed.D. (University of San Francisco)

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Teacher Education

Francesca Lopez, Ph.D (University of Wisconsin)

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*Teacher Education
Curriculum & Instruction
Doctoral Program*

Robert Lowe, Ph.D (Stanford University)

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Doctoral Program

William Pink, Ph.D. (University of Oregon)

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Doctoral Program

Martin Scanlan, Ph.D. (University of Wisconsin)

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*Teacher Education
Administrative Licensure
Doctoral Program*

INTERESTS:

Critical Literacy
Disposition Development in Pre-service Teachers
Social Justice in Teacher Education
Whiteness Studies

Comprehension Processes and Instruction
Dialogic Instruction

Women in the High School Principalship
The Role of the Principal
The Co-principalship
Leadership in Educational Organizations

Campus Environments
College Student Development
Undergraduate Student Learning
Study Abroad
Women in Higher Education

Second Language Learning
Immigrant Experiences in American Schools

Sociocultural Contexts of At-risk Student Academic Achievement
Evaluation of Consequences Arising from Educational Policies and Practices Intended to Serve At-risk Populations

Race, Class and Schooling in Historical Perspective

Teacher/Administrator Thinking about Learning,
Curriculum & Pedagogy
Professional Development and School Reform
Urban Education

Social Justice and Bilingual Education
Social Justice in Catholic Schooling
Social Justice and Disability

Heidi Schweizer, Ph.D. (University of Iowa)
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Teacher Education
Doctoral Program

Distance Education
Online Learning Environments
Integrating Technology in K-12 Classrooms

Fr. Andrew J. Thon, S.J.
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College Student Personnel Administration

Higher Education Administration
Role of Student Affairs in Jesuit Higher Education
Student Affairs and Catholic Identity
Spirituality and Leadership

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Teacher Education
Curriculum & Instruction

Teacher Education
Mathematics Education
Mathematics Teacher Education

Doris Walker-Dalhouse, Ph.D. (Ohio State)
joan.whipp@marquette.edu
Teacher Education
Literacy

Sociocultural Aspects of Literacy
Teachers' Attitudes and Practices in Working With
Ethnically, Culturally, and Linguistically Diverse
Learners

Marcia Williams, Ph.D. (University of Minnesota)
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Joint appointment with Sociology/EDPL

Sociology of Education

Joan Whipp, Ph.D. (University of Wisconsin)
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Curriculum & Instruction
Doctoral Program

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

ADDITIONAL PARTICIPATING FACULTY

Linda Allen, Ph.D. (Oakland University)
Early Literacy; Phonemic Awareness

Karen Evans, Ph.D. (University of Arizona)
Literacy Development in Elementary Settings;
Elementary Teacher Education; Teacher Research

Mae Beard, Ph.D. (Nova Southeastern University)
Educational Leadership; K-12 Curriculum Planning and
Development

William Henk, Ed.D. (West Virginia University)
Affective Influences on Literacy (including reader and
writer self-perceptions, motivation, and attitudes);
Middle Level Literacy Instruction and Assessment;
Neuropsychology and Reading

Louis Birchbauer, Ph.D. (University of Wisconsin)
Superintendency

Sarah Larsen, Ph.D. (Marquette University)
Superintendency; Curriculum Design in K-12 Settings

Terry Burant, Ph.D. (University of Arizona)
Teacher Education, Curriculum & Instruction

Kathleen Cepelka, Ph.D. (Marquette University)
Educational Leadership; Politics of Education; K-12
Catholic Education; Teacher Education

Lauren Leslie, Ph.D. (University of Iowa), Emeritus
Literacy Assessment and Instruction; Children with
Reading Difficulties

Jon Dooley, Ph.D. (Marquette University)
College Student Personnel Leadership; Student
Activities

Mary Watson-Peterson, M.S. (UW-LaCrosse)
Adolescent Literacy Instruction and Assessment;

ADMINISTRATIVE CONTACTS FOR GRADUATE STUDENTS

Dr. Robert Lowe

Chair of Educational Policy & Leadership
414-288-1427

robert.lowe@marquette.edu

- Faculty issues
- Student concerns

Dr. Kathleen Cepelka

Associate Dean, Director of Teacher Education
414-288-3414

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- Curriculum issues pertaining to the post-baccalaureate teaching certification program and Teach for America
- Conflict resolution

Dr. Joan Whipp

Director of Graduate Studies
414-288-1432

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- Curriculum issues – graduate programs
- Academic probation issues
- Leaves of absence
- Program reinstatement
- Transfer of credit requests
- Mentoring/Teach for America

Ms. Susan Stang

Director of Field Placements and Licensure
414-288-5890

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- Adviser for post-baccalaureate certification students
- Field placements (includes student teaching)
- WI DPI licensure requirements
- WI DPI licensure applications

Ms. Lori Fredrich

Program & Recruitment Coordinator
414-288-0659

lori.fredrich@marquette.edu

- Graduate student recruitment
- Graduate course scheduling

Ms. Kristen Graf

Records Coordinator
414-288-3692

kristen.graf@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.)
- Graduation audits

Mr. Tom Marek

Assistant Director for Financial Aid
Graduate School – Holthusen Hall
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. Erin Fox

Assistant Director for Student Records
Graduate School – Holthusen Hall
414-288-7182

erin.fox@marquette.edu

- Reactivation for lapsed student status
- Grade changes
- Late registration
- Questions regarding continuous enrollment
- Graduation

CALENDAR OF IMPORTANT DATES* 2009-2010

Fall Term

August 27	University-wide Graduate School Orientation – for new students 4:00 - 7:30 p.m. <i>Tony and Lucille Weasler Auditorium</i> Reply to the Graduate School by August 24, 2009
August 31	First Day of Classes
September 7	Labor Day, No Classes
September 10	Welcome Back Social Event for EDPL Graduate Students 6:00-8:00pm Lunda Dining Room Alumni Memorial Union
November 25-29	Thanksgiving Break; No Classes
December 12	Last Day of Classes

Spring Term

January 18	First Day of Classes
January 18	Martin Luther King Day; No Classes
March 14-21	Spring Break, No Classes
April 1-4	Easter Holiday, No Classes
May 8	Last Day of Classes
May 22-23	Baccalaureate and Commencement

Summer Term

May 24	First Day Classes: Summer Module 1
May 31	Memorial Day; No Classes
July 5	Independence Day Holiday; No Classes

**This calendar is NOT all-inclusive.*

Students should also reference important dates and deadlines from the following sources:

Graduate Bulletin: http://www.marquette.edu/grad/current_bulletin.shtml

Graduate School Web site: http://www.marquette.edu/grad/current_datesanddeadlines.shtml

Academic Calendar: <http://www.marquette.edu/registrar/calendar/>

POLICIES AND PROCEDURES

INFORMED CONSENT

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

The handbook is disseminated to all current students by email at the beginning of each 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. 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 master's degree or recommend the student for licensure. 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. 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 the master's program, each student is assigned an academic adviser. The adviser's role is to consult with the student regarding his or her master's or certificate program throughout his or her graduate career. In some cases, group advising sessions will be offered prior to registration for a given term.

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 Kristen Graf, Records Coordinator, 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 master's program are expected to maintain an average of at least a "B" (3.0 cumulative GPA) in all graduate level courses. The faculty will review any student who fails to maintain a minimum 3.0 grade point average in any given semester, and this may serve as grounds for termination from the program. Students must also obtain grades of "BC" or better in order for courses to count for credit in their programs of study. Courses may be repeated once if grades of "C" or lower are earned the first time the course is taken. A student receiving a grade of "F" in any course (or a "C" or lower in a repeated course) will be reviewed by departmental faculty, and this may also be grounds for termination from the program.

ATTENDANCE

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

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

EMAIL

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

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

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

FINANCIAL AID

“Financial aid is available to Marquette University graduate students who have been admitted to a degree program” (Marquette University Graduate Bulletin). Please refer to the 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.

Special scholarships available to full-time teachers in the Milwaukee area are:

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).

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).

More information about these scholarships is available from the Graduate School. Contact Tom Marek at 414-288-5325.

GRADUATION

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

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

It is the student's responsibility to **apply for graduation**, and to do so by the deadlines listed in the **Academic Calendar**. Reminders are also sent to each graduate student via **MUGS News** (the Graduate School's e-newsletter, which is sent to students' eMarq accounts). This application can be submitted online through the Marquette University Graduate School web site. <http://www.grad.mu.edu/forms/applygraduation.shtml>

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

INCOMPLETES

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

TEMPORARY GRADES – X, I, or IX

Graduate students who do not complete course requirements during the term in which the class is offered may be given one of the following temporary grades after consultation with their instructor: X, when one

or more examinations are missed; I, when the course work has not been completed; or IX, a combination of mixed examinations and incompletes in course work.

A request to change an X, I, or IX to a permanent grade, or a request for an extension of time, must be submitted to the Graduate School before the deadline listed in the Academic Calendar. **It is the student's responsibility to initiate this process with the course instructor before the deadline date, which is approximately six weeks into the next fall or spring term.**

For X, I, or IX grades accrued during the summer session, they must be changed before the deadline date, which is approximately six weeks into the next fall term. X, I, or IX grades that are not changed or extended by the Graduate School will become permanent grades on the student's record.

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

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

INDEPENDENT STUDY

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

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

ORIENTATION

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

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

PERFORMANCE ASSESSMENTS

As part of the College of Education's accreditation process, an evaluation system has been developed to assess each student's acquisition of certain knowledge, skills, and dispositions. This assessment system is linked directly to state and national standards as they apply to each graduate level master's 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. 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. Ratings of "Exceeds expectations," "Meets expectations," or "Does not meet expectations" will be assigned to each task in accordance with the student's performance on each element of the assessment.

In order to pass a performance assessment, students must achieve a rating of either "Meets" or "Exceeds" expectations, thus demonstrating satisfactory completion of the performance assessment. If a student receives a rating of "Does not meet expectations," the student will be given a second opportunity to complete the performance assessment. If the student is unable to satisfactorily complete 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.

RESOURCES FOR GRADUATE STUDENTS

COLLEGE OF EDUCATION LOUNGE & COMPUTER LAB

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

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

COLLEGE OF EDUCATION WEB SITE

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

In addition to providing information for prospective students, the College of Education Web site contains information and updates for current students in EDPL graduate programs. Students should visit the site to obtain program planning forms, program handouts, and additional copies of the *Policy & Procedures Handbook*. Students can also use the site to keep up with the latest news and announcements about College activities.

GRADUATE SCHOOL WEB SITE

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

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.

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> .

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

REGISTRATION FOR CLASSES

Information regarding appointment times and registration can be found online at <http://www.marquette.edu/registrar/registration/when.shtml>

SCHEDULE OF CLASSES

Registration information as well as a listing of graduate course offerings are available through the ONLINE Schedule of Classes at: <http://www.marquette.edu/registrar/soc/>

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.