



**MARQUETTE
UNIVERSITY**

COLLEGE OF EDUCATION

DOCTORAL PROGRAM

2021 - 2022

Department of Educational Policy and Leadership

OFFICE OF THE DEAN
COLLEGE OF EDUCATION



MARQUETTE
UNIVERSITY

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,

A handwritten signature in black ink, appearing to read "William A. Henk".

William A. Henk, Ed. D.
Professor of Education and Dean
College of Education

EDPL DOCTORAL

STUDENT HANDBOOK

PROGRAM INFORMATION	EDPL Mission Statement Program Goals Program Learning Outcomes Program Policies Doctoral Program Coursework EDPL Course Offerings Required Courses and Concentrations
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EDPL 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 to examine how the organization of schools shapes that 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

(Formative assessments located in various courses)

- Evaluate major works in field of education (assessed in DQE 1: Critical Analysis)
- Construct focused, logically coherent proposal for an early research project, theoretically-grounded, derived from salient literature, and methodologically sound (assessed in DQE 2: Foundations of Research)
- Construct and orally defend focused, logically coherent proposal for a dissertation research project, theoretically-grounded, derived from salient literature, and methodologically sound (assessed in DQE 3: Dissertation Proposal and Defense)
- Make an original contribution to research on education (assessed in Dissertation)

EDPL DOCTORAL PROGRAM POLICIES

A minimum of 30 credits of course work in COED must be completed after acceptance into the doctoral program to fulfill doctoral program requirements.

USE OF CREDITS FROM OTHER INSTITUTIONS

MASTER'S LEVEL CREDITS

Up to fifteen (15) credits of master's-level work from Marquette or another accredited program in a field directly related to the current doctoral program may be accepted. Credits will be considered on a case-by-case basis, depending on their relevance, rigor, and support of the student's program. Additional transfer credits from closely related Marquette master's programs may be considered. These credits must be specified on the *Doctoral Program Planning Form*.

DOCTORAL LEVEL CREDITS

Doctoral credits taken at another institution are considered on an individual basis, in consultation with the students' advisor and the doctoral committee, for potential acceptance into a Marquette program.

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 seeking use of prior course work from another institution in the EDPL doctoral program must gain prior approval from his/her advisor and the Chair of the Doctoral Committee before including the courses in his/her *Doctoral Program Planning Form*. Final approval comes from 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.

ELECTIVE OFFERINGS

Ph.D. students may choose electives from other departments/colleges at Marquette or at the University of Wisconsin-Milwaukee through the Inter-University Exchange Program

<https://www.marquette.edu/grad/inter-exchange.php>. Marquette has a reciprocity agreement with UWM that allows students to take 2-3 specialized graduate courses (Masters or PhD level) from UWM under a Marquette course number, GRAD 6933. All financial aid from Marquette is applied to UWM courses taken through the exchange program. Students need to discuss these options with advisors to be sure the program of courses adhering to regulations for how many 6000 level courses are allowed and how many COED courses are required after beginning doctoral program.

Courses of interest, in addition to EDPL, are frequently be found in the following departments:

<u>Marquette University</u>	<u>UWM</u>
Counseling Education and Counseling Psychology	Administrative Leadership
History	Anthropology
Philosophy	Curriculum and Instruction
Political Science	Educational Psychology
Social and Cultural Sciences	Sociology
	Urban Studies

TIME LIMITATIONS

Students must complete all requirements for the doctoral degree within eight (8) years of their first term of registration in the program. Extensions of time will be granted only for students who are making "sufficient progress" toward their degree but who have extenuating circumstances preventing completion in eight (8) 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 must discuss this with their advisor. The student is responsible for filing the completed and signed “extension of time” form with the graduate school before the end of their eighth year of enrollment.

RESIDENCY

The residency requirement for EDPL doctoral students will be met when the student has completed three consecutive semesters with a minimum of three credits each semester. Summer can be, but is not required to be, included to meet the residency requirement.

ANNUAL REVIEW OF PROGRESS

At the end of each academic year, the performance of each student in the doctoral program will be reviewed by the advisor, the Director of Graduate Studies, and the Doctoral Program Committee.

A student will be considered to be making satisfactory progress based on these benchmarks throughout the program:

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. If not enrolled for credits during any given semester, the Continuous Enrollment requirement has been met (see description of CE requirement in EDPL Graduate Student Handbook.)

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

1. Failure to maintain a 3.0 GPA for any semester (after the completion of 6 credit hours) will result in immediate dismissal from the Graduate School and will require application to the EDPL Director of Graduate Studies for waiver and readmission. This process is time sensitive. Contact advisor and DGS immediately.
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 probation or 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 dropped from the program.

EDPL DOCTORAL PROGRAM COURSEWORK

FOUNDATIONS: 15 credits

Required:

EDPL 8955 Seminar I: Social Contexts and Educational Policy (3 credits)
EDPL 8956 Seminar II: Social Contexts and Educational Policy (3 credits)
EDPL 8730 History of Education in the United States
EDPL 8330 Sociological Foundations of Education

At least 1 elective of the following foundations courses*

EDPL 8700 Organizational Theory and Administration in K-12 Schools
EDPL 8250 History of Higher Education in the United States
EDPL 8445 Learning and Curriculum Theories
EDPL 8300 Classics in Philosophy of Education
EDPL 8310 Contemporary Philosophies of Education and Psychology
EDPL 8712 Politics and Community Relations
EDPL 8860 Instructional Leadership

*Note: Courses not listed may be approved by the advisor and DGS

RESEARCH: 12 credits

Required:

EDPL 8710 Multiple Paradigms in Educational Research
EDPL 8715 Interpretive and Critical Research I
Intermediate Research and Statistics
Advanced Statistics

ELECTIVE SEQUENCE: 18 credits

Six approved courses in an area of concentration with coherent conceptual focus to potentially support dissertation research. Students may take some of these electives at other institutions or in other departments at Marquette. Advanced doctoral students may arrange for a directed reading course (independent study) as part of the elective sequence.

EDPL COURSE OFFERINGS, 2021 – 2022

(Please note that all courses are contingent on enrollments.)

Fall 2021

- EDPL 6140 Social Justice Advocacy in Student Affairs
- EDPL 6200 Student Development in Higher Education
- EDPL 8445 Learning and Curriculum Theories
- EDPL 8710 Multiple Paradigms in Educational Research
- EDPL 8712 Politics and Community Relations in the Educational Organization
- EDPL 8730 History of Education in the US
- EDPL 8800 American Law and the Educational Organization (Higher Ed focus)

Spring 2022

- EDPL 6210 Environmental Theory and Assessment in Higher Education
- EDPL 8250 History of Higher Education in the U.S.
- EDPL 8260 Organizational Theory in Higher Education
- EDPL 8310 Contemporary Philosophies of Education
- EDPL 8330 Sociological Foundations of Education
- EDPL 8715 Interpretive & Critical Research I
- EDPL 8860 Instructional Leadership
- EDPL 8800 American Law and the Educational Organization (K-12 focus)

Summer 2022

- EDPL 6720 Business Administration of the Educational Organization
- EDPL 8700 Organizational Theory and Administration in K-12 Schools
- EDPL 8870 Curriculum Leadership

EDPL PHD Program

Required Foundations Courses		Required Research Courses	Concentrations (or Customized) Electives	Dissertation credits
EDPL 8955 Seminar 1		EDPL 8710 Multiple Paradigms	1.	
EDPL 8956 Seminar 2		EDPL 8715 Interpretive/Critical Research 1	2.	
EDPL 8730 History of Education		Intermediate Statistics	3.	
EDPL 8330 Sociology		EDPL 8720 Interpretive/Critical Research 2 OR 2 nd Quantitative Methods	4.	
			5.	
Foundations Elective			6.	
15 credits		12 credits	18 credits	12 credits
Domain	Recommended Electives by Areas of K-20 Concentration **Recommended KEY Courses for Area			
	Leadership	Teaching & Learning	Policy Analysis Customized	
K-12	**EDPL 8712 Politics & Community Relations **EDPL 8700 Organizational Theory EDPL 8800 Law EDPL 8310 Contemporary Philosophy of Education EDPL 8860 Instructional Leadership EDPL 8870 Curriculum Leadership Advanced Statistics Course Special Topics ++Electives from other units	**EDPL 8445 Learning and Curriculum Theories **EDPL 8870 Curriculum Leadership EDPL 8800 Law EDPL 8310 Contemporary Philosophy of Education EDPL 8860 Instructional Leadership Special Topics ++Electives from other units	**POSC 5281 Urban Policy **POSC 6954 Research Seminar in American Politics EDPL 8800 Law EDPL 8310 Contemporary Philosophy of Education Advanced Statistics course EDPL 8712 Politics & Community Relations EDPL 6700 Organizational Theory K-12 Additional Statistics Course Special Topics ++Electives from other units	
Higher Ed	**EDPL 8712 Politics & Community Relations **EDPL 8260 Organizational Theory in Higher Education EDPL 8800 Law EDPL 8310 Contemporary Philosophy of Education EDPL 8250 History of Higher Education EDPL 8860 Instructional Leadership EDPL 8870 Curriculum Leadership EDPL 6200 Student Development EDPL 6140 Social Justice Advocacy in Student Affairs Advanced Statistics Course Special Topics ++Electives from other units	**EDPL 8445 Learning and Curriculum Theories **EDPL 8870 Curriculum Leadership EDPL 8800 Law EDPL 8310 Contemporary Philosophy of Education EDPL 8860 Instructional Leadership EDPL 6200 Student Development EDPL 6140 Social Justice Advocacy in Student Affairs Special Topics ++Electives from other units	**POSC 5281 Urban Policy **POSC 6954 Research Seminar in American Politics EDPL 8800 Law EDPL 8310 Contemporary Philosophy of Education Advanced Statistics course EDPL 8260 Organizational Theory in Higher Education Additional Statistics Course Special Topics ++Electives from other units	

SUMMARY OF DEADLINES AND PROCEDURES FOR EDPL DOCTORAL STUDENTS/FACULTY

ITEM	DEADLINES	STUDENT (<u>consult w/ Advisor/Chair</u>)	ADVISOR/CHAIR
Application	Jan. 15 of each year	Complete file turned into Graduate School	None
Initial Meeting with Advisor	Upon notification of admission	Make appointment with assigned advisor	Orient student to program; start planning individual program
EDPL Doctoral Program Orientation	Fall of each year	Attend orientation in year one.	Attend orientation
<u>Coursework</u>	Register for courses	Meet with Advisor each semester to discuss upcoming coursework	Meet with student each semester to discuss upcoming coursework & general progress
Doctoral Program Planning Form (unofficial)	After two semesters or 12 hours of course work (whichever comes first)	Complete form with advisor; file with EDPL Office	Review with student and sign
Doctoral Program Planning Form (official) Including residency requirement plan	After six semesters or 18 hours of course work (whichever comes first).	Complete form with advisor; file with EDPL Office AND Graduate School (File amendments with Graduate School as changes occur.)	Review with student and sign. Final/amended version must be in Graduate School file for student to graduate
Annual Review of Progress	May of each year	Complete at least 6 credits; maintain 3.0 GPA	Review progress & report to Doctoral Committee. Submit information (courses/DQE/etc.) to EDPL office
Residency	Three consecutive semesters, minimum three credits each. Summer can be included but not required.	Discuss requirements with advisor.	Make sure evidence of residency is included in Doctoral Planning Form
Doctoral Qualifying Exam (DQE) Component 1: Critical Analysis	By the last week of EDPL 8956, spring semester	Submit paper from the products for EDPL 8955 or EDPL 8956	Work with PHD Coordinator for second faculty to evaluate. Report evaluation (on rubrics) from instructor and second reader. Guide any required remediation. See NOTES
Doctoral Qualifying Exam (DQE) Component 2: Foundations of Research	Within 2 weeks of completion of EDPL 8715	Submit required portion of research report completed in EDPL 8715	Work with PHD Coordinator for second faculty to evaluate. Report evaluation (on rubrics) from instructor and second reader. Guide any required remediation. See NOTES
Selection of Dissertation Chair and Assembly of Dissertation Committee (minimum: 3 members)	Before completing DQE Component 3: Proposal	Choose dissertation chair. Select Dissertation committee, 3 members including chair. At least 2 must be from EDPL. The 3rd can be from other MU units or external.	Discuss chair selection. Consult with and advise student on composition of committee. Submit names of chair and committee to EDPL Office. Send CV of any external member to Graduate School.
Doctoral Qualifying Exam (DQE) Component 3: Dissertation Proposal (Written Evaluation & Oral Defense)	After completion of coursework, before beginning dissertation research (can be done while enrolled in dissertation credits)	Register DQE Continuous Enrollment. Write proposal. Schedule oral defense; submit proposal to committee, 2 weeks prior. Defend proposal	Support proposal writing; submit to committee with evaluation rubrics. Schedule and oversee oral defense. Report evaluations from rubrics. Submit Proposal Approval Form to EDPL & Grad School

ITEM	DEADLINES	STUDENT (<u>consult w/ Advisor/Chair</u>)	ADVISOR/CHAIR
Dissertation Outline Form (<u>created immediately after proposal defense</u>)	Within first term that dissertation credits are taken; after completion of Proposal defense	<i>Submit completed outline on Dissertation Outline Form, with signatures of advisor and DGS, Chair, or PHD Coordinator.</i> <i>Submit to EDPL office and Graduate School</i>	Review, approve, and sign outline. Submit Proposal Outline to EDPL Grad Office and Grad School immediately after Proposal Approval Form
Institutional Review Board Proposal (IRB)	Before beginning any research that involves human subjects and after completing Human Subjects Tutorial	<i>Submit approval forms to Office of Research Compliance & Graduate School; Copy of approval to EDPL Office</i>	Complete Human Subjects Tutorial. Advise student on IRB procedures and proposal
Dissertation Credits	Complete minimum 12 credits while working on dissertation proposal, research and writing. If dissertation work continues beyond 12 credits, sign up for Continuous Enrollment	<i>Enroll for dissertation credits</i>	Advise student regarding dissertation credits; notify EDPL Office so that student can register for credits
Dissertation Completion	Within 8 years of first term of registration in Ph.D program. Extensions possible on individual basis.	<i>Conduct research and complete dissertation according to procedures in Dissertation Directives, Graduate School website. Schedule dissertation oral defense; submit copies to committee 3-4 weeks in advance of defense</i>	Advise student throughout dissertation process; approve final version of dissertation.
Announcement for Public Defense	Four weeks before the public defense	<i>Prepare Dissertation Defense Program and Announcement for Public Defense Forms; get necessary signatures and submit to Graduate School (emailed signatures sent to Graduate School allowed for faculty not on campus.)</i>	Sign forms
Public Defense	Before specified deadline each semester (if graduation is desired same semester)	<i>Defend dissertation before committee. When approved, format according to Graduate School guidelines and submit to Graduate School</i>	Consult with student on defense procedures; schedule and chair public defense, providing rubrics. Fill out and file appropriate forms with Graduate School. Report evaluation from rubrics.
Application for Graduation	See current academic calendar - Sept. (for Dec), Feb. (for May), June (for August)	<i>Submit application to Graduate School – paper or online</i>	Notify EDPL Director of Graduate Studies; review graduation audit sheet
Graduation	May, August or December	Celebrate!	Celebrate!

NOTE: This Doctoral Handbook presenting program requirements, policies, etc. serves as a contract for the incoming co-hort of students. Students will be notified of any future program changes and will be allowed to choose between following the original handbook or adopting the new requirements and policies, etc.

DISSERTATION QUALIFYING EXAM (DQE)

GUIDLINES FOR THE DEGREE OF PH.D. IN EDUCATIONAL POLICY AND LEADERSHIP (EDPL)

Upon satisfactory completion of Critical Analysis DQE, Foundations of Research DQE, and Dissertation Proposal DQE, the student moves to candidacy and may proceed to dissertation research.

I. DQE 1: Critical Analysis

- a. Description:** A paper produced in first two courses of the program sequence which demonstrates 1) comprehension, 2) critical analysis, and 3) sound, consistent logic/reasoning skills based on course readings/assignment as well as 4) writing proficiency. In short, the paper demonstrates the skills “to read and write with and against text.”
- b. Process**
 - i. Student selects final paper from EDPL 8955/8956, Seminar I or II, in consultation with the instructor(s) and submits the paper by the last week of Seminar II class in spring semester.
 - ii. Advisors and/or instructors will provide copies of the official rubric to students
 - iii. Throughout both Seminar I and II, the instructor will provide feedback and evaluation on these skills in other assignments/iterations of final papers. These are not the official DQE assessment.
- c. Assessment**
 - i. EDPL 8956 instructor and a second reader will use rubric to evaluate DQE 1: Critical Analysis and provide feedback within two weeks of receiving DQE 1 paper.
 - ii. Feedback, including the rubric rating(s), will be transmitted to the Chair of the Doctoral Committee (Doctoral Program Coordinator), who will share it with the student.
 - iii. If the DQE 1 is proficient, student continues with core courses in program
 - iv. Advisor submits final scores to Academic Coordinator (EDPL Office)
- d. Opportunity to Rewrite and Resubmit**
 - i. If paper is not proficient (see rubric), the student is placed on Conditional Continuation (departmental, not university or Graduate School designation) and cannot proceed in the core sequence coursework unless otherwise approved. Student can enroll in an elective from area of concentration. Advisor should confer with Chair of the Doctoral Committee.
 - ii. Student may and is encouraged to revise the paper. Students are strongly encouraged to use the services of the Marquette Writing Center, with a specialist with graduate level expertise. The student may wish to consult with the Chair of the Doctoral Committee about an appropriate Writing Center specialist.
 - iii. Revision is **due 4 weeks** after evaluation of DQE 1 is provided.

- iv. The original readers (or others as assigned by the Chair of the Doctoral Committee) will assess the revision, and the Chair of the Doctoral Committee will communicate the results to the student.
- e. **Final Decision**
- i. If the revised paper is not proficient (or student declines the opportunity to revise the original paper), the student meets with the Chair of the Doctoral Committee and their advisor to discuss the student's options (below).
 - ii. The student choose one of the following options and communicates their choice (intent) to the Chair of the Doctoral Committee:
 1. Withdrawal from the university; or
 2. Application to transfer coursework into a (second) master's program – EDPF, or other with approval; or
 3. Letter of appeal with a clear plan for remediation.
 - iii. If the student chooses to appeal, the Doctoral Committee reviews the appeal and makes a decision. This may include acceptance of the appeal with specified requirements and timeline to move out of EDPL Conditional Continuation (if requirements are not met, no further appeal is available), termination from the program, or termination from the doctoral program with the option to transfer to a designated EDPL master's program with earned credits.

II. DQE 2: Foundations of Research

- a. **Description:** Written mini-research proposal that demonstrates student's ability to 1) identify a problem, 2) synthesize and critique relevant literature, 3) develop a theoretical framework, 4) formulate a research question, 5) construct a clear research method appropriate to research question, and 6) successfully maintain and articulate the logical links among each of the elements above, as well as 7) demonstrate writing proficiency.
- b. **Process**
 - i. Student completes mini-research proposal in EDPL 8715 ("Qual I") as part of course project: mini-research pilot study.
 - ii. Instructor will provide rubric for student.
 - iii. Foundations of Research DQE (DQE 2) submitted within 2 weeks after EDPL 8715 ends (or earlier, if desired and appropriate).
 - iv. Though the instructor will evaluate the entire mini-research pilot study, the DQE 2 includes only problem formation, synthesis and critique of relevant literature, theoretical framework, research question, and successful articulation of the logical links among each of these elements.
 - v. Throughout EDPL 8715, the instructor will provide feedback and evaluation on these skills in various assignments/iterations of final paper. These are not the official DQE assessment.
- c. **Assessment**
 - i. The instructor for EDPL 8715 and a second faculty member will evaluate paper and provide evaluation of level of proficiency, with feedback, within two weeks of receiving DQE 2 paper
 - ii. Feedback, including the rubric rating(s), will be transmitted to the Chair of the Doctoral Committee, who will share it with the student.
 - iii. If student demonstrates proficiency, student can continue with program coursework.
 - iv. Advisor submits final scores to Academic Coordinator (EDPL Office).
- d. **Opportunity to Rewrite and Resubmit**
 - i. If paper is not proficient (see rubric), the student is placed on Conditional Continuation (departmental, not university or Graduate School designation) and cannot proceed in the core sequence coursework unless otherwise approved. Student can enroll in an elective from area of concentration. Advisor should confer with Chair of the Doctoral Committee.
 - ii. Student may and is encouraged to revise the paper. Students are strongly encouraged to use the services of the Marquette Writing Center, with a specialist with graduate level expertise. The student may wish to consult with the Chair of the Doctoral Committee about an appropriate Writing Center specialist.
 - iii. Revision is due **four weeks** after evaluation of DQE 2 is provided.
 - iv. The original readers (or others as assigned by the Chair of the Doctoral Committee) will assess the revision, and the Chair of the Doctoral Committee will communicate the results to the student.

e. Final Decision

- i. If the revised version is proficient, student can proceed with core required courses in their program.
- ii. If the revised paper is not proficient (or student declines the opportunity to revise the original paper), the student meets with the Chair of the Doctoral Committee and their advisor to discuss the student's options (below).
- iii. The student choose one of the following options and communicates their choice (intent) to the Chair of the Doctoral Committee:
 1. Withdrawal from the university; or
 2. Application to transfer coursework into a (second) master's program – EDPL, or other with approval; or
 3. Letter of appeal with a clear plan for remediation.
- iv. If the student chooses to appeal, the Doctoral Committee reviews the appeal and makes a decision. This may include acceptance of the appeal with specified requirements and timeline to move out of EDPL Conditional Continuation (if requirements are not met, no further appeal is available), termination from the program, or termination from the doctoral program with the option to transfer to a designated EDPL master's program with earned credits.

III. DQE 3: Dissertation Proposal

- a. Description:** The students' proposal for dissertation research which addresses elements congruent with type of dissertation.
- b. Process:**
 - i. With support from advisor, student selects format and writes proposal.
 - ii. Format of Proposal for Traditional Empirical Dissertation:
 - 1. Rationale:
 - a. Statement of problem, research focus
 - b. Rationale and significance of addressing problem
 - c. Reference to salient literature.
 - d. Research questions.
 - 2. Literature Review/Theoretical Framework:
 - a. Critical, synthesized review of empirical literature salient to topic
 - b. Clear indication of how research can address an existing gap.
 - c. Research questions growing out of that "gap"
 - d. Theoretical Framework: thorough discussion of the theory that will ground/guide the research.
 - 3. Research Method:
 - a. Research questions
 - b. Description why research method (qualitative, quantitative, case study, historical, etc.) is well-suited to answer the questions posed.
 - c. Description of research context and why selected
 - d. Description of participants and how selected
 - e. Description of data sources and how they will provide insight into research questions
 - f. Description of data analysis methods, including how theory connects to analysis.
 - 4. Writing Proficiency, including articulation of logical links within and among the sections, clarity, and correctness.
 - iii. Format of proposal for Non-Empirical Dissertation
 - 1. History, philosophy of education, etc.
 - 2. Format/framework used in that discipline
 - 3. With support from advisor
 - iv. Format for proposal for "3-Publishable Papers" Dissertation:
 - 1. Format similar to a research grant proposal
 - 2. With support from advisor
- c. Assessment**
 - i. Dissertation committee evaluates written proposal using appropriate rubric
 - ii. Student will defend proposal in oral defense with dissertation committee, using rubric
 - iii. Student is notified by chair and Chair of the Doctoral Committee
 - iv. Dissertation chair reports performance on Dissertation Proposal DQE to Academic Coordinator and Chair of the Doctoral Committee.

d. Final Decision

- i. If successful, student proceeds to candidacy.
- ii. If unsuccessful, student will take feedback from oral defense and work with advisor to revise written proposal and do a second oral defense.
- iii. If not successful after second attempt, the Doctoral Committee has the option to terminate student and, possibly, encourage application for a designated masters.

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. The dissertation chair is selected by mutual consent between the student and the faculty member. The student should notify the student's academic advisor and the Director of Graduate studies upon selection of a dissertation chair so that records in the Graduate School can be updated. Both tenure track and clinical professors can serve as dissertation chairs. If chair is an emeritus professor, an employed qualified faculty must serve as co-chair.

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 dissertation director/chair. The committee must include at least three members, 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 current curriculum vitae for that member to the Graduate School along with the *Outline for Dissertation* form. All members of the dissertation committee must be active scholars who 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 dissertation director/chair to determine how many credits hours they should take during any one term during the dissertation work. At times, students enroll in dissertation credits while preparing the dissertation proposal. However, 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.

DQE Component 3: DISSERTATION PROPOSAL & HEARING

Typically, the dissertation proposal includes the components of content in the first three chapters of the traditional dissertation:

- Problem Statement/Rationale and Research Questions
- Literature Review and Theoretical Framework
- Research Method.

Non-empirical dissertations (such as a historical or philosophical dissertations) will have different chapters and student should work with dissertation director to construct appropriate proposal. Proposal for a "3-Publishable Papers" dissertation will be modeled after typical grant proposal requirements. 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. The dissertation chair has the appropriate form indicating successful defense signed by the committee members and submits it to the Graduate School.

DISSERTATION 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.

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).

IRB APPROVAL for RESEARCH

If the student's research involves human subjects, the student is required to obtain written institutional review board (IRB) 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. Additionally, students **AND advisors** must have certification of successful human subjects research training. Information for this certification is available on the OCR website, under "Training and Education."

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.

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 dissertation is assigned a facilitator with whom they meet daily.

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. Email signatures are acceptable from committee members not on campus. **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:

- Provides well-reasoned rationale for research problem
- Grounds research in salient theory directly related to problem
- Demonstrates understanding of main arguments in literature related to research topic
- Evaluates the quality, representativeness, and interplay of arguments/evidence in literature
- Identifies a gap or gaps in the literature
- Formulates a question/questions that can challenge/extend current wisdom on research subject
- Uses an appropriate research method to address the research question(s)
- Develops an evidence-based, persuasive argument, grounded and informed by theoretical framework, that contributes to the literature in a field
- Evaluates the interplay of their own research argument and evidence with those found in relevant literature.

GRADUATION

See general graduate student handbook and the graduate school website for information related to graduation (date for registering, renting academic apparel, times for hooding ceremonies, etc.)

NOTE: doctoral students must be enrolled (either in dissertation credits or

Dissertation/Thesis/Professional Project Continuation Registration Form”

www.marquette.edu/grad/forms_index.shtml) during the semester in which they intend to graduate.

PROGRAM OF STUDY: DOCTORAL PROGRAM IN EDUCATIONAL POLICY & LEADERSHIP
(must be completed with advisor by the end of the second semester)

STUDENT NAME: _____ EMAIL: _____

PHONE: _____ MU ID#: _____ EXPECTED COMPLETION: _____

FOUNDATIONS (15 CREDITS):

Planned	Completed	Required
_____	_____	EDPL 8955 Seminar I. Social Contexts and Educational Policy (3 credits)
_____	_____	EDPL 8956 Seminar II. Social Contexts and Educational Policy (3 credits)
_____	_____	EDPL 8730 History of Education in the United States (3 credits)
_____	_____	EDPL 8330 Sociological Foundations of Education (3 credits)
_____	_____	One foundation elective (3 credits)

RESEARCH (12 CREDITS):

Planned	Completed	Required
_____	_____	EDPL 8710 Multiple Paradigms in Educational Research
_____	_____	EDPL 8715 Interpretive and Critical Research I
_____	_____	Intermediate Research and Statistics
_____	_____	EDPL 8720 Interpretive and Critical Research II OR Measurement and Evaluation/other Advanced Statistics Course

ELECTIVES BY AREA OF CONCENTRATION (18 CREDITS):

Planned	Completed
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

QUALIFYING EXAM:

_____	Component 1: Critical Analysis
_____	Component 2: Foundations of Research
_____	Component 3: Dissertation Proposal, Defense

DISSERTATION (12 credits):

Planned	Completed	
_____	EDPL 8999	Doctoral Dissertation
_____	EDPL 8999	Doctoral Dissertation
_____	EDPL 8999	Doctoral Dissertation
_____	EDPL 8999	Doctoral Dissertation
_____		Defense of Doctoral Dissertation

Signatures:

Student _____ (Signature) _____ (Date)

Advisor _____ (Signature) _____ (Date)

Dir. GraduatStudies _____ (Signature) _____ (Date)

EDPL PHD Program

Required Foundations Courses		Required Research Courses	Concentrations (or Customized) Electives	Dissertation credits
EDPL 8955 Seminar 1		EDPL 8710 Multiple Paradigms	7.	
EDPL 8956 Seminar 2		EDPL 8715 Interpretive/Critical Research 1	8.	
EDPL 8730 History of Education		Intermediate Statistics	9.	
EDPL 8330 Sociology		EDPL 8720 Interpretive/Critical Research 2 OR 2 nd Quantitative Methods	10.	
			11.	
Foundations Elective			12.	
15 credits	12 credits		18 credits	12 credits
Domain	Recommended Electives by Areas of K-20 Concentration **Recommended KEY Courses for Area			
	Leadership	Teaching & Learning	Policy Analysis Customized	
K-12	**EDPL 8712 Politics & Community Relations **EDPL 8700 Organizational Theory EDPL 8800 Law EDPL 8310 Contemporary Philosophy of Education EDPL 8860 Instructional Leadership EDPL 8870 Curriculum Leadership Advanced Statistics Course Special Topics ++Electives from other units	**EDPL 8445 Learning and Curriculum Theories **EDPL 8870 Curriculum Leadership EDPL 8800 Law EDPL 8310 Contemporary Philosophy of Education EDPL 8860 Instructional Leadership Special Topics ++Electives from other units	**POSC 5281 Urban Policy **POSC 6954 Research Seminar in American Politics EDPL 8800 Law EDPL 8310 Contemporary Philosophy of Education Advanced Statistics course EDPL 8712 Politics & Community Relations EDPL 6700 Organizational Theory K-12 Additional Statistics Course Special Topics ++Electives from other units	
Higher Ed	**EDPL 8712 Politics & Community Relations **EDPL 8260 Organizational Theory in Higher Education EDPL 8800 Law EDPL 8310 Contemporary Philosophy of Education EDPL 8250 History of Higher Education EDPL 8860 Instructional Leadership EDPL 8870 Curriculum Leadership EDPL 6200 Student Development EDPL 6140 Social Justice Advocacy in Student Affairs Advanced Statistics Course Special Topics ++Electives from other units	**EDPL 8445 Learning and Curriculum Theories **EDPL 8870 Curriculum Leadership EDPL 8800 Law EDPL 8310 Contemporary Philosophy of Education EDPL 8860 Instructional Leadership EDPL 6200 Student Development EDPL 6140 Social Justice Advocacy in Student Affairs Special Topics ++Electives from other units	**POSC 5281 Urban Policy **POSC 6954 Research Seminar in American Politics EDPL 8800 Law EDPL 8310 Contemporary Philosophy of Education Advanced Statistics course EDPL 8260 Organizational Theory in Higher Education Additional Statistics Course Special Topics ++Electives from other units	