MARQUETTE UNIVERSITY

College of Education
Educational Policy and Leadership

Graduate Program Policies & Procedures Handbook
2019-2020
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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.
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 and Administrative Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Research Interests</th>
</tr>
</thead>
</table>
| Jill Birren, Ph.D.    | - Science Education  
                        | - Environmental Policy Processes  
                        | - Public Participation in Policy                                                  |
| Washington University |                                                                                     |
| jill.birren@marquette.edu |                                                                                     |

| Terry Burant, Ph.D.   | - Secondary Disciplinary Literacy  
                        | - Curriculum Studies  
                        | - Field Experiences in Teacher Education  
                        | - Higher Education  
                        | - Race, Class and Educational (In)equity  
                        | - Organizational Culture and Change  
                        | - Critical Theory  
                        | - Organizational Leadership  
                        | - Curricular and Instructional Leadership  
                        | - Effective Educational Practices  
                        | - The Superintendency  
                        | - Teaching Exceptional, At-Risk, Diverse Students  
                        | - Marginalized Groups in School, Church, Society  
                        | - Special Education in Catholic Schools  
                        | - Teacher Formation and Mentoring  
                        | - Social Justice in Teacher Education  
                        | - High School Restructuring/ De-Tracking  
                        |                                                                                     |
| Arizona State University |                                                                                     |
| theresa.j.burant@marquette.edu |                                                                                     |

| derria byrd, Ph.D.    | - Comprehension Processes and Instruction  
                        | - Dialogic Instruction  
                        | - Women in the High School Principalship  
                        | - The Role of the Principal  
                        | - The Co-principalship  
                        | - Leadership in Educational Organizations  
                        | - Study Abroad  
                        | - Leadership for Social Change  
                        | - Equity and Opportunity in Schools  
                        | - Teacher Development  
                        | - Leading with Heart  
                        | - Social Studies Education  
                        | - Critical Race Theory  
                        | - Democratic Education  
                        | - Social Justice in Education  
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| University of Wisconsin-Madison |                                                                                     |
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| Sara Burmeister, Ph.D. | - Organizational Leadership  
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                        | - The Superintendency  
                        | - Teaching Exceptional, At-Risk, Diverse Students  
                        | - Marginalized Groups in School, Church, Society  
                        | - Special Education in Catholic Schools  
                        | - Teacher Formation and Mentoring  
                        | - Social Justice in Teacher Education  
                        | - High School Restructuring/ De-Tracking  
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| Mary Carlson, Ph.D.   | - Teaching Exceptional, At-Risk, Diverse Students  
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                        | - Special Education in Catholic Schools  
                        | - Teacher Formation and Mentoring  
                        | - Social Justice in Teacher Education  
                        | - High School Restructuring/ De-Tracking  
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                        | - Leadership for Social Change  
                        | - Equity and Opportunity in Schools  
                        | - Teacher Development  
                        | - Leading with Heart  
                        | - Social Studies Education  
                        | - Critical Race Theory  
                        | - Democratic Education  
                        | - Social Justice in Education  
                        |                                                                                     |
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| Kathleen Clark, Ph.D. | - Comprehension Processes and Instruction  
                        | - Dialogic Instruction  
                        | - Women in the High School Principalship  
                        | - The Role of the Principal  
                        | - The Co-principalship  
                        | - Leadership in Educational Organizations  
                        | - Study Abroad  
                        | - Leadership for Social Change  
                        | - Equity and Opportunity in Schools  
                        | - Teacher Development  
                        | - Leading with Heart  
                        | - Social Studies Education  
                        | - Critical Race Theory  
                        | - Democratic Education  
                        | - Social Justice in Education  
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| Ellen Eckman, Ph.D. emeritus | - Women in the High School Principalship  
                        | - The Role of the Principal  
                        | - The Co-principalship  
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                        | - Study Abroad  
                        | - Leadership for Social Change  
                        | - Equity and Opportunity in Schools  
                        | - Teacher Development  
                        | - Leading with Heart  
                        | - Social Studies Education  
                        | - Critical Race Theory  
                        | - Democratic Education  
                        | - Social Justice in Education  
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| Cynthia Ellwood, Ph.D. | - Women in the High School Principalship  
                        | - The Role of the Principal  
                        | - The Co-principalship  
                        | - Leadership in Educational Organizations  
                        | - Study Abroad  
                        | - Leadership for Social Change  
                        | - Equity and Opportunity in Schools  
                        | - Teacher Development  
                        | - Leading with Heart  
                        | - Social Studies Education  
                        | - Critical Race Theory  
                        | - Democratic Education  
                        | - Social Justice in Education  
                        |                                                                                     |
| Stanford University |                                                                                     |
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| Melissa Gibson, Ph.D. | - Women in the High School Principalship  
                        | - The Role of the Principal  
                        | - The Co-principalship  
                        | - Leadership in Educational Organizations  
                        | - Study Abroad  
                        | - Leadership for Social Change  
                        | - Equity and Opportunity in Schools  
                        | - Teacher Development  
                        | - Leading with Heart  
                        | - Social Studies Education  
                        | - Critical Race Theory  
                        | - Democratic Education  
                        | - Social Justice in Education  
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- Comprehension Processes and Instruction
- Literacy Teacher Education

Jody Jessup-Anger, Ph.D.
Michigan State University
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- Campus Environments
- College Student Development
- Undergraduate Student Learning
- Study Abroad
- Women in Higher Education

Rev. Jeffrey LaBelle, Ed.D.
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- Second Language Learning
- Immigrant Experiences in American Schools

Robert Lowe, Ph.D. *emeritus*
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- Race, Class and Schooling in Historical Perspective

Rev. Andrew J. Thon, S.J., Ph.D.
University of Wisconsin-Madison
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- Higher Education Administration
- Role of Student Affairs in Jesuit Higher Education
- Student Affairs and Catholic Identity
- Spirituality and Leadership

Leigh van den Kieboom, Ph.D.
Marquette University
leigh.vandenkieboom@marquette.edu

- Teacher Education
- Mathematics Education
- Mathematics Teacher Education

Gabriel Velez, Ph.D.
University of Chicago
gabriel.velez@marquette.edu

- Adolescent development and meaning making of citizenship, human rights, and peace

Julissa Ventura, Ph.D.
Univ of Wisconsin-Madison
Julissa.ventura@marquette.edu

- Latinx education, social justice, youth leadership, and community-based spaces

Doris Walker-Dalhouse, Ph.D.
Ohio State University
doris.walker-dalhouse@marquette.edu

- Sociocultural Aspects of Literacy
- Teachers’ Attitudes and Practices in Working with Ethnically, Culturally, and Linguistically Diverse Learners
Administrative Contacts for Graduate Students

Dr. Leigh van den Kieboom
Chair of Educational Policy & Leadership
414-288-1429
leigh.vandenkieboom@marquette.edu
- Faculty issues
- Student concerns
- Transfer of credit requests

Dr. Cynthia Ellwood
Director of Graduate Studies
414-288-6749
cynthia.ellwood@marquette.edu
- Graduate program oversight
- Curriculum issues – graduate programs
- Academic probation issues
- Leaves of absence
- Program reinstatement

Dr. Jill Birren
Doctoral Studies Program Coordinator
414-288-3892
jill.birren@marquette.edu
- Primary contact for doctoral program
- Curriculum issues
- Program reinstatement

Dr. Jody Jessup-Anger
Student Affairs in Higher Education Program Coordinator
414-288-7403
jody.jessup-anger@marquette.edu
- Program advisor/mentor
- Student concerns
- Curriculum issues

Dr. Terry Burant
Director of Teacher Education
414-288-1432
theresa.j.burant@marquette.edu
- Curriculum issues
- Academic probation issues
- Leaves of absence
- Program reinstatement

Ms. Kirsten Lathrop
Director of Field Placements and Licensure
414-288-5890
kirsten.lathrop@marquette.edu
- Field placements (includes student teaching)
- WI DPI licensure requirements
- WI DPI licensure applications

Ms. Melissa Econom
EDPL Academic Coordinator
414-288-4613
melissa.econom@marquette.edu
- Consent for courses/permission numbers
- Registration issues
- Adviser and transcript analysis process (for post-bac teacher education students)
- Graduate forms and records
- Graduate course scheduling
- Student records
- Deadlines for registration, graduation
- 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. Sherri Lex
Assistant Director for Student Records
Graduate School, Holthusen Hall
414-288-8172
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- Reactivation for lapsed student status
- Grade changes
- Late registration
- Questions regarding continuous enrollment
- Graduation
## Calendar of Important Dates 2019-2020*

### Summer 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 20</td>
<td>Classes begin, Session 1</td>
</tr>
<tr>
<td>May 27</td>
<td>Memorial Day, No Classes</td>
</tr>
<tr>
<td>July 1 - 6</td>
<td>Independence Holiday/ University Gift of Time, No classes</td>
</tr>
</tbody>
</table>

### Fall Term 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>University-wide Graduate School Orientation – for new students</td>
</tr>
<tr>
<td></td>
<td><strong>Varsity Theatre:</strong> 1324 W. Wisconsin Avenue</td>
</tr>
<tr>
<td></td>
<td><strong>Activities:</strong> 4:30 to 6 p.m.</td>
</tr>
<tr>
<td></td>
<td><strong>Presentation:</strong> 6 to 7:30 p.m.</td>
</tr>
<tr>
<td></td>
<td><strong>Social:</strong> 7:30 to 8 p.m.</td>
</tr>
<tr>
<td>August 26</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>September 2</td>
<td>Labor Day, No Classes</td>
</tr>
<tr>
<td>Nov 27- Dec 01</td>
<td>Thanksgiving Break; No Classes</td>
</tr>
<tr>
<td>December 7</td>
<td>Last Day of Classes</td>
</tr>
</tbody>
</table>

### Spring Term 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 13</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>March 8-15</td>
<td>Spring Break, No Classes</td>
</tr>
<tr>
<td>April 9-12</td>
<td>Easter Holiday, No Classes</td>
</tr>
<tr>
<td>May 2</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 16-17</td>
<td>Baccalaureate and Commencement</td>
</tr>
</tbody>
</table>

*This calendar is NOT all-inclusive. Students should also reference important dates and deadlines from the following sources:
Graduate School Web site: [http://www.marquette.edu/grad/current_datesanddeadlines.shtml](http://www.marquette.edu/grad/current_datesanddeadlines.shtml)
Academic Calendar: [http://www.marquette.edu/registrar/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 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 Marquette University 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 student handbook will be administered by the Office of Student Development.

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).

ACADEMIC INTEGRITY

Academic integrity is the foundation of learning, research, and scholarship. As an institution of higher education, Marquette University is committed to developing the whole person, and academic integrity, in all its forms, is an explicit value of the university community including students, faculty and staff. To that end, it is imperative that all members of the university community adhere to a shared understanding of the standards outlined in this policy. All faculty, staff, and students are required to recognize, respect and uphold:

- The Statement on Academic Integrity
- The Honor Pledge
- The Honor Code
- Best Practices
- Academic Misconduct Policy

Students are asked to review the Marquette University Statement on Academic Integrity and commit to academic integrity through the Marquette University honor pledge and code. Students will also be required to complete the Academic Integrity Tutorial before registering for classes. More information can be found at http://www.marquette.edu/provost/academic-integrity.php.
Definitions of Academic Misconduct

Academic misconduct includes, but is not limited to, individual violations, helping another student with any form of academic misconduct, failing to report any form of academic misconduct, or intentionally interfering with the educational process in any manner. Faculty, staff or students who are aware of academic misconduct and fail to report it are considered complicit in these actions. The following sections provide representative examples of academic misconduct. If a student is in doubt as to whether an action or behavior is subject to the academic misconduct policy, he/she should consult an appropriate member of the Academic Integrity Council, faculty or staff.

Cheating

1. Copying from others for an assignment and/or during an examination, test or quiz.
2. Obtaining, or attempting to obtain, an assignment, examination, test, quiz or answer key without authorization.
3. Using unauthorized electronic devices or materials for an assignment, during an examination, test or quiz.
4. Communicating answers or providing unauthorized assistance for an assignment, examination, test or quiz.
5. Using unauthorized answers or assistance for an assignment, examination, test or quiz.
6. Offering one’s own work to another person or presenting another person’s work as one’s own.
7. Completing an assignment and/or taking an examination, test or quiz for another student, or having someone complete an assignment, take an examination, test or quiz for oneself.
8. Tampering with an assignment, examination, test or quiz after it has been graded, and then returning it for additional credit.
9. Outsourcing assignments, papers, examinations, tests, quizzes to fellow students or third parties.

Plagiarism

Plagiarism is intellectual theft by the unethical use of sources. It means use of another’s creations or ideas without proper attribution. Credit must be given for every direct quotation, for paraphrasing or summarizing any part of a work and for any information that is not common knowledge. Plagiarism is further addressed in the Academic Integrity Tutorial.

Academic Fraud

1. Altering or forging documents including forms, letters, grade reports, medical reports, transcripts, and verifications.
2. Submitting substantial portions of the same work for credit in more than one course, or from previous institutions, without receiving permission from all instructors involved.
3. Using purchased answers, or selling answers to assignments, examinations, quizzes or papers.
4. Attending class for another, or having others attend class for oneself.
5. Falsifying the records of clients or patients.
6. Falsifying one’s own clinical, co-op, field placement or internship records.
7. Misrepresenting oneself, degree(s), areas of study, coursework and/or grade point average.

Research Misconduct

The University Research Misconduct Policy applies to faculty, staff, students, and others who are employed by or affiliated with Marquette University. Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.

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.

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 the Graduate School’s website.

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.
EMAIL
Students are required to use their Marquette University email accounts (eMarq). Official correspondence from both the department and the university will be sent to this account. If you have troubles accessing your account, please call the ITS Help Desk at (414) 288-7799.

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.

For additional information about student eMarq accounts, including instructions regarding how to forward your email to a preferred account, please visit Information Technology Services website.

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.

Graduate Standing Continuation carries a less than half-time status only. The request must be in writing via the appropriate registration form available on the Graduate School’s website. The student’s academic adviser, director of graduate studies, or department chairperson must verify and approve the non-credit academic registration. This placeholder course is zero-credit and will be graded on an SNC/UNC basis.

ACADEMIC GRADE REQUIREMENTS
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 “B-” 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
A student is responsible to ensure that his/her course schedule for each term accurately reflects the courses he/she plans to attend. A student may not attend courses in which he/she has not officially registered in CheckMarq. Changes in a graduate student’s enrollment are under the jurisdiction of the Graduate School. All courses for which the student is registered are subject to tuition and in some cases, additional fees. The student is responsible for any payment due on all officially registered courses, regardless of attendance.

The University reserves the right to withdraw a student from any class when it is evident the student did not start the class (grade of UW); stopped attending the class (grade of WA); or, due to incapacity, must be withdrawn from the class (grade of W). This policy is in effect for all students, regardless of any financial aid award.

More in-depth information regarding Marquette University’s attendance policies can be found in the Graduate School Bulletin.

INCOMPLETES
The Department of Instructional Policy and Leadership STRICKLY 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**
Independent Study (EDPL 6995 and 8995) courses provide students the opportunity to study and investigate areas of interest not available through normal course offerings. A 6995/8995 course is taken on the recommendation of the student’s adviser and with the approval of the department chairperson. An Independent Study approval form must be completed for each 6995/8995 course and is available on the Marquette Central academic forms website. Normally, no more than six credits of 6995/8995 course work can be included in a master’s degree program, no more than **nine** credits in a doctoral program.

**PROGRAM 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.

**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.
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’s website.

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.

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.

FINANCIAL AID
Please refer to the Graduate Bulletin for further details and a list of possible financial aid options. Within the department, address questions to the Director of Graduate Studies (C Ellwood), with a copy to the Department Academic Coordinator (M Econom). Deadlines below apply to continuing students; entering students apply for aid at the time of application for admission or immediately after admission.

SCHOLARSHIPS AVAILABLE TO GRADUATE STUDENTS (MOST PROGRAMS)
Opportunities for tuition scholarship are offered to part-time and full-time graduate students in most EDPL programs. Applications and more details are available on the Graduate School’s website.

EDPL DEPARTMENTAL SCHOLARSHIPS
EDPL, in cooperation with the Graduate School, has a limited number of tuition scholarships available for full or part-time graduate students in most EDPL graduate programs. Application for EDPL scholarships must be made each semester by the published financial aid deadlines: February 15 (for fall), November 15 (for spring), and April 15th (for summer).

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 up to 50% of the regular graduate tuition for one or two courses per term. Application for this scholarship must be made each semester by the published deadlines: February 15 (for fall), November 15 (for spring), and April 15th (for summer). Scholarships will be allocated in qualified programs, including the doctoral program, up to annual limit of the fund.
THE CATHOLIC SCHOOLS PERSONNEL SCHOLARSHIP (CSPS)
Masters students working in/for Milwaukee archdiocesan schools are eligible for the Catholic Schools Personnel Scholarship, which pays up to 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). Funds are subject to availability.

GRADUATE ASSISTANTSHIPS
Full-time students may be eligible for research assistantships (RAs) or graduate assistantships (GAs). The department typically does not utilize teaching assistants (TAs). Questions about these opportunities should be addressed to the coordinator of your specific graduate program or the Director of Graduate Studies.

RESEARCH ASSISTANTSHIPS
Full-time doctoral students and full-time EDPF students may apply 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) and November 15 (for spring).

Full Assistantships, with duties of 20 hours per week, include an 18-credit tuition scholarship and a stipend.

Half Assistantships, with duties of 10 hours per week, include a 9-credit tuition scholarship and a stipend.

Priority for RAs is given to full-time doctoral students.

GRADUATE ASSISTANTSHIPS FOR SAHE STUDENTS
Students who have been admitted to the Student Affairs in Higher Education (SAHE) program are eligible to attend our annual Student Affairs in Higher Education 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. Funds are subject due to availability. For more information about assistantships, visit the SAHE website.

FELLOWSHIPS
While assistantships involve working within the university, fellowships offer support that enables students to focus all of their time on their studies. (In most cases, fellowship recipients must commit to not working within or beyond the university.) Fellowships are merit-based, awarded through a competitive process typically open to students in various colleges and departments. Listed here are some of the fellowships offered through the university. More information is available at the graduate school website. If you are interested in applying for a fellowship, contact the EDPL Director of Graduate Studies.
Diversity Fellowship
Marquette is committed to a diverse faculty, staff and student body and the goal of nurturing an atmosphere where differences can be appreciated, enhancing the Marquette experience. These fellowships are designed to recruit and support students who, through their very presence on campus and their participation in academic and campus life, will enrich the experience of all faculty, staff, and students.

Raynor Fellowship
The Rev. John P. Raynor, S.J. Fellowships are funded by an endowment from members of the President’s Council and are awarded to students with excellent academic records and outstanding potential for academic and professional achievement. Most recipients are doctoral students who have completed coursework and advanced to candidacy; the award may go to a master’s candidate under some circumstances.

Arthur J. Schmitt Leadership Fellowship
The Arthur J. Schmitt Foundation dedicates its resources to fashioning a better and more humane world. Nominees must be doctoral students who have completed their qualifying exams; have a demonstrated record of leadership and a strong record of scholarship; and show a commitment to Christian or Christian-compatible ideals, whether the nominee is Christian or Non-Christian.

OTHER RESOURCES
For more information on financial assistance available to graduate level students at Marquette, including loan information, visit the Graduate School website at http://www.mu.edu/grad. You may also call the FINANCIAL AID INFORMATION and APPLICATION STATUS (TIPS Line) at (414) 288-7390 or visit the OFFICE OF STUDENT FINANCIAL AID. Finally, we encourage you to explore resources beyond the university.

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. Membership for the 2019-2020 academic year is $215.
- **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. Membership for the 2019-2020 academic year is $65.

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.

GRADUATE AND PROFESSIONAL STUDENT RESEARCH TRAVEL AWARD

The Graduate School supports student research that raises the profile of Marquette University through the Graduate Student Research Travel Award (GSRTA). The size of awards will vary, but they are typically capped at $500. Application details are found on the Graduate School’s website.

RESOURCES FOR GRADUATE STUDENTS

CAREER SERVICES CENTER

The Marquette University Career Services Center provides 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.

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/.

COLLEGE OF EDUCATION WEBSITE

http://www.marquette.edu/education

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

COLLEGE OF EDUCATION LOUNGE

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 and NVIVO. 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 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 Econom at 414-288-4613 or by email at melissa.econom@marquette.edu

COUNSELING CENTER WEB SITE
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.

DISABILITY SERVICES
The Office of Disability Services provides students with the tools to succeed at Marquette. In accordance to Marquette’s Statement on Human Dignity and Diversity, the Office of Disability Services recognizes each person as an individual and is committed to achieving excellence.

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

GRADUATE STUDENT ORGANIZATION (GSO)
The GSO is composed of and directed by graduate 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.

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 website.
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..

MARQUETTE ID CARD (MUID)
Union Station is located on the first floor of the Alumni Memorial Union. In order to receive your Marquette University identification card, you must be officially enrolled as a student. Please provide valid identification to the card services representative: driver’s license, passport, library card, etc. Your first MUID is FREE, reprints cost $25.

Your MUID card will allow you to access to the library, campus cafes, student lounges, and PrintWise access. It is recommended that you load money onto your MUID card. Funds can be used to purchase printing and food from campus cafes and vending machines. To add money to your MUID card account, log in online.

OFFICE OF ENGAGEMENT AND INCLUSION
The Office of Engagement and Inclusion was created to ensure that ALL students are engaged and that inclusive practices are interwoven throughout our work. In addition, as professionals we remain committed to developing our cultural competence. In Jesuit education, we speak of changing hearts and minds, and these structural changes demonstrate how we intend to reach our goals doing just that by intentionally creating an inclusive campus environment.

PARKING SERVICES
Parking is available for full and part-time students. Daily rate is $10 or a parking pass may be purchased. Please visit Parking Services online to purchase your pass. Student rates vary:

2019-2020 Academic Year
- 24-hour/ Overnight (Structures 1 & 2, Lots B, CT4, M, T): $386 for one semester/ $771 for both
- Daytime Commuter (6 am to 11:59 pm):
  - Structure 2/ Lots M&T (full time): $252 for one semester/ $504 for both
  - Structure 2/ Lots M&T (part time): $84 for one semester/ $167 for both
- Evening Commuter (3:30 pm to 11:59 pm)
  - Structures 1&2: $57 for one semester/ $114 for both

PREPARING FUTURE FACULTY & PROFESSIONALS (PFFP)
Sponsored by the Graduate School, PFFP provides development opportunities for graduate students, postdoctoral fellows, and alumni. The aim of the program is to help prepare participants for a successful career in higher education and professional positions, with emphasis on developing skills to teach effectively and preparation to navigate the initial stages of an academic job search.
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.

Raynor Library, room 240
Monday-Thursday: 9 am to 9 pm
Friday: 9 am to 4 pm
Sunday: 12 pm to 9 pm
Appointments can be scheduled online.