

# Student Affairs in Higher Education, MED

**Chairperson:** Jody Jessup-Anger, Ph.D.

Student Affairs in Higher Education website (<https://www.marquette.edu/grad/programs-master-ed-student-affairs-higher-education.php>)

## Degree Offered

Master of Education (M.Ed.)

## Program Description

The student affairs in higher education master of education prepares students for careers in higher education settings such as: academic advising, career development, student unions, international student services, multicultural affairs, orientation programs, residential life, admissions, and student organizations. The program includes course work in student development theory, student leadership development, organizational theory, counseling, social justice advocacy, assessment, student success, and environmental theory. Students choose one of three options: a generalist, student success or leadership development focus.

The goal of this master's program is to engage the professional educator in extended critical reflection on the principles, practices, and rationales of human service leadership in contemporary society. Specifically, the programs seek to develop equity-centered educational leaders in colleges, universities and educational organizations with expertise in how to support students as they navigate the postsecondary landscape. The program offers full-time and part-time options.

The master of education degree in student affairs in higher education requires students to complete 36 credits of course work and a professional capstone project. Students declare a generalist, student leadership development or student success focus after they have completed 9 credits in the program. The program is designed for full-time and part-time options.

## PROGRAM REQUIREMENTS

Code	Title	Hours
EDPL 6000	Introduction to Educational Inquiry	3
EDPL 6100	Introduction to Student Affairs	3
EDPL 6130	Counseling Skills for Student Affairs Professionals	3
EDPL 6140	Social Justice Advocacy in Student Affairs	3
EDPL 6150 or EDPL 6160	Leadership in Higher Education (or Other Elective) Student Success in Higher Education	3
EDPL 6200	Student Development in Higher Education	3
EDPL 6210	Environmental Theory Assessment in Higher Education	3
EDPL 6260	Organizational Theory and Administration in Higher Education	3
EDPL 6800	American Law and the Educational Organization	3
EDPL 6965	Practicum in Student Affairs Leadership 1	3
EDPL 6966	Practicum in Student Affairs Leadership 2 <sup>1</sup>	3
EDPL 6997	Capstone in Educational Policy and Leadership	3
<b>Total Credit Hours:</b>		<b>36</b>

<sup>1</sup> Students who are waived from the second practicum course must choose a 3-credit elective in an area of interest.

## University Policies

- Academic Censure - Graduate School (<https://bulletin.marquette.edu/policies/academic-censure/graduate/>)
- Academic Integrity (<https://bulletin.marquette.edu/policies/academic-integrity/>)
- Academic Misconduct (<https://bulletin.marquette.edu/policies/academic-misconduct-policy/>)
- Academic Program Definitions (<https://bulletin.marquette.edu/policies/academic-programs-defined/>)
- Accelerated Degree Programs (<https://bulletin.marquette.edu/policies/accelerated-degree-programs/>)
- Attendance - Graduate School (<https://bulletin.marquette.edu/policies/attendance/graduate/>)
- Awarding Diplomas and Certificates (<https://bulletin.marquette.edu/policies/awarding-diplomas-certificates/>)
- Background Checks, Drug Testing (<https://bulletin.marquette.edu/policies/background-checks-drug-testing/>)
- Class Rank (<https://bulletin.marquette.edu/policies/class-rank/>)
- Commencement (<https://bulletin.marquette.edu/policies/commencement/>)

- Course Levels (<https://bulletin.marquette.edu/policies/course-levels/>)
- Credit Hour (<https://bulletin.marquette.edu/policies/credit/>)
- Credit Load - Graduate School (<https://bulletin.marquette.edu/policies/credit-load/graduate/>)
- Faculty Grading (<https://bulletin.marquette.edu/policies/faculty-grading/>)
- Family Education Rights and Privacy Act-FERPA (<https://bulletin.marquette.edu/policies/ferpa/>)
- Grade Appeals (<https://bulletin.marquette.edu/policies/grade-appeals/>)
- Grading System - Graduate School and Graduate School of Management (<https://bulletin.marquette.edu/policies/grading-system/graduate-management/>)
- Graduation - Graduate School (<https://bulletin.marquette.edu/policies/graduation/graduate/>)
- Immunization and Tuberculosis Screening Requirements (<https://bulletin.marquette.edu/policies/immunization-and-tuberculosis-screening/>)
- Last Date of Attendance/Activity (<https://bulletin.marquette.edu/policies/last-dateof-attendance-activity/>)
- Military Call to Active Duty or Training (<https://bulletin.marquette.edu/policies/militarycall-active-duty-training/>)
- Registration - Graduate School (<https://bulletin.marquette.edu/policies/registration/graduate/>)
- Repeated Courses - Graduate School (<https://bulletin.marquette.edu/policies/repeated-courses/graduate/>)
- Student Consumer Complaints (<https://bulletin.marquette.edu/policies/student-complaints/>)
- Student Data Use and Privacy (<https://bulletin.marquette.edu/policies/student-data-use-privacy/>)
- Transcripts-Official (<https://bulletin.marquette.edu/policies/transcripts-official/>)
- Transfer Course Credit - Graduate School (<https://bulletin.marquette.edu/policies/transfer-course-credit-policy/graduate/>)
- Withdrawal - Graduate School (<https://bulletin.marquette.edu/policies/withdrawals/graduate/>)

## Graduate School Policies

- Academic Performance (<https://bulletin.marquette.edu/graduate/policies/academic-performance/>)
- Advising (<https://bulletin.marquette.edu/graduate/policies/advising/>)
- Certificate Concurrent Enrollment (<https://bulletin.marquette.edu/graduate/policies/certificate-concurrent-enrollment/>)
- Conduct (<https://bulletin.marquette.edu/graduate/policies/conduct/>)
- Confidentiality of Proprietary Information (<https://bulletin.marquette.edu/graduate/policies/confidentiality-proprietary-information/>)
- Continuous Enrollment (<https://bulletin.marquette.edu/graduate/policies/continuous-enrollment/>)
- Courses and Prerequisites (<https://bulletin.marquette.edu/graduate/policies/courses-prerequisites/>)
- Cross-listed Courses (<https://bulletin.marquette.edu/graduate/policies/cross-listed-courses/>)
- Deadlines (<https://bulletin.marquette.edu/graduate/policies/deadlines/>)
- Doctoral Degree Academic Program Overview (<https://bulletin.marquette.edu/graduate/policies/doctoral-program-overview/>)
- Dual/Joint Programs of Study (<https://bulletin.marquette.edu/graduate/policies/dual-joint-programs/>)
- Graduate Credit (<https://bulletin.marquette.edu/graduate/policies/graduate-credit/>)
- Graduate School Policies (<https://bulletin.marquette.edu/graduate/policies/>)
- Independent Study (<https://bulletin.marquette.edu/graduate/policies/independent-study/>)
- Intellectual Property (<https://bulletin.marquette.edu/graduate/policies/intellectual-property/>)
- Master's Degree Academic Program Overview (<https://bulletin.marquette.edu/graduate/policies/masters-program-overview/>)
- Merit-Based Aid Registration Requirements (<https://bulletin.marquette.edu/graduate/policies/merit-based-aid-registration-requirements/>)
- Research Involving Humans, Animals, Radioisotopes or Recombinant DNA/Transgenic Organisms (<https://bulletin.marquette.edu/graduate/policies/research-involving-humans-animals-radioisotopes-recombinant-dnatransgenic-organisms/>)
- Temporary Withdrawal from Graduate Program (<https://bulletin.marquette.edu/graduate/policies/temporary-withdrawal-graduate-program/>)
- Time Limitations (<https://bulletin.marquette.edu/graduate/policies/time-limitations/>)
- Working with Minors (<https://bulletin.marquette.edu/graduate/policies/working-minors/>)

## Master's Programs

The goal of the master's programs is to engage the professional educator in extended critical reflection on the principles, practices, and rationales of human-service leadership in contemporary society. Specifically, the programs seek to develop educational leaders in K-12 schools, colleges, universities and educational organizations with expertise in the historical, philosophical and sociological foundations of educational policy issues. The programs are designed to accommodate the working professional, and program content is composed to reflect student backgrounds, interests and professional objectives.

- Educational Leadership, MED (<https://bulletin.marquette.edu/graduate/educational-leadership-med/>)
- Student Affairs in Higher Education, MED (p. 1)
- Teacher Education, MED (<https://bulletin.marquette.edu/graduate/teacher-education-med/>)

## Certification Programs

The College of Education offers a variety of certification programs which prepare students to obtain state certification and licensure. Certification program requirements are in alignment with requirements for educational licensure through the Wisconsin Department of Public Instruction. Certificates are granted by the Wisconsin Department of Public Instruction. The university's decisions on recommendations for certification are made by its licensing officer after appropriate consultations and requirement reviews.

- Director of Instruction, Certificate (<https://bulletin.marquette.edu/graduate/director-instruction-certificate/>)
- Principal, Certificate (<https://bulletin.marquette.edu/graduate/principal-certificate/>)
- Secondary Education, Certificate (<https://bulletin.marquette.edu/graduate/secondary-education-certificate/>)
- Special Education Grades K-12, Certificate (<https://bulletin.marquette.edu/graduate/special-education-certificate/>)
- Superintendent, Certificate (<https://bulletin.marquette.edu/graduate/superintendent-certificate/>)

## Doctoral Program

The EDPL doctoral program develops educational scholar-practitioners, researchers, and leaders who possess the commitment, perspective, and skills to implement strategies for greater equity in a variety of educational settings. Students inquire deeply into the foundational knowledge of education, exploring how the organization of schools, institutions of higher education, and society shape educational processes. Students gain theoretical knowledge in specific disciplinary/topical concentrations, enabling them to further examine educational practice in a chosen context. Finally, students acquire expertise in research methods which equip them to advance and enact educational knowledge. The program supports EDPL Ph.D. graduates to work actively to create a more just society.

- Educational Policy and Leadership, PHD (<https://bulletin.marquette.edu/graduate/educational-policy-leadership-phd/>)

### EDPL 6000 Introduction to Educational Inquiry (3 credits)

Multiple approaches to educational research are explored with emphasis on reading, critiquing and using research to develop and support strong oral and written theses in discussing educational issues.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206000>)

### EDPL 6050 Quantitative Literacy and Research (3 credits)

Designed to ground discussions of educational policy across classroom, school, system, and state/national levels within an orientation to developing literacy in statistics and quantitative research. Students learn to critically engage with an array of basic statistical research techniques and analyze various types of evaluations, including academic articles, reports generated in non-profit government sectors, and institutional evaluation metrics. Students also learn how to synthesize and critically evaluate analyses of an issue of policy, practice, and program design of their choosing.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206050>)

### EDPL 6100 Introduction to Student Affairs (3 credits)

Historical, philosophical and theoretical foundations of the field of student affairs in higher education in the United States. Roles and functions of various student affairs divisions and how they contribute to purposes of post-secondary education. Current issues in the field.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206100>)

### EDPL 6130 Counseling Skills for Student Affairs Professionals (3 credits)

An introduction to counseling theory and the role of counseling in student affairs emphasizing the development of basic counseling, helping and referral skills through readings, assignments and participation in role-plays. Students gain an appreciation for consultation between counselors and student affairs professionals and an understanding of the ethical and legal standards of the counseling profession.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206130>)

### EDPL 6140 Social Justice Advocacy in Student Affairs (3 credits)

Research and theoretical perspectives related to social justice advocacy in higher education as well as their application to students' personal and professional lives. Structured dialogue and reflection—alongside content about central competencies, practices, and strategies to support the development of more inclusive educational spaces—enhance students' self-awareness of their orientations toward a range of diversities and how these may influence their work as social justice advocates throughout their careers in postsecondary education and beyond.

*Prerequisite:* EDPL 6200.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206140>)

**EDPL 6150 Leadership in Higher Education (3 credits)**

Designed to provide foundational grounding in leadership theory and research. Pays specific attention to the evolution of leadership theory, interdisciplinary conceptualizations of the topic, administrative applications of theory, pedagogy for teaching and learning about leadership, and the leadership development process of college students. Given leadership is a contextually-bound and socially-constructed phenomenon, time is dedicated to understanding cultural dimensions and considerations, as well as examining content using critical perspectives that allow for the deconstruction and reconstruction of leadership theory in service of social justice.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206150>)

**EDPL 6160 Student Success in Higher Education (3 credits)**

Designed to help students obtain the requisite knowledge and skills to understand and lead multifaceted student success efforts. Examines the institutional and individual factors that promote student success in college – exploring how to create and sustain collegiate environments that center academic achievement and engagement in educationally-purposeful activities, while addressing barriers such as equity gaps in persistence and attainment.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206160>)

**EDPL 6200 Student Development in Higher Education (3 credits)**

Overview of major theories of college student development with emphasis on cognitive and psychosocial theories. Applications for work in student affairs and leadership in higher education.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206200>)

**EDPL 6210 Environmental Theory Assessment in Higher Education (3 credits)**

Survey of contemporary theories of and research on human/environment interaction and assessment. Application of their uses for outcomes assessment and improvement of college and university campus environments.

*Prerequisite:* EDPL 6200.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206210>)

**EDPL 6250 History of Higher Education in the United States (3 credits)**

Basic history of the American college and university. Colonial foundations, private and state-controlled institutions, professional, technical, and graduate studies. Recent trends and issues in higher education.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206250>)

**EDPL 6260 Organizational Theory and Administration in Higher Education (3 credits)**

Contemporary theories of organizational behavior and administration and their applications to institutions of higher education. Educational governance and leadership.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206260>)

**EDPL 6300 Classics in the Philosophy of Education (3 credits)**

Selected texts from a number of ancient and contemporary thinkers significant in the philosophical and educational tradition. Analysis of ramifications for current educational theory and practice.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206300>)

**EDPL 6310 Contemporary Philosophies of Education (3 credits)**

Contemporary philosophical approaches to educational problems and issues, including: pragmatist, analytic, existentialist, phenomenological, critical, hermeneutic, postmodern, and feminist.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206310>)

**EDPL 6330 Sociological Foundations of Education (3 credits)**

Examination of theories and research in sociology and social anthropology which focuses on the individual as a member of society and schools and education within broader social structures.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206330>)

**EDPL 6360 Lifespan Development (3 credits)**

A survey of major theories of human development that describes interaction among biological, psychological, sociocultural, cognitive, and moral factors from birth to death. Implications for educational institutions and teaching across the lifespan.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206360>)

**EDPL 6370 Catholic Theology and Education (3 credits)**

History of philosophical theology in the Catholic tradition and its bearing upon educational theory and practice. Investigation into theological methods and principles and their implications for education through an examination of the thought of selected individuals representative of the Catholic heritage. Attention to such theologians as St. Augustine, St. Thomas Aquinas, St. Bonaventure, Duns Scotus, Newman, Rahner, and Lonergan. Specific problems confronting Catholic education today.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206370>)

**EDPL 6380 Motivation and Learning (3 credits)**

Major theories of motivation (socialization of achievement motivation, expectancy-value, attributions, self-efficacy) and their relationship to learning and self-regulation in schools, institutions of higher education, and workplaces. Implications for teaching practice and research.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206380>)

**EDPL 6400 Educational Research Methods (3 credits)**

Designing and conducting research for the purpose of improving educational practice. Emphasis on action research, qualitative and quantitative methods, conducting literature reviews, and proposal writing.

*Prerequisite:* At least 12 graduate credits including EDPL 6000; cons. of dept. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206400>)

**EDPL 6410 Research Practicum (3 credits)**

Students design, conduct, write and present results of a practice-based research project. Addresses implications of practitioner research for curriculum, pedagogy, leadership and educational reform.

*Prerequisite:* Cons. of dept. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206410>)

**EDPL 6420 Teacher as Leader (3 credits)**

Survey of leadership theories and roles for teachers in schools. Skill development in group dynamics, motivation, communication and human relations. The teacher leader in relation to organizational change, decision-making, team-building and moral leadership.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206420>)

**EDPL 6445 Learning and Curriculum Theories (3 credits)**

Develops an understanding of the various social, political and theoretical frameworks that impact curriculum, instruction and learning, which includes understanding how students differ in their approaches to learning and how curriculum and instruction can be adapted to be responsive to these differences. Students develop skills to design, research, analyze and revise curriculum in order to provide equitable learning opportunities and improve student learning.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206445>)

**EDPL 6450 Theories of Learning Applied to Instruction (3 credits)**

Survey of major theories of learning. Use of learning theory to analyze and critique curriculum and design learner-centered instruction and assessments.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206450>)

**EDPL 6455 Sociocultural Perspectives on Learning (3 credits)**

Examination of Vygotsky and other sociocultural theorists who have studied learning and development in cultural, historical and institutional contexts. Use of sociocultural theory in research and practice.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206455>)

**EDPL 6460 Literacy and Children's Literature for the Primary Grades (3 credits)**

Theory and practice in teaching reading, language arts, and children's literature from a developmental perspective to diverse lower elementary learners.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206460>)

**EDPL 6470 Literacy and Children's Literature for the Intermediate Grades (3 credits)**

Theory and practice in teaching reading, language arts, and children's literature from a developmental perspective to diverse upper elementary learners.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206470>)

**EDPL 6480 Literature for Children and Adolescents (3 credits)**

History and survey of literature for children and adolescents. Theoretical study and practical application of reader response, literary analysis, and current topics in the field of literature for children and adolescents.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206480>)

**EDPL 6490 Writing for Children and Adolescents (3 credits)**

Theories and research on the writing process and current methods of teaching writing to elementary and secondary students.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206490>)

**EDPL 6500 Advanced Language Arts for Teachers (3 credits)**

Current research-based methods, materials, and assessment designed for practicing K-8 reading and language arts teachers in the primary and intermediate grades.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206500>)

**EDPL 6560 Literacy Assessment and Instruction (3 credits)**

Developmental theory of assessment and instruction with experience conducting assessment and planning of instruction and interventions to meet individual literacy needs of children and adolescents.

*Prerequisite:* EDUC 6020 and EDPL 6470.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206560>)

**EDPL 6570 Literacy Leadership of Reading Programs (3 credits)**

Analysis and evaluation of instructional programs in reading. Emphasis on aiding teachers and administrators in planning, organizing and implementing effective reading programs. Methods for involving parents and the community in developing and implementing the reading program.

*Prerequisite:* EDPL 6970.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206570>)

**EDPL 6580 Psychology of Reading (3 credits)**

Current theory and research on the psychological, neurophysiological, sociocultural, and educational factors that influence reading development and variation in reading development.

*Prerequisite:* EDPL 6460 and EDPL 6470 or equiv.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206580>)

**EDPL 6670 Faculty Roles in Higher Education (3 credits)**

Seminar aimed at students planning academic careers in higher education. Focus on changes in traditional dimensions of teaching, research, and service in light of current research on teaching and learning; corporate influences on higher education; and current critiques of higher education.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206670>)

**EDPL 6680 Designing and Teaching Effective Courses in Higher Education (3 credits)**

Seminar aimed at students planning academic careers in higher education. Focus on planning, delivering, and evaluating courses in higher education that produce significant student learning in light of current advances in cognitive science relevant to teaching and learning.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206680>)

**EDPL 6700 Organizational Theory and Administration in K-12 Schools (3 credits)**

Develops a deeper understanding of various theories, models and current practices that impact the effectiveness of organizations with an emphasis on how these can be applied in the K-12 school environment. Explores the role leadership plays in holding crucial conversations to work through conflict and help organizations achieve common goals for the common good.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206700>)

**EDPL 6707 Leadership Foundations of Private Education (3 credits)**

Historical, philosophical, sociological, political and theological foundations of education for both sectarian and non-sectarian schools. Implications for a variety of leadership models.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206707>)

**EDPL 6712 Politics and Community in Educational Organizations (3 credits)**

Develops understanding of theoretical and practical dimensions of the sociocultural, economic and political forces affecting educational organizations and how educational leaders can respond and interact with them.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206712>)



**EDPL 6720 Business Administration of the Educational Organization (3 credits)**

Provides a theoretical and practical background in school business administration for school administrators and teacher leaders. The content and activities teach the abilities necessary to be a successful K-12 building level administrator of the school business functions. Emphasizes the abilities needed in the areas of school finance (public and nonpublic), budget planning and management, facilities management, human resources management and other business aspects of the school community.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206720>)

**EDPL 6730 History of Education in the United States (3 credits)**

Examines the development of public education. Emphasizes contests over the proper role of schools in promoting equity, diversity, and democracy. Pays particular attention to how different groups experienced and shaped schools over time. Considers the relationship between the expansion of schooling and equal educational opportunity.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206730>)

**EDPL 6750 The Principalship (3 credits)**

Guides aspiring leaders to articulate their vision and develop the skills to inspire and mobilize others around a common agenda for change. Students are challenged to examine their core principles and practice applying them to situations marked by contending interests and ethical complexity. Students conduct an in-depth critical case analysis of a school's outcomes and practices in the areas of instruction, climate and culture, professional capacity, leadership and/or parent and community relations.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206750>)

**EDPL 6800 American Law and the Educational Organization (3 credits)**

Explores legal issues that impact schools, students, employees and others while developing an understanding of how school administrators implement rules, procedures and policies to ensure the protection of rights and fulfillment of legal responsibilities.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206800>)

**EDPL 6860 Instructional Leadership (3 credits)**

Focuses on the supervision and evaluation of teachers, including their professional development and growth, in order to increase and enhance effective teaching and student learning. Through role-playing and field experiences, students hone the technical, social and interpersonal skills important for coaching and providing feedback focused on improved teaching and learning.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206860>)

**EDPL 6870 Curriculum Leadership (3 credits)**

Focuses on addressing learning opportunity gaps through understanding and incorporating culturally responsive pedagogy and practice as well as contemporary pedagogy and practice. Students examine and analyze ways to lead meaningful curricular and instructional changes purposefully, systematically, innovatively, collaboratively, and through judicious and effective use of data.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206870>)

**EDPL 6931 Topics in Educational Policy and Leadership (1-3 credits)**

In-depth study of educational concepts and theories in a broad area which, because of their topicality, are not the subject of a regular course. Specific topics will be designated in the Schedule of Classes.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206931>)

**EDPL 6953 Seminar in Analysis of Teaching (3 credits)**

Use of current theories and research on teaching to examine and assess teaching practice.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206953>)

**EDPL 6955 Seminar in Educational Policy and Leadership (1-6 credits)**

Graduate seminars on current topics in leadership and supervision of interest to the professional educator. S/U grade assessment.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206955>)

**EDPL 6965 Practicum in Student Affairs Leadership 1 (3 credits)**

Field application relating to educational leadership theory to applied practice of higher education leadership in a university-approved setting. Requires participation in an on-campus seminar. S/U grade assessment.

*Prerequisite:* Cons. of dept. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206965>)

**EDPL 6966 Practicum in Student Affairs Leadership 2 (3 credits)**

Field application relating to educational leadership theory to applied practice of higher education leadership in a university-approved setting. Requires participation in an on-campus seminar. S/U grade assessment.

*Prerequisite:* EDPL 6965 and cons. of dept. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206966>)

**EDPL 6970 Practicum: Literacy Assessment and Instruction (3 credits)**

A practicum involving assessment and instruction of K-12 students at varying stages of reading development.

*Prerequisite:* EDPL 6560 and cons. of dept. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206970>)

**EDPL 6975 Practicum in K-12 Literacy Leadership (1-3 credits)**

A variety of school-based experiences in literacy leadership that can include the coaching of reading teachers, selection of curriculum and assessment materials, and development and delivery of in-service programs. S/U grade assessment.

*Prerequisite:* EDPL 6570.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206975>)

**EDPL 6980 Principalship Practicum (3 credits)**

Participation in an approved on-site field experience with a DPI-licensed principal, as well as a seminar that focuses on application of the eleven administrative standards in the school leadership role. Through the field study experience, readings, class discussions, and reflections, students demonstrate their competency in each standard. S/U grade assessment.

*Prerequisite:* Cons. of dept. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206980>)

**EDPL 6985 Director of Instruction Practicum (3 credits)**

Participation in an extended on-site field experience with an experienced current leader in curriculum and instruction, as well as a seminar focusing on application of the eleven administrative standards within a district or system. Through the field study experience, readings, class discussions and reflections, students demonstrate their competency in each standard.

*Prerequisite:* Cons. of dept. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206985>)

**EDPL 6995 Independent Study in Education Policy and Leadership (1-3 credits)**

Provides opportunities to investigate and study areas of interest through readings, research, field experience, projects, and/or other educational activities under the direction of a faculty adviser.

*Prerequisite:* Cons. of instr. and cons. of dept. ch. Graduate students must complete an approval form signed by the dept. ch. or designated representative. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206995>)

**EDPL 6997 Capstone in Educational Policy and Leadership (3 credits)**

Critical analysis and discussion of significant issues confronting the contemporary educational leader.

*Prerequisite:* Cons. of dept.; at least 24 credits in educational leadership. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206997>)

**EDPL 6999 Master's Thesis (1-6 credits)**

S/U grade assessment.

*Prerequisite:* Cons. of dept. and cons. of instr. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%206999>)

**EDPL 8000 The Superintendency (3 credits)**

Leadership of the school district system. The roles played by the superintendent: board chief operating officer, visionary, motivator, risk-taker, communicator, lobbyist, etc.

*Prerequisite:* Master's degree and principal's certification.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208000>)



**EDPL 8010 Advanced Personnel Leadership (3 credits)**

Comprehensive study of personnel services in the educational setting, including: recruitment, selection, compensation, staff development, collective bargaining, and employee contract administration.

*Prerequisite:* Cons. of dept. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208010>)

**EDPL 8020 The Politics of School District Governance and Community Relations (3 credits)**

Advanced study of theoretical and practical dimensions of the sociocultural, economic and political forces affecting educational organizations and how educational leaders can respond and interact with them.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208020>)

**EDPL 8030 Advanced Theory and Practice in Educational Finance (3 credits)**

Advanced study of school and school district finance from theoretical, research, legal, and political perspectives with emphasis on implications for school district leadership.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208030>)

**EDPL 8040 Advanced Program Planning and Evaluation in Educational Settings (3 credits)**

Exploration of theories, models, and current practices in leadership, planning, and assessment within educational organizations.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208040>)

**EDPL 8050 Quantitative Literacy and Research (3 credits)**

Designed to ground discussions of educational policy across classroom, school, system and state/national levels within an orientation to developing literacy in statistics and quantitative research. Students learn to critically engage with an array of basic statistical research techniques and analyze various types of evaluations, including academic articles, reports generated in non-profit government sectors, and institutional evaluation metrics. Students also learn how to synthesize and critically evaluate analyses of an issue of policy, practice and program design of their choosing.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208050>)

**EDPL 8140 Social Justice Advocacy in Student Affairs (3 credits)**

Research and theoretical perspectives related to social justice advocacy in higher education as well as their application to students' personal and professional lives. Structured dialogue and reflection—alongside content about central competencies, practices, and strategies to support the development of more inclusive educational spaces—enhance students' self-awareness of their orientations toward a range of diversities and how these may influence their work as social justice advocates throughout their careers in postsecondary education and beyond.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208140>)

**EDPL 8150 Leadership in Higher Education (3 credits)**

Designed to provide foundational grounding in leadership theory and research. Pays specific attention to the evolution of leadership theory, interdisciplinary conceptualizations of the topic, administrative applications of theory, pedagogy for teaching and learning about leadership, and the leadership development process of college students. Given leadership is a contextually-bound and socially-constructed phenomenon, time is dedicated to understanding cultural dimensions and considerations, as well as examining content using critical perspectives that allow for the deconstruction and reconstruction of leadership theory in service of social justice.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208150>)

**EDPL 8160 Student Success in Higher Education (3 credits)**

Designed to help students obtain the requisite knowledge and skills to understand and lead multifaceted, student-success efforts. Examines the institutional and individual factors that promote student success in college – exploring how to create and sustain collegiate environments that center academic achievement and engagement in educationally purposeful activities, while addressing barriers such as equity gaps in persistence and attainment.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208160>)

**EDPL 8200 Student Development in Higher Education (3 credits)**

Overview of major theories of college student development with emphasis on cognitive and psychosocial theories. Applications for work in student affairs and leadership in higher education.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208200>)

**EDPL 8250 History of Higher Education in the United States (3 credits)**

Basic history of the American college and university. Colonial foundations, private and state-controlled institutions, professional, technical, and graduate studies. Recent trends and issues in higher education.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208250>)

**EDPL 8260 Organizational Theory and Administration in Higher Education (3 credits)**

Contemporary theories of organizational behavior and administration and their applications to institutions of higher education. Educational governance and leadership.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208260>)

**EDPL 8300 Classics in the Philosophy of Education (3 credits)**

Selected texts from a number of ancient and contemporary thinkers significant in the philosophical and educational tradition. Analysis of ramifications for current educational theory and practice.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208300>)

**EDPL 8310 Contemporary Philosophies of Education (3 credits)**

Contemporary philosophical approaches to educational problems and issues, including: pragmatist, analytic, existentialist, phenomenological, critical, hermeneutic, postmodern, and feminist.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208310>)

**EDPL 8330 Sociological Foundations of Education (3 credits)**

Examination of theories and research in sociology and social anthropology which focuses on the individual as a member of society and schools and education within broader social structures.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208330>)

**EDPL 8360 Lifespan Development (3 credits)**

A survey of major theories of human development that describes interaction among biological, psychological, sociocultural, cognitive, and moral factors from birth to death. Implications for educational institutions and teaching across the lifespan.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208360>)

**EDPL 8370 Catholic Theology and Education (3 credits)**

History of philosophical theology in the Catholic tradition and its bearing upon educational theory and practice. Investigation into theological methods and principles and their implications for education through an examination of the thought of selected individuals representative of the Catholic heritage. Attention to such theologians as St. Augustine, St. Thomas Aquinas, St. Bonaventure, Duns Scotus, Newman, Rahner, and Lonergan. Specific problems confronting Catholic education today.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208370>)

**EDPL 8445 Learning and Curriculum Theories (3 credits)**

Develops an understanding of the various social, political and theoretical frameworks that impact curriculum, instruction and learning, which includes understanding how students differ in their approaches to learning and how curriculum and instruction can be adapted to be responsive to these differences. Students develop skills to design, research, analyze and revise curriculum in order to provide equitable learning opportunities and improve student learning.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208445>)

**EDPL 8450 Theories of Learning Applied to Instruction (3 credits)**

Survey of major theories of learning. Use of learning theory to analyze and critique curriculum and design learner-centered instruction and assessments.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208450>)

**EDPL 8455 Sociocultural Perspectives on Learning (3 credits)**

Examination of Vygotsky and other sociocultural theorists who have studied learning and development in cultural, historical and institutional contexts. Use of sociocultural theory in research and practice. Prereq: EDPL 8450.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208455>)

**EDPL 8700 Organizational Theory and Administration in K-12 Schools (3 credits)**

Develops a deeper understanding of various theories, models and current practices that impact the effectiveness of organizations with an emphasis on how these can be applied in the K-12 school environment. Explores the role leadership plays in holding crucial conversations to work through conflict and help organizations achieve common goals for the common good.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208700>)

**EDPL 8707 Leadership Foundations of Private Education (3 credits)**

Historical, philosophical, sociological, political and theological foundations of education for both sectarian and non-sectarian schools. Implications for a variety of leadership models.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208707>)

**EDPL 8710 Multiple Paradigms in Educational Research (3 credits)**

Examination of educational research and knowledge within a philosophy of science framework. Study of competing epistemologies and how they shape and are shaped by the practice of education. Focus on use of empirical-analytic, interpretive and critical paradigms for critiquing, conceptualizing and conducting educational research.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208710>)

**EDPL 8712 Politics and Community in Educational Organizations (3 credits)**

Develops understanding of theoretical and practical dimensions of the sociocultural, economic and political forces affecting educational organizations and how educational leaders can respond and interact with them.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208712>)

**EDPL 8715 Interpretive and Critical Research in Education 1 (3 credits)**

Theory and rationale of qualitative research methods in the social sciences. Historical research, case studies, field studies, non-invasive approaches. Data gathering and analysis procedures.

*Prerequisite:* EDPL 8710 or equiv.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208715>)

**EDPL 8720 Interpretive and Critical Research in Education 2 (3 credits)**

Building on the understanding and skills developed in EDPL 8715, students conduct, interpret and present in written and oral form a course-long research project. Addresses a range of research issues and problems as they emerge in students' works-in progress.

*Prerequisite:* EDPL 8710 and EDPL 8715 or equiv.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208720>)

**EDPL 8730 History of Education in the United States (3 credits)**

Examines the development of public education. Emphasizes contests over the proper role of schools in promoting equity, diversity, and democracy. Pays particular attention to how different groups experienced and shaped schools over time. Considers the relationship between the expansion of schooling and equal educational opportunity.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208730>)

**EDPL 8800 American Law and the Educational Organization (3 credits)**

Explores legal issues that impact schools, students, employees and others while developing an understanding of how school administrators implement rules, procedures and policies to ensure the protection of rights and fulfillment of legal responsibilities.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208800>)

**EDPL 8860 Instructional Leadership (3 credits)**

Focuses on the supervision and evaluation of teachers, including their professional development and growth, in order to increase and enhance effective teaching and student learning. Through role-playing and field experiences, students hone the technical, social, and interpersonal skills important for coaching and providing feedback focused on improved teaching and learning.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208860>)

**EDPL 8870 Curriculum Leadership (3 credits)**

Focuses on addressing learning opportunity gaps through understanding and incorporating culturally responsive pedagogy and practice as well as contemporary pedagogy and practice. Students examine and analyze ways to lead meaningful curricular and instructional changes purposefully, systematically, innovatively, collaboratively, and through judicious and effective use of data.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208870>)

**EDPL 8880 Current Issues in Educational Policy and Leadership for the District Administrator (3 credits)**

Guided research and discussion of significant issues confronting educational leaders.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208880>)

**EDPL 8953 Seminar in Analysis of Teaching (3 credits)**

Use of current theories and research on teaching to examine and assess teaching practice.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208953>)

**EDPL 8955 Seminar Social Contexts and Educational Policy 1 (3 credits)**

Examines significant historical and sociological texts pertinent to understanding matters of race and education.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208955>)

**EDPL 8956 Seminar Social Contexts and Educational Policy 2 (3 credits)**

Examines the claims of influential texts that promote various policies meant to expand equality of educational opportunity.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208956>)

**EDPL 8959 Seminar Research on Teacher Education (3 credits)**

Study and analysis of current research on preparation and professional development of teachers.

*Prerequisite:* EDPL 6450 or EDPL 8450.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208959>)

**EDPL 8960 Dissertation Proposal Seminar (3 credits)**

Systematic exploration of the process and production of the dissertation proposal, including refinement of dissertation question(s), a focused literature review, and draft of a proposal text. S/U grade assessment.

*Prerequisite:* Cons. of dept.; 33 credits in the doctoral program. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208960>)

**EDPL 8965 Advanced Practicum in Educational Leadership (3 credits)**

Field application relating educational administrative theory to the applied practice of educational administration at the system or college level.

Participants must be in a university-approved setting and must participate in an on-campus seminar. S/U grade assessment.

*Prerequisite:* Cons. of dept. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208965>)

**EDPL 8995 Independent Study in Education Policy and Leadership (1-3 credits)**

Provides opportunities to investigate and study areas of interest through readings, research, field experience, projects, and/or other educational activities under the direction of a faculty adviser.

*Prerequisite:* Cons. of instr. and cons. of dept. ch. Graduate students must complete an approval form signed by the dept. ch. or designated representative.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208995>)

**EDPL 8999 Doctoral Dissertation (1-12 credits)**

S/U grade assessment.

*Prerequisite:* Cons. of dept.; cons. of instr. Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%208999>)

**EDPL 9970 Graduate Standing Continuation: Less than Half-Time (0 credits)**

Fee. S/U grade assessment. Designated as less than half-time status only, cannot be used in conjunction with other courses, and does not qualify students for financial aid or loan deferment.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209970>)

**EDPL 9974 Graduate Fellowship: Full-Time (0 credits)**

Fee. S/U grade assessment. Designated as full-time status. If a student is already registered in other courses full time, this continuation course is not needed.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209974>)

**EDPL 9975 Graduate Assistant Teaching: Full-Time (0 credits)**

Fee. S/U grade assessment. Designated as full-time status. If a student is already registered in other courses full time, this continuation course is not needed.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209975>)

**EDPL 9976 Graduate Assistant Research: Full-Time (0 credits)**

Fee. S/U grade assessment. Designated as full-time status. If a student is already registered in other courses full time, this continuation course is not needed.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209976>)

**EDPL 9977 Field Placement Continuation: Less than Half-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of less than half-time status. Requires that the student is working less than 12 hours per week at their field placement.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209977>)

**EDPL 9978 Field Placement Continuation: Half-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of half-time status. Requires that the student is working more than 12 to less than 20 hours per week at their field placement.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209978>)

**EDPL 9979 Field Placement Continuation: Full-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of full-time status. Requires that the student is working 20 hours or more per week at their field placement.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209979>)

**EDPL 9984 Master's Comprehensive Examination Preparation: Less than Half-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of less than half-time status. Requires that the student is working less than 12 hours per week toward their master's comprehensive exam.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209984>)

**EDPL 9985 Master's Comprehensive Examination Preparation: Half-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of half-time status. Requires that the student is working more than 12 to less than 20 hours per week toward their master's comprehensive exam. May be taken in conjunction with credit-bearing or other non-credit courses to result in the status indicated, as deemed appropriate by the department.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209985>)

**EDPL 9986 Master's Comprehensive Examination Preparation: Full-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of full-time status. Requires that the student is working 20 hours or more per week toward their master's comprehensive exam. May be taken in conjunction with credit-bearing or other non-credit courses to result in the status indicated, as deemed appropriate by the department.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209986>)

**EDPL 9987 Doctoral Qualifying Examination Preparation: Less than Half-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of less than half-time status. Requires that the student is working less than 12 hours per week toward their doctoral qualifying exam.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209987>)



**EDPL 9988 Doctoral Qualifying Examination Preparation: Half-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of half-time status. Requires that the student is working more than 12 to less than 20 hours per week toward their doctoral qualifying exam. May be taken in conjunction with credit-bearing or other non-credit courses to result in the status indicated, as deemed appropriate by the department.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209988>)

**EDPL 9989 Doctoral Qualifying Examination Preparation: Full-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of full-time status. Requires that the student is working 20 hours or more per week toward their doctoral qualifying exam. May be taken in conjunction with credit-bearing or other non-credit courses to result in the status indicated, as deemed appropriate by the department.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209989>)

**EDPL 9991 Professional Project Continuation: Less than Half-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of less than half-time status. Requires that the student is working less than 12 hours per week on their professional project. Any professional project credits required for the degree should be completed before registering for non-credit Professional Project Continuation.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209991>)

**EDPL 9992 Professional Project Continuation: Half-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of half-time status. Requires that the student is working more than 12 to less than 20 hours per week on their professional project. Any project credits required for the degree should be completed before registering for non-credit Professional Project Continuation.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209992>)

**EDPL 9993 Professional Project Continuation: Full-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of full-time status. Requires that the student is working 20 hours or more per week on their professional project. Any professional project credits required for the degree should be completed before registering for non-credit Professional Project Continuation.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209993>)

**EDPL 9994 Master's Thesis Continuation: Less than Half-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of less than half-time status. Requires that the student is working less than 12 hours per week on their master's thesis. All six thesis credits required for the degree should be completed before registering for non-credit Master's Thesis Continuation.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209994>)

**EDPL 9995 Master's Thesis Continuation: Half-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of half-time status. Requires that the student is working more than 12 to less than 20 hours per week on their master's thesis. All six thesis credits required for the degree should be completed before registering for non-credit Master's Thesis Continuation.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209995>)

**EDPL 9996 Master's Thesis Continuation: Full-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of full-time status. Requires that the student is working 20 hours or more per week on their master's thesis. All six thesis credits required for the degree should be completed before registering for non-credit Master's Thesis Continuation.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209996>)



**EDPL 9997 Doctoral Dissertation Continuation: Less than Half-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of less than half-time status. Requires that the student is working less than 12 hours per week on their doctoral dissertation. All 12 dissertation credits required for the degree should be completed before registering for non-credit Doctoral Dissertation Continuation.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209997>)

**EDPL 9998 Doctoral Dissertation Continuation: Half-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of half-time status. Requires that the student is working more than 12 to less than 20 hours per week on their doctoral dissertation. All 12 dissertation credits required for the degree should be completed before registering for non-credit Doctoral Dissertation Continuation.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209998>)

**EDPL 9999 Doctoral Dissertation Continuation: Full-Time (0 credits)**

Fee. S/U grade assessment. Allows a student to be considered the equivalent of full-time status. Requires that the student is working 20 hours or more per week on their doctoral dissertation. All 12 dissertation credits required for the degree should be completed before registering for non-credit Doctoral Dissertation Continuation.

*Prerequisite:* Consent required.

*Level of Study:* Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDPL%209999>)