

LOYOLA UNIVERSITY CHICAGO CULTURAL AND EDUCATIONAL POLICY STUDIES GRADUATE PROGRAM HANDBOOK

M.A. in Cultural and Educational Policy Studies
M.Ed. in Cultural and Educational Policy Studies
Ph.D. in Cultural and Educational Policy Studies

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INTRODUCTION TO CULTURAL AND EDUCATIONAL POLICY STUDIES

The Cultural and Educational Policy Studies (CEPS) degree programs in the School of Education at Loyola University Chicago share the distinctive focus of providing a multi-disciplinary examination of education policy and practice with an overarching emphasis on social justice.

Faculty in the program are active researchers and committed teachers who work in (and/or across) our particular areas of specialization which include international comparative education, history of education, philosophy of education and sociology of education.

Established as a department of education foundations when Loyola's School of Education was founded in 1969, the CEPS program has housed exceptional education researchers and has produced education researchers, policy makers and practitioners who have led illustrious careers both in Chicago/Illinois and across the globe. Since 2014 CEPS and the School of Education's Higher Education program have been linked as an affinity group, which enables us to collaborate and coordinate in order to advance shared programs and common interests. CEPS collaborates with the Higher Ed program to jointly offer a M.Ed. degree in International Higher Education (luc.edu/ihe). Within the program we offer an undergraduate minor in Education Policy Studies as well as master's degrees (M.A. and M.Ed.) and a doctoral (Ph.D.) degree.

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PROGRAM OBJECTIVES

Under the broad heading of providing a multi-disciplinary examination of education policy and practice with an overarching emphasis on social justice, CEPS has the following objectives for its graduates.

- A. CEPS graduates apply disciplinary (humanities, social science) perspectives to issues and questions in educational policy and practice.
- B. CEPS graduates possess an independent and specific area of expertise.
- C. CEPS graduates critically assess the methodological, epistemological and ethical foundations of research.
- D. CEPS graduates recognize education's cultural dimensions and leverage cultural analyses in their work to improve educational experiences and institutions.
- E. CEPS graduates bring educational research to bear on forming and implementing educational policy and practice.

CEPS COURSEWORK

CEPS students take a set of rigorous courses that examine issues of educational policy and practice from a range of perspectives. In each of our four areas of specialization we have an introductory or "first tier" course that lays out key features of the intellectual tradition, questions and approaches taken within each field. In comparative education the course is ELPS 455 which we typically offer in the Spring semester. In the history of education the course is ELPS 444, typically offered in the Spring semester. In sociology of education the initial course is ELPS 410, which is typically offered in the Fall semester. The initial course in philosophy of education ELPS 420 is generally offered both Fall and Spring semesters. One of the key required courses in the MEd program ELPS 405 Introduction to Policy Analysis is typically offered Fall semesters. Examples of past syllabi for each of these courses, as well as for all other CEPS courses, can be found online at <http://luc.edu/education/education/courseofferings.shtml>.

Alongside these courses the department aims to offer a rich, rotating schedule of advanced courses that are open to both master's and doctoral students. These advanced courses also serve as research training in the disciplines that compose the CEPS program. Advanced courses include both special topics courses (e.g. ELPS 510, 520, 540 and 555) where the subject of the course changes from semester to semester and regularly scheduled advanced seminars such as ELPS 550 Globalization and Education and ELPS 412 Sociology of Urban Education. Alongside this, we periodically offer an ELPS 491 Issues in Education Policy course, taught by various members of the department, where a particular set of policy issues are examined from various frameworks.

CEPS students, typically those at the doctoral level, will also take courses in the Graduate School of Arts and Sciences, for example in the History, Sociology, Philosophy, Political Science departments. Very occasionally CEPS faculty will agree to do ELPS 498 Independent Study courses with students – such courses take the place of a regular course which is needed but is not being offered during the time of the student's study at Loyola University Chicago, or they represent a critically needed advanced course in the student's area of specialization for which there is no available alternative within CEPS, the SOE, or the Graduate School of Arts and Sciences more broadly. Once a faculty member agrees to do an independent study she or he arranges the student's course permission through the Program Coordinator who will also assist with the paperwork necessary to add a customizable 60 character course title that will appear on the student's transcript.

FUNDING AND FINANCING A GRADUATE DEGREE

Where possible, the department attempts to arrange research and teaching assistantships for doctoral students, though master's students may also sometimes attain employment on faculty research and SOE community outreach projects. Graduate assistantships typically include tuition remission, health insurance and a small stipend. For additional information on financing a graduate degree contact the Financial Aid office at http://luc.edu/education/financialassistance_grad.shtml.

CEPS Master's students are eligible to apply for two fellowships through the School of Education. One is the Career Transition Fellowship and the second is a \$5,000 or \$10,000 Mooney Fellowship award for a new, entering student interested in working on urban education. Additional information available at http://luc.edu/education/financialassistance_grad.shtml#fellowships (deadlines for academic year awards typically come up the preceding winter/spring). Gates Millenium and McNair scholars are encouraged to contact the CEPS Program Chair to discuss additional avenues of internal Loyola support.

JOBS AND CAREERS

CEPS prepares students for careers in colleges and universities as teachers and researchers as well as policy experts in schools, non-profits, international organizations, as well as foundations, think-tanks and government agencies. Our PhD program prepares students to be education studies generalists who also possess a distinctive specialization and research agenda. Some of our PhD graduates take tenure-track positions as colleges and universities while others work for a variety of education organizations in leadership and research capacities. Some of our MA graduates go on to pursue PhD degrees either at Loyola or elsewhere (and relatedly it is important to note that admission to our master's program does not guarantee admission to our doctoral program). Our MEd graduates typically go on to work at education organizations designing, managing and evaluating educational programs and policies. Alongside this it is important to note that while ours is not a teacher-certification program, CEPS has many master's students and alumni who work as classroom teachers and who find our coursework and program helpful for sharpening their analytic and critical skills as well as for building a depth of knowledge and understanding about educational policies and practices.

Loyola University Chicago's Career Center (<http://www.luc.edu/career/>) provides some resources for students in gaining employment. Biweekly CEPS Program Newsletters also frequently feature announcements about employment opportunities in Chicagoland and well beyond. In addition, over the course of the academic year School of Education Faculty, the SOE Student Development Committee and the Loyola Graduate School frequently run multiple sessions and events related to job searching and career opportunities.

ACADEMIC ADVISORS AND COURSE SELECTIONS

Upon entry into the program all students are assigned a faculty advisor who will work with them on course selection and setting up a plan for program completion. In the case of students writing a master's thesis or a doctoral dissertation the initial advisor may also / may not be the faculty member whom the student asks to serve as the major director of the thesis or dissertation. Whereas the initial advisor provides general program advice that is customized to individual student tracks and interests, the thesis or dissertation advisor plays a major role in helping to shape the student's independent research project and chairs the thesis / dissertation committee. Students may request to change advisors at any point in the program through conversations with the existing and potential faculty advisor, drawing in the Program

Chair as necessary. Faculty are responsible for notifying the Program Coordinator of any advisor/advisee changes.

OVERVIEW OF CEPS MASTERS DEGREES

Both the M.A. and M.Ed. Degrees in Cultural and Educational Policy Studies similarly prepare graduates to recognize education's cultural dimensions and leverage cultural analyses in their work to improve educational experiences and institutions.

The M.A. requires 24 hours of course work and has the distinct focus of preparing students to conduct original independent research, and it includes a master's thesis requirement. In this regard CEPS M.A. students develop expertise in a focused discipline of study (history of education, international comparative education, philosophy of education, sociology of education) including specific skills and competencies needed to carry out research in that discipline.

The M.Ed. requires 30 hours of coursework, which includes a three-credit engaged learning internship requirement. The M.Ed. does not require a thesis but requires the student to prepare an electronic portfolio as a capstone project. In addition, CEPS M.Ed. students develop expertise in a focused domain of educational practice (domestic or global), including specific skills and competencies needed in work related to education policy. CEPS M.Ed. students become critical consumers of educational research.

While both of these master's degrees fall within the Cultural and Educational Policy Studies Program, the M.A. degree is conferred by the Graduate School while the M.Ed. degree is conferred by the School of Education. For students, this simply means that different sets of academic policies, forms and different deadlines may apply depending on whether you are a CEPS Grad School student http://www.luc.edu/gradschool/academics_policies.shtml or a CEPS SOE student http://www.luc.edu/media/lucedu/education/pdfs/SOE_Graduate_Academic_Regulations.pdf. As is referenced several times below, all M.A. (and PhD) students use the Graduate School's Graduate Student Progress System [GSPS] <https://gsps.luc.edu/> to file all necessary forms.

Once admitted to either program, students may submit an application to transfer between master's programs. There is an overlap in coursework between the two degrees though each has unique, individual requirements which makes transfer after the first or second semester more difficult and possibly result in additional course-taking requirements. Students considering transferring should speak first with their advisors and then with the CEPS Program Coordinator who will assist with necessary paperwork and applications.

M.A. IN CULTURAL AND EDUCATIONAL POLICY STUDIES DEGREE REQUIREMENTS

Completion of the M.A. degree program in Cultural and Educational Policy Studies requires 24 semester hours, as well as the completion of a thesis. For full time students taking three courses in the Fall and three in the Spring the required coursework can be completed in three semesters. While the completion of the thesis depends both on the research project and the diligence of the student, the standard time to completion is two years. Per Grad School policy students have five years from acceptance to complete the program but may petition for an extension in extenuating circumstances.

Course-taking requirements for the M.A. degree include requirements in the following four areas

A. Major / Depth Area (9 semester hours)

Students should consult with their academic advisor for course selection in one of the following areas: Comparative and International Education, History of Education, Sociology of Education, or Philosophy of Education. One of the three required courses in the major area must be the entry-level course in the specialization area (e.g. ELPS 410, ELPS 420, ELPS 444 or ELPS 455).

B. Foundations Core (6 semester hours)

Choose two from outside the major area:

ELPS 410 Sociology of Education

ELPS 420 Philosophy of Education

ELPS 444 American Schooling and Social Policy

ELPS 455 Comparative and International Education

C. Required Research Course (3 semester hours)

RMTD 400 Research Methods

D. Electives (6 semester hour)

The M.A. program design leaves open two courses for a student to select in consultation with their advisor in order to customize the course of study to the student's particular interests and needs. Commonly CEPS M.A. students take additional research methods courses (e.g. RMTD 404 Educational Statistics or RMTD 420 Qualitative Research) or additional CEPS courses. However, electives may also be taken in other areas of the School of Education and, if appropriate, in other areas of the university as well.

MA students are required to register for ELPS 595 Thesis Supervision for any semesters when they have completed coursework and are working on their thesis, as this enables students to meet the university's continuous enrollment requirement. ELPS 595 also qualifies students for full-time student status. However, even if you are working with CEPS faculty on your thesis project, this is not a course you need to take when you are registered for another course.

M.A. THESIS PROCESS (INCLUDING KEY DATES AND PROPOSAL GUIDELINES)

The M.A. thesis is the final requirement for the awarding of a master's degree in Cultural and Educational Policy Studies. We expect that an M.A. thesis will make a noteworthy, original contribution to current research knowledge and understanding of an educational issue or question that falls within the social foundations of education. A typical CEPS M.A. thesis is in the realm of 30-50 double-spaced pages (excluding references) and may eventually be revised and reworked to be submitted for publication as a book chapter or journal article.

Students should initiate the thesis process by meeting with their CEPS advisor to discuss possible topics. Typically the student's advisor serves as a student's Thesis Committee Chair and together the student and Chair identify a second faculty member who will round out the Committee. Once your committee has been created, you will need to submit a Thesis Committee form in GSPS (<https://gsps.luc.edu>), which will be electronically approved by your committee members, your graduate program director, and finally the Graduate School. Following the initial discussions about the project, the student is to prepare a Thesis Proposal in accordance with the general guidelines specified below. Once the Thesis Proposal has been reviewed by the Thesis Committee Chair it is sent to the second committee member and a Thesis Proposal Defense is scheduled.

The Thesis Proposal Defense is an opportunity for the student to present his or her research project and to make refinements to the project so that it will meet expected standards for originality, rigor and significance. Upon successful approval of the Thesis Proposal, the student needs to submit a Thesis Proposal form in GSPS (<https://gsps.luc.edu>). The proposal form must include the tentative title of the thesis and it will be electronically approved electronically by committee.

Subsequent to the Proposal Defense, if human subjects will be involved in the thesis research, the student works with her or his Thesis Committee Chair to prepare and submit an application to the Loyola University Chicago Institutional Review Board to get approval to conduct research involving human subjects (<http://www.luc.edu/irb/>).

Through the research and writing phase of the process the student works with his or her Thesis Committee Chair according to an agreed upon timetable and deadlines. Once a full draft of the thesis is prepared and approved by the Chair it is distributed to the other committee member and a Thesis Defense is scheduled. (At both the Thesis Proposal Defense and the Thesis Defense stages, faculty members should be afforded two weeks between receipt of the document and the actual defense date.)

The Thesis Defense is an opportunity for the student to present the results of his or her research and to answer questions from the Thesis Committee. The Committee then determines whether to approve or not the thesis. The student should bring a paper copy of the defense ballot to the defense http://www.luc.edu/gradschool/servicesandresources_forms.shtml. The form is signed and transmitted to the Graduate Program Director who adds his/her approval and uploads the form into the GSPS system. Even with a successful Thesis Defense, most students are still required to make minor additional revisions. Once any requested revisions are made, the Committee Chair then signs off on the Final Copy Approval page (information in the Graduate School formatting manual) and the student submits the final copy to the Graduate School. The final copy must be formatted in accordance with the Graduate Schools' requirements for the formatting of a thesis or dissertation (<http://www.luc.edu/gradschool/formatting.shtml>). (Students are also required to follow the Graduate School's requirements for submitting a sample of the text for Format Check prior to the defense. **Please note that your text can be submitted for Format Check prior to being approved by the Thesis Committee.**)

It is strongly recommended that students complete the proposal approval process in the semester prior to the semester of anticipated completion/graduation. Please refer to the Graduate School's schedule of key dates (http://www.luc.edu/gradschool/key_dates.shtml) for exact deadlines. The following resents an approximate sketch of what students should plan for and anticipate -- however much depends on the type of research project that the student will be conducting and in many cases additional time for data collection and writing should be built into the schedule.

Intended Graduation: May

Application for Graduation Submitted via Locus Dec 1

Thesis Proposal defended by November/December of previous semester

Full Draft of Thesis prepared by February 15

Format Check Through Graduate School March 1

Thesis Defense conducted by March 15

Final Copy of Thesis submitted by April 1

Intended Graduation: August*

Application for Graduation Submitted via Locus February 1

Thesis Proposal defended by January/February
Full Draft of Thesis prepared by May 15
Format Check Through Graduate School June 1
Thesis Defense conducted by June 15
Final Copy of Thesis submitted by July 1

* Please note that due to summer research, travel and teaching in May-June, faculty availability may be considerably reduced and may force modifications to the above timeline

Intended Graduation: December

Application for Graduation Submitted via Locus August 1
Thesis Proposal defended by April/May
Full Draft of Thesis prepared by September 15
Format Check Through Graduate School October 1
Thesis Defense conducted by October 15
Final Copy of Thesis submitted by November 1

According to current Graduate School policy, students wishing to participate in the Graduate School's May graduation ceremony but still working on their thesis project may participate if they have passed their thesis proposal defense by April 1.

Students are requested to meet with their CEPS advisor prior to preparing a full Thesis Proposal as certain research projects may require a different proposal format. However, a typical CEPS M.A. Thesis Proposal is 10-18 double-spaced pages long, excluding references, and includes the following sections:

- Title
- Abstract (1 paragraph). Start with a single paragraph that lays out the study and includes your primary research question.
- Statement of Problem (2-3 pages). Explain the importance and relevance of your study.
- Review of Research Literature (3-5 pages). Review the literature on your chosen topic. Strands of literature that you consider should draw from issues or areas of research that are relevant to your chosen topic. Your treatment of the research literature, while not as thorough as it will be in your thesis, should lead into your research question, by highlighting areas that merit further inquiry or that will offer new perspective.
- Research Question (1-2 paragraphs). State your question (with a question mark) and your sub-questions. If you feel it is necessary, add a paragraph explaining the question(s) and how it/they relate to the preceding material. Depending on the project, it may also be necessary to discuss and explain the hypotheses that will be tested.
- Research Methodology (3-5 pages). Explain the research methodology you will be using for your thesis. Start by explaining why the method you've chosen is appropriate for your particular question, and then get into the specifics of how you will use these methods (such as whom you would survey, what survey instruments you would use, or what texts you would analyze, and how you would go about selecting them). Then, perhaps under a subheading, discuss your plans for data analysis. Title it however you want, but make sure to spend 2-3 paragraphs discussing what you are going to do with the material you generate or collect. Please specify how you will use these data to answer your research question(s).
- Limitations (1-2 paragraphs). Please specify what your project will not include, and why (you can relate this to the scope of your study), and what these limitations mean for your study.
- Timeline (1-2 paragraphs). How long you anticipate taking to collect, analyze and write up your study, and when you hope to defend your thesis (keeping in mind LUC's deadlines for thesis submission, approval, formatting and final submission prior to graduation)

- Appendices. Please include any data collection instruments, such as surveys, interview protocols or observation protocols, as an appendix to the thesis.
- Bibliography. Please provide full citations for all the material listed in your proposal's text in an standardized citation format as directed by your advisor

Please note that the above sections and page lengths are indicative only and that actual thesis proposal requirements will be established by your major advisor.

M.Ed. IN CULTURAL AND EDUCATIONAL POLICY STUDIES DEGREE REQUIREMENTS
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Completion of the M.Ed. degree program in Cultural and Educational Policy Studies requires 30 semester hours inclusive of a three-credit engaged learning internship experience, as well as the completion of an electronic capstone portfolio. For full time students taking three courses in the Fall and three in the Spring, the program can be completed in two years. With carefully planned summer course-taking it is possible to complete the degree in a year and a half. Per SOE policy students have five years from acceptance to complete the program but may petition for an extension in extenuating circumstances.

Course-taking requirements for the M.Ed. degree include requirements in the following three areas

A. Core Courses (18 semester hours)

ELPS 405 Intro to Educational Policy Analysis

ELPS 420 Philosophy of Education

ELPS 444 American Schooling and Social Policy (or ELPS 446 Historical Foundations Western Ed)

RMTD 400 Research Methods

RMTD 404 Educational Statistics

RMTD 406 Educational Program Evaluation

B. Specialization (9 semester hours)

Students choose either of the following tracks:

1. American Education Policy Specialization

ELPS 410 Sociology of Education

Plus two other courses selected in consultation with advisor, options include:

ELPS 412 Urban Education

ELPS 510 Seminar in the Sociology of Education

ELPS 514 Sociology of Teaching

ELPS 516 The School as Organization

plus additional courses and seminars as offered

2. Global and International Education Policy Specialization

ELPS 455 Comparative Education

Plus two other courses selected in consultation with advisor, options include:

ELPS 550 Globalization and Education

ELPS 447 Modern European Education

ELPS 457 Comparative Theory

ELPS 458 International Education

plus additional courses and seminars as offered

C. Engaged Learning Internship Experience (3 semester hours)

American Education Policy Specialization: ELPS 564: Education Policy Internship

Global and International Education Policy Specialization: ELPS 565: Intl Education Internship

A typical course of study for a full-time CEPS MEd student might look as follows:

<u>Fall Year 1</u>	<u>Spring Year 1</u>	<u>Summer</u>	<u>Fall Year 2</u>
RMTD 400	RMTD 406	* Additional Course	ELPS 565/654
ELPS 405	ELPS 444		* Additional Course
*Additional Course	* Additional Course		* Additional Course

* Additional courses include ELPS 420 (offered both Fall and Spring semesters); ELPS 410 (offered Fall semesters for the American Education Policy Specialization); ELPS 455 (offered Spring semesters for the Global and Intl Ed Specialization); RMTD 404 (typically taken either Summer or Fall Year 2); or an advanced specialization elective.

The final requirement of the program is an electronic capstone portfolio whose requirements are posted on the CEPS M.Ed. program curriculum page (<http://www.luc.edu/education/masters/med-cultural-educational-policy/curriculum/>) . Students are required to submit both an application to activate their electronic portfolio and an application for degree conferral; links to both are accessible on the program curriculum page.

M.Ed. INTERNSHIP / ENGAGED LEARNING REQUIREMENT

Students in the M.Ed. degree program in Cultural and Educational Policy Studies take either the ELPS 565 or ELPS 564 internship classes which are identical as far as requirements go, just named differently out of consideration for how it will display on a student’s transcript. The internship course can only be taken after the student has completed at least 15 credits in the program.

Most semesters the internship course works as a student-faculty independent tutorial led by the student’s advisor. Students should plan on meeting with their advisor the semester prior to taking the internship course. The purpose of this meeting is to discuss the students’ goals, possible placements and the appropriate kinds of assignments that will accompany the work experience and integrate it with what has been studied in the program to-date. Examples of possible assignments include bi-weekly journaling, specific research reports, integrative essays, and specific additional reading). As the internship work unfolds, the student and faculty member may meet on a regular basis or may virtually interact.

Typically internships are completed in the Fall or Spring semester though they may also be done in the summer. The expectation is that a student will spend a 120-150 hours in a work setting related to educational policy. We define this broadly. Internships can be undertaken in school district offices, nonprofit organizations, foundations, political offices, colleges or universities, arts organizations. The overarching goal is that this field-based learning experience will complement the student’s learning and contribute to his or her overall professional goals. Frequently in their internships CEPS students take on special projects that help to advance the mission of the institution/ organization and also provide the student with the opportunity to take responsibility for executing a particular professional task.

The responsibility for finding and negotiating an internship placement rests with the students, though faculty will certainly assist. All internship placements must be approved by the supervising faculty member. In certain circumstances students may do internships at a current place of employment if the internship experience is designed as an undertaking separate from ordinary professional responsibilities, perhaps in a different division or department of the organization. Each student should have a primary site supervisor who agrees to assist the student in designing an optimal field experience that addresses the student's need for knowledge and skill acquisition. The site supervisor also agrees to work to ensure that the student's working experience complies with generally accepted ethical standards and she or he should also agree to schedule occasional one on one meetings with the student-intern in order to provide formative feedback and help contribute to the intern's professional development. When proposing an internship site the student should prepare a document that answers the following questions:

Basic Information

1. What is the host workplace?
2. Who will be your direct supervisor there?
3. What is your job description (routine duties during the internship and/or specific project)?
4. What are the start and end dates for the internship and what, roughly, is your on-site schedule (days and hours per week)?

Learning Objectives

1. What do you hope to learn about the organization/ institution?
2. What do you hope to learn about the education policy issues that are dealt with by this organization/ institution?
3. What do you hope to learn about your envisioned professional field through this internship?
4. What questions and issues in your CEPS coursework to-date will this internship give you deeper insights into?

Assessment and Evaluation

1. What do you propose as the best method to assess and evaluate your learning in this internship? (e.g. reflective journaling, research papers, short written assignments)
2. What is the proposed timetable / deadlines for these assignments?

OVERVIEW OF CEPS Ph.D. DEGREE

The Ph.D. degree in Cultural and Educational Policy Studies is designed to prepare students for research and teaching at the university-level or in research-oriented organizations. The Ph.D. degree program is offered in each of the following areas of concentration: comparative and international education, history of education, sociology of education, and philosophy of education. Our PhD program prepares students to be education studies generalists who also possess a distinctive specialization and research agenda. Some of our PhD graduates take tenure-track positions at colleges and universities while others work for a variety of education organizations in leadership and research capacities.

Alongside rigorous research training in their chosen areas of specialization we intend for CEPS doctoral students to gain knowledge as education foundations “generalists” who are also attuned to the possibilities of inter-disciplinary work. We aim for CEPS doctoral students to develop teaching expertise through teaching assistantships or undergraduate teaching assignments. We expect CEPS doctoral students to be active in one or more professional association (e.g. AERA, CIES, HES, PES, AESA, SEA – among others) and to be presenting scholarship and submitting articles for publication during the time of their graduate studies.

The CEPS Ph.D. degree is conferred by the Graduate School which simply means that for students the Graduate School academic policies, forms (e.g. GSPS system) and deadlines apply, not the SOE forms and deadlines.

The Ph.D degree consists of three stages: (1) a course-taking stage; (2) comprehensive exams; and (3) design, execution and successful completion of a dissertation. When the student has successfully defended a dissertation proposal her or his status changes from that of “Ph.D. Student” to “Ph.D. Candidate”.

Ph.D. DEGREE REQUIREMENTS

This is a 60-semester-hour program, of which up to 27 hours can be included from previous graduate study (see below for information on Transfer Credit). Students typically take two or three courses each term and up to two courses during the summer. Completion time for the dissertation depends on the topic selected, the project’s research design and the diligence of the student, however we aim for full-time students (taking three courses each Fall and Spring semester) to complete the Ph.D. degree within 5 years. The Graduate School time-to-degree guidelines specify 8 years if the student has met no incoming requirements and 6 years if a student arrives with full transfer credit. Extension requests must be made through <https://gsps.luc.edu>.

Course-taking requirements for the Ph.D. degree include requirements in the following four areas:

A. Foundations Core (12 semester hours)

Choose one course from each of our major / depth areas, typically the first-tier introductory course in each area:

ELPS 410 Sociology of Education

ELPS 420 Philosophy of Education

ELPS 444 American Schooling and Social Policy

ELPS 455 Comparative Education

B. Major / Depth Area (15 semester hours)

Students should consult with their academic advisor for course selection in one of the following areas: Comparative and International Education, History of Education, Sociology of Education, or Philosophy of Education.

C. Required Research Coursework (6 semester hours)

RMTD 420 Qualitative Research*

RMTD 421 Quantitative Research*

* Please note that RMTD 420 requires RMTD 400 or equivalent as its prerequisite and that RMTD 421 requires RMTD 404 as its prerequisite.

D. Electives (27 semester hours)

The Ph.D. program design leaves open nine courses for a student to select in consultation with their advisor in order to customize the course of study to the student’s particular interests and needs. If CEPS Ph.D. students transfer in other graduate coursework this is typically slated into the electives area.

Upon the completion of required coursework while working on doctoral comprehensive exams and preparing the dissertation proposal Ph.D. students are required to register for ELPS 610 Dissertation

Study. Students may register for ELPS 610 Dissertation Study for two semesters and then after this must register for ELPS 600 Dissertation Supervision every spring and fall semester until degree completion. These courses qualify students for full-time student status and also satisfy the university's continuous enrollment requirement.

COMPREHENSIVE EXAMS (Ph.D.)

The comprehensive examination consists of three different sections: the student's area of concentration; an additional area of study (sometimes called a minor) within the Foundations Core; and a topic related to the student's prospective dissertation. Over a one-week period, the student writes an essay in response to a question on each of these sections, so that all three sections are covered over three weeks. Each essay should be approximately 10-12 pages in length (2500-3000 words excluding bibliography) but no more than 15 pages (3750 words excluding bibliography) overall. The essays should include complete citations and bibliography in APA or Chicago Manual of Style format.

Each essay is read by the faculty member who composed the question. The student must pass all sections to receive a pass on the examination overall. In exceptional cases, a student could receive a "Pass with Distinction" if the student's essay on at least two of the sections are graded as outstanding by the examiners. A student who fails on two sections is dropped from the program. A student who fails one of the three sections can retake that section one time only. The student who fails a retake is dropped from the program. The faculty member who composes the examination for a given section is the first reader for that section. A pass from the first reader constitutes successful completion of the section. If the first reader fails the student, a second reader is asked by the GPD to grade the examination. If the second reader concurs with the first, the student fails the section. If the second reader disagrees with the first, the GPD decides whether the student passes or has to retake the section.

The following steps lead to the actual examination. First, the student makes an appointment to meet with the advisor about the comprehensive exams. This meeting should take place the semester before the student plans to take the comprehensive exam. At the time the student requests this meeting, he/she identifies a policy core area to be tested on as well as a prospective topic the student is likely to choose for the dissertation. The advisor then compiles a reading list in the depth area for Question #1, arranges for a policy core colleague to compile a reading list in the policy core area chosen by the student for Question #2, and compiles a reading list on the topic related to the student's prospective dissertation for Question #3. At the meeting itself, the student is provided with these reading lists and the advisor clarifies any questions the student may have about the procedure. The reading lists are not to be viewed as exhaustive, but as a platform for viewing the questions. Citations the students will use in addressing the questions will include both sources on the reading lists as well as other sources. Finally, the comprehensive exam essays are to be written over a three week period of the student's choosing during either the fall or spring semester.

There is no paperwork to file to initiate the comprehensive exam process. Once the exams are completed the results are entered into GSPS by the student's major advisor who adds in approval by other readers as appropriate.

Ph.D. DISSERTATION PROCESS

The Ph.D. dissertation begins with the student selecting a dissertation Major Advisor (or Committee Chair), typically prior to the comprehensive exam stage. After the completion of comprehensive exams

the student will work in close consultation with the major advisor to prepare a dissertation proposal. Formats for the dissertation proposal vary dramatically by discipline and thus we do not provide a sample template in this Program Handbook, however students may refer to the thesis proposal guidelines listed above for a general idea of what sections might be in a dissertation proposal. Typically dissertation proposals range in length from 20 to 60 pages and include an extensive literature review and methodology section. Please consult with your advisor regarding exact proposal requirements before beginning the process.

Working with the Dissertation Chair the student also forms a Dissertation Committee of two additional faculty members, with the optional possibility of additional members or members from outside Loyola. Once your committee has been created, you will need to submit a Dissertation Committee form in GSPS (<https://gsp.luc.edu>), which will be electronically approved by your committee members, your graduate program director, and finally the Graduate School. Following the initial discussions about the project, the student is to prepare a Dissertation Proposal following the guidelines specified by the student's Major Advisor/Chair as noted above.

The Dissertation Proposal Defense is an opportunity for the student to present his or her research project and to make refinements to the project so that it will meet expected standards for originality, rigor and significance. Upon successful approval of the Dissertation Proposal, the student needs to submit a Dissertation Proposal form in GSPS (<https://gsp.luc.edu>). The proposal form must include the tentative title of the dissertation and it will be electronically approved electronically by committee. Once this is completed the student may begin the research process. However if human subjects will be involved in the dissertation research, the student must first work with her or his Chair to prepare and submit an application to the Loyola University Chicago Institutional Review Board to get approval to conduct research involving human subjects (<http://www.luc.edu/irb/>).

Upon completion of a full dissertation draft that the Chair approves as ready for dissemination to the full committee, the student provides copies of his or her dissertation to the dissertation committee for review. The Dissertation must ultimately be defended at a public Dissertation Defense in front of all the committee members.

The student should bring a paper copy of the defense ballot to the defense http://www.luc.edu/gradschool/servicesandresources_forms.shtml. The form is signed and transmitted to the Graduate Program Director who adds his/her approval and uploads the form into the GSPS system. Even with a successful Dissertation Defense, most students are still required to make minor additional revisions. Once any requested revisions are made, the Committee Chair then signs off on the Final Copy Approval page (information in the Graduate School formatting manual) and the student submits the final copy to the Graduate School. The final copy must be formatted in accordance with the Graduate Schools' requirements for the formatting of a thesis or dissertation (<http://www.luc.edu/gradschool/formatting.shtml>). (Students are also required to follow the Graduate School's requirements for submitting a sample of the text for Format Check prior to the defense. **Please note that your text can be submitted for Format Check prior to being approved by the Thesis Committee.**)

RESEARCH IN CULTURAL AND EDUCATIONAL POLICY STUDIES

Loyola University Chicago considers research to be a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and

service programs may include research activities. Typically, thesis and dissertation projects required by an academic program to receive a degree are considered research activities.

Within CEPS we use the term research to include both generalizeable and non-generalizeable approaches to knowledge production. The latter may include historical, philosophical, theoretical, and/or socio-cultural investigations. Any research that involves human subjects and that aims to develop or contribute to *generalizable* knowledge must receive advance human-subjects research approval from Loyola's Institutional Review Board (IRB). Certain kinds of CEPS scholarship that do not aim to contribute to generalizable knowledge may be exempt from IRB human-subjects approval requirements – oral history projects are potentially one example. Occasionally in CEPS courses, students will conduct studies that involve the use of human subjects. In such instances faculty are required to acquire a blanket authorization/waiver and one of the understandings is that data collected in such a way may only be used for course-related assignments and may not, for example, be presented at academic conferences, published or included in theses or dissertations.

RESPONSIBLE CONDUCT IN RESEARCH AND SCHOLARSHIP

CEPS and Loyola University Chicago are firmly committed to responsible conduct in research and scholarship. Ethical norms and best practices for the conduct of research and scholarship are deeply infused across the research methods courses that CEPS students are required to take. This includes RMTD 400 for master's level students and RMTD 420 and RMTD 421 for doctoral level students. The Graduate School at Loyola has developed a one-day, no-charge UNIV 371 course on Responsible Conduct in Research and Scholarship that is typically offered just prior to the start of the semester. However, this course is *optional* and not a required course for CEPS graduate students – provided that the student has received a grade of B or higher in either RMTD 400 or in the RMTD 420-421 sequence of courses. Additional information on the RCRS policy at <http://www.luc.edu/ors/RCRHome.shtml>

Master's students who wish to transfer in a graduate-level research methods course taken at another institution to satisfy the RMTD 400 requirement must have that examined by the CEPS Graduate Program Director, both to determine equivalency (see Transfer Credits above) but also to determine whether the RCRS material was adequately covered. This means that even if an RMTD 400 equivalent is accepted as a transfer credit, a student may still be required to take the UNIV 371 course.

STUDENT-FACULTY RESEARCH COLLABORATION

The master's theses and doctoral dissertations written by CEPS students are typically semi-independent student-directed projects prepared and executed under the supervisory guidance of a major advisor/director as well as a faculty panel. (For a thesis this involves one additional committee member in addition to the director, for a committee of two. For a dissertation this involves two additional committee members in addition to the director, for a committee of three.) However, alongside the semi-independent thesis or dissertation process, CEPS students occasionally work closely with CEPS faculty in research mentee–research mentor collaborations.¹

CEPS faculty approach research collaboration with students with an understanding that the main purpose of the relationship is to prepare trainees to become successful researchers. We also expect that

¹ CEPS policy around mentor-mentee research collaboration has been developed off the Department of Health and Human Services Office of Research Integrity (2007) "Introduction to the Responsible Conduct of Research," available online at <http://ori.hhs.gov/documents/rcrintro.pdf>

collaborations will involve a clear understanding of mutual responsibilities, a commitment to maintaining a productive and supportive research environment, as well as proper procedures for supervision and review.

Mentor-trainee relationships begin when an experienced and a junior researcher agree to work together. This may, for example, take the form of students joining a faculty member's research team, a student and a faculty member agreeing to work on a project that flows out of shared interests, or may be a feature of a Graduate Assistantship either funded by the university or through a grant. The idea of the collaboration is that each brings something to the table under such an arrangement. The experienced researcher has knowledge and skills that the inexperienced researcher needs to learn. She or he may also provide support for the trainee's research and education. Inexperienced researchers, whether graduate student, postdoctoral student (postdoc), research staff, or junior researcher, provide labor and fresh ideas. Under a productive relationship, the two work together to advance knowledge and put ideas to work.

Students should expect to know at the outset:

- > how much time they will be expected to spend on their mentor's research;
- > the criteria that will be used for judging performance and forming the basis of letters of recommendation;
- > how responsibilities are shared and/or divided in the research setting;
- > standard operating procedures, such as the way data are recorded and interpreted
- > how the ownership of data will be stipulated in terms of who and how that data can/will be used in current and future projects; and,
- > how credit will be assigned, that is, how authorship of findings and publications is to be established.

The dissemination and publication of research results are a fundamental facet of the academic research process. CEPS follows the broad guidelines established by the International Committee of Medical Journal Editors (ICMJE) <http://www.icmje.org/>, which holds that an "author" is someone who has made substantive intellectual contributions to a study. Authorship credit should be based on (1) substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data; (2) drafting the article or revising it critically for important intellectual content; and (3) final approval of the version to be published. Typically authors should meet conditions 1, 2, and 3. All persons designated as authors should qualify for authorship, and all those who qualify should be listed. This also means that each author should have participated sufficiently in the work to take public responsibility for appropriate portions of the content. Although practices vary by discipline, authors are typically listed in order of their contribution to the project, with *first author* signaling the individual deserving the greatest amount of credit for a work. In CEPS faculty-student research collaboration we aim for questions of authorship to be specified at the outset of a project to the greatest extent possible.

CEPS students who receive departmental Graduate Assistantships may be assigned to work a certain number of hours per week assisting an individual faculty member with his or her research. While one purpose of this research assistance is to prepare the student to become a successful researcher, this does not necessarily mean that the Graduate Assistant is automatically entering a research collaboration with the faculty member. GA work may, for example, only involve assistance with one, singular dimension of the research process, e.g. only collecting data, only transcribing data, only proof-reading texts. In instances where a GA makes substantive contributions to a study, for example by being involved across several stages of a project (e.g. data collection, analysis, and writing), then we consider this to be a student-faculty research collaboration. Any instance where the aforementioned criteria for shared authorship are met, or are likely to be met, is similarly considered a student-faculty research collaboration.

As noted above, CEPS considers theses and dissertations to be semi-independent student-directed projects prepared and executed under the supervisory guidance of a major advisor/director as well as a faculty panel. While faculty members and students may agree to establish a research collaboration that branches off from / expands upon the thesis or dissertation project, the authorship and ownership of a thesis or dissertation is considered to be solely that of the student.

ACADEMIC CONFERENCES AND TRAVEL FUNDING

CEPS students and faculty are typically very involved in presenting their scholarship at regional, national and international conferences. These include field-specific conferences such as the Comparative and International Education Society (CIES), the World Council of Comparative Education Societies (WCCES), the History of Education Society (HES), the International Standing Conference for the History of Education (ISCHE), the Philosophy of Education Society (PES), the Sociology of Education Society (SEA) – as well as at more general academic conferences such as the American Educational Studies Association (AESA), and the American Educational Research Association (AERA). Students interested in attending and presenting their work in these professional associations are encouraged to seek out advice and guidance from their advisors as well as from other faculty members in the program.

Both master’s and doctoral students are eligible to receive conference travel funding from the School of Education. Additionally, CEPS MA and PhD students have access to travel funding offered by the Graduate School. Information on these funds are posted at http://www.luc.edu/education/resources_stu_dev.shtml and <http://www.luc.edu/gradschool/FundingGrad.Education.shtml> (under “Conference Presentations” tab).

STUDENT DISPOSITIONS

Under the idea that one component of graduate training is induction into a professional world CEPS has adopted developmental or tiered dispositions for “Fairness” and “All Students Can Learn”, where there is one set of expectations for CEPS graduate students (master’s and doctoral) in their first year of study and a second set of expectations for CEPS graduate students beyond their first year of study. Our disposition rubric for “Professionalism” is not developmental / tiered but instead is uniform and applied to all students regardless of what point they are at in their graduate studies.

Students’ “Professionalism” dispositions are assessed in every single CEPS graduate course, as well as by all faculty in an annual review of all students. Students’ dispositions around “Fairness” and “All Students Can Learn” will be assessed in a set of CEPS courses that we define as our Introductory or Tier 1 courses. Student disposition assessments become a part of the students’ Loyola academic record, will be available to all program faculty. And, for example, may be used to inform faculty letters of recommendation.

<u>Disposition</u>	<u>Courses Assessed In</u>
“Professionalism”	ELPS 405, 410, 412, 420, 444, 446, 447, 448, 455, 465, 491, 510, 520, 540, 550, 555
“Fairness”	ELPS 405, ELPS 420, ELPS 455
“All Students Can Learn”	ELPS 410, ELPS 444

	TARGET	ACCEPTABLE	UNACCEPTABLE
PROFESSIONALISM	Candidate demonstrates exceptional professional and ethical behavior when faced with challenges (i.e. appropriate communication, academic integrity, timeliness and follow through, collegiality) in scholarship, coursework, and other program-related activities. AND Candidate demonstrates a sophisticated understanding of expected professional and ethical behavior in his or her field.	Candidate meets core expectations for professional and ethical behavior (i.e. appropriate communication, academic integrity, timeliness and follow-through, collegiality) in scholarship, coursework, and other program-related activities. AND Candidate demonstrates a basic understanding of expected professional and ethical behavior in his or her field.	Candidate fails to demonstrate acceptable professional and ethical behavior in scholarship, coursework, or other program-related activities.

	TARGET	ACCEPTABLE	UNACCEPTABLE
FAIRNESS <i>FIRST YEAR IN PROGRAM</i>	In written work and class participation candidate demonstrates reasoning about the historical, philosophical, sociological and political complexities of fairness and equity within educational settings.	In written work and class participation candidate demonstrates a willingness to reasoning about the complexity of fairness and equity within educational settings.	In written work and class participation candidate demonstrates a lack of interest in reasoning about the complexity of fairness and equity within educational settings.
FAIRNESS <i>AFTER FIRST YEAR IN PROGRAM</i>	In written work and class participation candidate demonstrates and articulates a coherent ethical framework for reasoning about the historical, philosophical, sociological and political complexities of fairness and equity within educational settings.	In written work and class participation candidate demonstrates reasoning about the historical, philosophical, sociological and political complexities of fairness and equity within educational settings.	In written work and class participation candidate demonstrates only a minimal engagement with the complexities of fairness and equity within educational settings.

	TARGET	ACCEPTABLE	UNACCEPTABLE
ALL STUDENTS CAN LEARN <i>FIRST YEAR</i>	Candidate demonstrates a basic understanding of different historical, societal and cultural rationales for the fair distribution of	Candidate demonstrates a basic awareness of different historical, societal and cultural rationales for the fair distribution of	Candidate fails to demonstrate a basic understanding of different historical, societal and cultural rationales for the fair distribution of

	educational resources and opportunities.	educational resources and opportunities.	educational resources and opportunities.
ALL STUDENTS CAN LEARN <i>AFTER FIRST YEAR IN PROGRAM</i>	Candidate articulates a sophisticated understanding of different historical, societal and cultural rationales for the fair distribution of educational resources and opportunities.	Candidate demonstrates a basic understanding of different historical, societal and cultural rationales for the fair distribution of educational resources and opportunities.	Candidate demonstrates only a minimal understanding of different historical, societal and cultural rationales for the fair distribution of educational resources and opportunities.

GRIEVANCE POLICIES AND PROCEDURES

Students, faculty, and administrators are strongly encouraged to discuss informally and to resolve problems they encounter in the academic process. Unresolved issues or violations of Loyola's ethical standards may call for the use of the School of Education's grievance procedure.

Additional information is available here: http://www.luc.edu/media/lucedu/education/forms/misc/SUBMIT_grievance_procedures-form.pdf. Typically student grievances in CEPS are resolved within the School of Education, though in some cases with MA and PhD students the Graduate School may become involved. Please see Graduate School Grievance policies at: http://www.luc.edu/gradschool/academics_policies.shtml. With respect to grievances related to grading, the academic grievance procedure applies only to those cases in which the evaluation of the student is alleged to be capricious, in significant violation of clearly established written school policies, a result of improper procedures, or improperly discriminatory. An evaluation of a student is capricious if the evaluation is: 1) based partially or entirely on criteria other than the student's performance; 2) based on standards different from those standards of evaluation applied to other students; or 3) based on a substantial departure from announced standards of evaluation. In cases other than those noted above, an evaluation of a student is not a basis for an academic grievance.

NETIQUETTE AND PROFESSIONAL INTERNET COMMUNICATION

Toward the end of training our students to be professionals in the service of social justice and toward the end of fostering a supportive learning community among our graduate students, CEPS has clear expectations for professional online communication and behavior.

As we are all increasingly aware, contemporary information and communication technology blurs boundaries between public and private domains and behavior. While this technology can enable us to become a closer and more mutually supportive community, it also opens up problems of cyberbullying and other unprofessional online behavior. Any communications that manipulate, put down, or discredit others are unprofessional and completely unacceptable in our community. Violation of this policy will result in disciplinary action.

TRANSFER CREDIT

MA students may transfer in up to 6 credits of previous graduate-level coursework from an accredited college or university in which a grade of B or higher was attained; PhD students may transfer in up to 27 credits of previous graduate-level coursework. However, in both cases the coursework must be approved by the Graduate Program Director and it must satisfy the requirement of preparing the student for graduate-level work in using the social sciences and the humanities for studying educational issues and questions. This means, for example, that for CEPS students with graduate coursework in a teacher preparation program it is likely that some courses (foundations, psychology, research methods) will be accepted but others (methods, practicum courses) may not. The Graduate School also has a recency requirement and typically will not accept coursework taken more than 10 years ago as transfer credit.

Normally the process of approving transfer credits is undertaken in or just prior to a student's first semester at Loyola. The student must initiate a conversation regarding transfer credits with her or his advisor, who may request copies of syllabi from past courses. The faculty member then works with the Graduate Program Director who, using the GSPS system, ultimately makes a recommendation to the Dean of the Graduate School on the acceptance of transfer credits. When accepted, the student is informed by the Graduate School and a transfer credit line will appear on the student's transcript.

INCOMPLETES, EXTENSIONS AND LEAVES OF ABSENCES

CEPS faculty follow the policies of the SOE requesting course Incompletes. Like extensions on assignments, course incompletes are given at the sole discretion of the faculty member. Please refer to the academic policies listed below for more information. Students who need to temporarily suspend their studies for a Fall or Spring semester are required to apply for a Leave of Absence. MEd students are to follow the SOE procedures. MA and PhD students are to follow the Graduate School procedures in the gspgs system. Typically leaves of absence are only granted at the stage of course-taking, with the university requiring continuous enrollment during the thesis- and dissertation-writing stage.

ANNUAL REVIEW PROCEDURES

Each Spring semester CEPS requires all current master's and doctoral students to complete an Annual Progress Report. The PDF annual report forms are posted online at <http://www.luc.edu/education/resources/forms/> and are to be submitted online through the "CEPS Program" Sakai site by March 31st of each year. Each student's advisor will provide input to the student on her/his progress and may wish to schedule a meeting to discuss present performance and future plans.

Student GPA and academic progress is monitored at the close of each semester by the SOE and GS deans who are responsible for the academic probation and academic warnings process. Students at the thesis or dissertation writing stage who receive a grade of NP (No Progress) will be asked to meet with the Graduate Program Director to sign an agreement regarding deadlines and a timeline for degree completion. Failure to meet agreed-upon deadlines can result in a recommendation of dismissal from the university for failure to maintain good academic standing.

As noted on p15-16 above, student dispositions are assessed in each CEPS course. At the start of the Fall and the Spring Semesters CEPS faculty meet collectively to monitor students' dispositions assessments. Suitable dispositional performance is necessary for the successful completion of the professional graduate education provided in the CEPS program. If a student receives multiple dispositional assessments of

“unsatisfactory” he or she will be required to meet with the CEPS Graduate Program Director in order to formulate a disposition remediation plan. In the event that the disposition remediation plan does not resolve the issue or concern within the timeframe specified, the case will be brought before the CEPS faculty for reconsideration. The faculty may choose to continue with the prior remediation plan, develop a new intervention, or consider dismissal from the program. If dismissal from the program is the determined course of action the student will receive a letter of dismissal from the appropriate Associate Dean (SOE or GS). The candidate may appeal the decision in writing to the appropriate Dean. The appeal must be made within two weeks (14 calendar days) of the date of email notification of academic dismissal. The Dean will review the matters pertinent to this appeal and will provide a written decision to the candidate within 30 calendar days of the receipt of the written student request for an appeal. The decision by the Dean will be considered final.

OTHER ACADEMIC POLICIES

Students in CEPS programs are required to abide by general university policy and expectations as well as the Academic Policies established by the School of Education (M.Ed.) and the Graduate School (M.A. & PhD). Please refer to the following urls for additional information:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Graduate_Academic_Regulations.pdf

http://luc.edu/gradschool/academics_policies.shtml

CONFIRMATION OF RECEIPT OF PROGRAM HANDBOOK

I certify that I have received a copy of the CEPS Program Handbook. I understand that if I have questions or require clarification I may seek out guidance from my assigned faculty advisor and/or the CEPS Program Chair / Graduate Program Director.

Signature

Printed Name

Date