

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 (<https://www.luc.edu/education/masters/international-higher-ed/>). 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 in the Fall semester. One of the key required courses in the MEd program, ELPS 405 Introduction to Policy Analysis, is typically offered Fall semester. Examples of past syllabi for each of these courses, as well as for all other CEPS courses, can be found online at <https://www.luc.edu/education/resources/syllabi/>.

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, Sociological Analysis 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 with a student to do an independent study, the student arranges the student's course permission through the CEPS 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. The following is the link for the SOE Independent Study form:

https://www.luc.edu/media/lucedu/education/forms/misc/SUBMIT_independent-study_form.pdf and the link for the GS Request for Course Title form:

<https://www.luc.edu/media/lucedu/gradschool/pdfs/Request%20for%20Course%20Title.pdf>.

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.

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. 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 school leaders, 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/may not also 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. Students are responsible for notifying the Program Coordinator of any advisor changes.

OVERVIEW OF CEPS MASTER'S 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 also become critical consumers of educational research and gain knowledge of research and policy evaluation methods.

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 LUC Graduate 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 hours)

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 fall or spring 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, which satisfies the Graduate School's requirement for continuous enrollment in the program (with the exception of approved leaves of absence). 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.

Per LUC Graduate School policy, students defending their thesis by the second Friday after when fall/spring semester classes begin do not need to register for ELPS 595 for that semester.

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://gspss.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 draft has been reviewed and judged ready to move forward 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 is required to submit a Thesis Proposal form in GSPS (<https://gspss.luc.edu>). The proposal form must include the tentative title of the thesis and it will be electronically approved electronically by committee.

After 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 approve 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 additional textual revisions that may range from several days to several weeks' worth of work.** 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 (<https://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**

keep informed of formatting requirements and deadlines, and please also note that your text can be submitted for Format Check prior to being approved by the Thesis Committee.) Graduate School format check deadlines are October 1 (for Fall Semester degree conferral), March 1 (for Spring Semester degree conferral) and June 1 (for Summer Semester degree conferral).

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 represents 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 (allowing a minimum two week window for potential revisions)

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 (allowing a minimum two week window for potential revisions)

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 (allowing a minimum two week window for potential revisions)

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. What social and/or intellectual problem does your study address?
- 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, so that you show substantial familiarity with literature related to your 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 all 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 suggested only and that actual thesis proposal requirements will be established by your thesis 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 Introduction 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 500 Race and Schooling in the United States
 ELPS 510 Seminar in the Sociology of Education
 ELPS 514 Sociology of Teaching
 ELPS 516 The School as an 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: International 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 M.Ed. students take include ELPS 420 (offered Fall semester); ELPS 410 (offered Fall semester; for the American Education Policy Specialization); ELPS 455 (offered Spring semester; 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/>). The portfolio is completed online, but email notification of the portfolio's completion is due to the student's academic advisor no later than four weeks before the last day of classes of the semester in which they aspire to graduate. Failure to notify one's advisor of portfolio completion may delay a student's degree conferral date. Students are also required to submit an application for degree conferral; the corresponding link is 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 International Education Internship course or the ELPS 564 Education Policy Internship course. The two classes share the same Faculty Instructor and are identical as far as requirements go; they are simply named differently out of consideration for how it will display on a student's transcript. CEPS M.Ed. internships may be taken Fall, Spring, Summer 1 or Summer 2 semesters. The internship hours may begin prior to the semester of registration, and, in exceptional cases, may extend beyond the last day of classes of the given semester. However, they should match the registration semester as closely as possible. Please note that the internship course can only be taken after the student has completed at least 15 credits in the program.

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, and arts organizations, but this is not an exhaustive list. 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 student, though program faculty and SOE/university staff will certainly assist. All internship placements must be approved in advance by the Faculty Instructor. Internship work completed prior to approval will not count toward CEPS M.Ed. degree completion. Likewise, internships conducted at a student's place of employment must be in a different department, under a different supervisor, and must be in addition to the student's regular work hours. 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 ensure that the student-intern's working experience complies with generally accepted ethical standards and to schedule regular one-on-one meetings with the student-intern to provide formative feedback and contribute to the intern's professional growth.

In addition to on-site engaged learning, the CEPS M.Ed. internship course requires that students regularly interact with their Faculty Instructor during the internship (for example through reflective journaling or other formative written assignments). At the conclusion of the internship students are expected to produce a final product that allows for reflection and summative evaluation of the internship experience (for example a research report, integrative essay and/or web portfolio [see an example of the last at <https://w.taskstream.com/ts/zanoni/TessaZanoniCEPS.html>]).

Internship Process:

STEP 1 Students should begin the process of locating an internship at least 3 months in advance of the semester in which they plan to undertake the experience. To begin the process students should contact the Faculty Instructor (of ELPS 564/565) for an initial discussion (in person or by email/virtually), the purpose of which is to discuss the students' professional goals, possible placements and how this engaged learning experience will integrate with what the student has studied in the program to-date. Students are also advised to discuss their internship aspirations and plans with their academic advisors as part of regular advising meetings across their time in the program.

STEP 2 Students should then begin seeking out and applying for internship opportunities. Available Loyola resources include Rambler Link (https://www.luc.edu/career/RamblerLink_Login.html). A list of potential internship sites is posted on the CEPS Sakai page and opportunities are sometimes announced via the CEPS newsletter. In this process, students are expected to prepare a professional resume and to comport themselves in a professional manner. For guidance with this process students may draw on the resources of the university Career Center (<https://www.luc.edu/career/index.shtml>) and their Faculty Instructor.

STEP 3 Once an internship site/opportunity is secured it must be approved. The student should email a short description of the proposed internship to the Faculty Instructor.

Only when the Internship Site is approved can the student be registered for the ELPS 564/565 course. Registration for these courses is by course instructor permission only. The instructor will work with the CEPS Program Coordinator for students with approved Internship Sites to be enrolled in the appropriate course.

STEP 4 Once the Internship Site is approved, the student should work with his/her Site Supervisor to draft a Professional Learning Contract. The template for the contract is available [here](#). A sample Professional Learning Contract is available [here](#). For additional guidance on drafting learning outcomes please consult [this resource](#).

STEP 5 The Faculty Instructor must approve the draft Professional Learning Contract. This must occur *prior to the start of the internship hours/work*.

STEP 6 The student undertakes the internship, consulting regularly with the Site Supervisor and interacting with the Faculty Instructor according to the agreed upon plan.

STEP 7 At the completion of the internship (typically no later than the last day of classes in the semester) the student is required to submit all materials required for the Faculty Instructor's evaluation and grading.

DUAL DEGREES (JD-MA and JD-MEd)

With the Loyola Law School, CEPS offers two dual degree programs that allow to simultaneously pursue a JD and a master's in CEPS. Students must be admitted both to the Law School and to the CEPS program. Because of American Bar Association regulations which do not allow the transfer in of any previous graduate coursework, it is not possible for a CEPS student to apply to the Law School and "add on" the JD degree after having started the CEPS coursework. However, it is possible for JD students to apply to CEPS and add on the MA or MEd dual degree during or after their first year of Law School.

Curriculum for the JD-MEd program can be found here:

<https://www.luc.edu/education/graduate/dualdegreeprograms/jd-med-in-law-education-policy/curriculum/>

Curriculum for the JD-MA program can be found here:

<https://www.luc.edu/education/graduate/dualdegreeprograms/jd-ma-in-law-comparative-education/curriculum/>

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 Ph.D. program prepares students to be education studies generalists who also possess a distinctive specialization and research agenda. Some of our Ph.D. 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) the 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://gsp.s.luc.edu>. The Graduate School has in the past required students in this circumstance to commit to a specific timeline in order to approve their extension. If a student on

extension does not meet the timelines to which they have committed, they may be dismissed from the program.

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

A. Foundations Core (12 semester hours)

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 the first two semesters following coursework completion 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.

Per LUC Graduate School policy, students defending their dissertation thesis by the second Friday after the date when fall/spring semester classes begin do not need to register for ELPS 600 for that semester.

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 four CEPS core areas; 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 double-spaced 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, they identify a core area to be tested 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 CEPS core colleague to compile a reading list in the CEPS core area chosen by the student for Question #2, and develops a reading list on the topic related to the student's prospective dissertation for Question #3. 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. The student should work with their advisor to identify a start date for the exams, and the advisor will deliver the exam questions to the student by 9 am on the date when the exams are scheduled to begin. Once the exams have begun, the due date cannot be changed except in cases of documented personal emergency or documented, serious medical illness. The exams will be due by 5 pm, three weeks from the date when the exam begins. The advisor will specify the due date at the time of exam question delivery. 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 process 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 master's 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 their Dissertation Chair, the student also forms a Dissertation Committee of two additional LUC faculty members, with the optional possibility of additional members outside of LUC. Additional committee members must be active or emeritus faculty members at a college or university, and must be approved by both the CEPS Graduate Program Director and Dean of the Graduate School.

Once your committee has been created, you will need to submit a Dissertation 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 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 realizability, originality, rigor and significance. Upon successful approval of the Dissertation Proposal, the student needs to submit a Dissertation Proposal form in GSPS (<https://gsps.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 https://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 School's requirements for the formatting of a thesis or dissertation (<https://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.**) Graduate School format check deadlines are October 1 (for Fall Semester degree conferral), March 1 (for Spring Semester degree conferral) and June 1 (for Summer Semester degree conferral).

Deadlines for final thesis submission are November 1 (for Fall Semester degree conferral), April 1 (for Spring Semester degree conferral) and July 1 (for Summer Semester degree conferral). For other graduation-related deadlines and links to forms, please see the Graduate School's "Steps for Graduation" page at <https://www.luc.edu/gradschool/graduation/phd/#d.en.374039>.

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 generalizable and non-generalizable 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 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, contribute 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.

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>.

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 (<https://www.luc.edu/education/resources/student-development-committee/>). Additionally, CEPS MA and PhD students have access to travel funding offered by the Graduate School (https://www.luc.edu/gradschool/Graduate_Research_Page.shtml). The availability of travel funds is not guaranteed and students are advised to carefully follow announcements from the Graduate School and SOE regarding application windows and deadlines.

STUDENT DISPOSITIONS

The SOE unit-wide dispositions, which are derived from the SOE conceptual framework and are the following “Students exhibit a commitment to professionalism, social justice and inquiry.”

CEPS faculty have developed descriptors of these dispositions in relation to a 4-level rubric that indicates the degree to which the student meets the dispositional expectation. Each of these three dispositions will be assessed in each CEPS graduate course.

Level 1 Does Not Meet Expectation	Level 2 Partially Meets Expectation	Level 3 Meets Expectation	Level 4 Exceeds Expectation
PROFESSIONALISM			
Candidate fails to demonstrate acceptable professional and ethical behavior in scholarship, coursework, or other program-related activities.	Candidate demonstrates an emerging ability to meet 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.	Candidate demonstrates 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 basic understanding of expected professional and ethical behavior in his or her field.	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.
SOCIAL JUSTICE			
In written work and class participation candidate demonstrates a lack of reasoning about the complexity of social justice within educational settings.	In written work and class participation candidate demonstrates an emerging ability to articulate a framework for reasoning about the historical, philosophical, sociological and political complexities of social justice within educational settings.	In written work and class participation candidate demonstrates and articulates a coherent framework for reasoning about the historical, philosophical, sociological and political complexities of social justice within educational settings.	In written work and class participation candidate demonstrates and persuasively articulates a robust framework for reasoning about the historical, philosophical, sociological and political complexities of social justice within educational settings.
INQUIRY			
In written work and class participation candidate demonstrates a lack of interest in inquiry.	In written work and class participation candidate demonstrates an emerging willingness to challenge existing knowledge, and a commitment to collaborative problem solving and construct new knowledge within the humanities and/or social sciences.	In written work and class participation candidate demonstrates curiosity, a willingness to challenging existing knowledge, and a commitment to collaborative problem solving and constructing new knowledge within the humanities and/or social sciences.	In written work and class participation candidate demonstrates risk-taking curiosity, a willingness to challenging existing knowledge, and a robust commitment to collaborative problem solving and to constructing new knowledge within the humanities and/or social sciences.

CONCEPTUAL FRAMEWORKS STANDARDS

These SOE-wide conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

Loyola School of Education Conceptual Framework Standards (CFS)

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

For complete information on the SOE Conceptual Framework see

<https://www.luc.edu/education/mission/>. CEPS courses are mapped onto different Conceptual Framework Standards with a specific assessment for each CFS.

ELPS 405	CFS 4	CFS 4 Cultural Analysis Project
ELPS 420	CFS 3	CFS 3 Ethical Analysis
ELPS 420	CFS 4	CFS 4 Policy Response
ELPS 444	CFS 1	CFS 1 Existing Scholarship Analysis
ELPS 444	CFS 3	CFS 1 Education Reform Analysis
ELPS 410	CFS 2	CFS 2 Research Paradigm Analysis
ELPS 455	CFS 2	CFS 2 Research Paradigm Analysis
ELPS 564/5	CFS 4	CFS 4 Internship Portfolio
all other courses	CFS 1	CFS 1 Existing Scholarship Analysis

In each course various specific assignments will be used for the CFS assessment. For example, in one course the “CFS 1 Existing Scholarship Analysis” assessment might be attached to a literature review paper assignment. In another course, the “CFS 1 Existing Scholarship Analysis” assessment could instead be attached to a group presentation assignment that requires an explication of state-of-the-field knowledge on a given topic. In each CFS assessment instance the student will be asked to upload an artifact to Livertext (e.g. paper, Powerpoint presentation, etc). In each instance, as it relates to course credit, the assignment will be graded independently by the faculty member according to his/her grading criteria or rubrics. However the CFS assessment that is administered/enabled via the assignment will be assessed using the standardized, uniform CEPS-Program Area CFS rubrics below:

Level 1 Does Not Meet Standard	Level 2 Partially Meets Standard	Level 3 Meets Standard	Level 4 Exceeds Standard
<i>CFS1: Candidates critically evaluate current bodies of knowledge in their field.</i>			
Evaluative measure is not completed or depth of critical analysis is not consistent with requirements of graduate-level work	Depth of analysis is limited to or generally comprised of identification of strengths and weaknesses of current bodies of knowledge in the field	Depth of analysis goes beyond identification of strengths and limitations to critically deconstruct and reconstruct current bodies of knowledge in the field	Depth of analysis reflects exceptional ability to adopt and apply critical perspectives that deconstruct and reconstruct current

			bodies of knowledge in the field
<i>CFS2: Candidates apply culturally responsive practices that engage diverse communities.</i>			
Evaluative measure is not completed or does not reflect graduate-level expectations for applying culturally responsive practices that engage diverse communities	Demonstrates limited culturally responsive practice related to course content that addresses diverse communities	Demonstrates adequate culturally responsive practice related to course content that addresses diverse communities	Exceptional demonstration of culturally responsive practices related to course content that addresses diverse communities
<i>CFS3: Candidates demonstrate knowledge of ethics and social justice.</i>			
Evaluative measure is not completed or does not demonstrate sufficient knowledge of ethics and social justice in the contexts of education policy and practice	Demonstrates partial knowledge of ethics and social justice in the contexts of education policy and practice	Demonstrates adequate knowledge of ethics and social justice in the contexts of education policy and practice	Exceptional demonstration of knowledge of ethics and social justice in the context of education policy and practice
<i>CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.</i>			
Evaluative measure is not completed or does not demonstrate ability to recognize and leverage education's ethical and social justice dimensions in work to improve educational experiences and institutions	Partial demonstration of ability to recognize and leverage education's ethical and social justice dimensions in work to improve educational experiences and institutions	Demonstrates adequate ability to recognize and leverage education's ethical and social justice dimensions in work to improve educational experiences and institutions	Exceptional ability to recognize and leverage education's ethical and social justice dimensions in work to improve educational experiences and institutions

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 on SOE grievance procedure is available here:

https://www.luc.edu/media/lucedu/education/pdfs/SOE_Graduate_Academic_Regulations.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: https://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 GSPS system (<https://gsps.luc.edu>). 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.

Students who take more than six years to complete the program are required to file for an extension of time in GSPS. The Graduate School typically requires students in this circumstance to commit to a specific timeline in order to approve their extension. If a student on extension does not meet the timelines to which they have committed, they may be dismissed from the program.

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 1st of each year. Each students' advisor will provide written input to the student on her/his progress and may also ask 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 Graduate School 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 pp. 19-20 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 Graduate School). 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