

PENNSTATE

COLLEGE OF EDUCATION



*Comparative and International Education
Dual-Title Degree Program*

Graduate Student Handbook

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Dual-Title Graduate Degree Program in Comparative and International Education

Welcome!

From the earliest proposals for public schooling in the U.S., researchers and practitioners have relied on comparative and international perspectives to illuminate the field of education. Today more than ever, in an era of information technology and an inter-connected global economy of skills and ideas, scholars need to understand how the processes of schooling and learning vary across societies and what implications these variations have for education in the world today.

At Penn State, an interdepartmental faculty committee offers a dual-title degree (master's and doctoral) program in Comparative and International Education (CI ED). The committee maintains program definition, identifies courses appropriate to the option, and recommends policy and procedures for the program's operation to the dean of the College of Education and to the dean of The Graduate School. Members of the CI ED committee also serve on the doctoral committees of students who elect the dual-title doctoral degree.

The CI ED program trains scholars who advance our basic knowledge about schooling and education around the globe. The CI ED program is designed to create opportunities for a range of people—administrators and policy makers in social welfare, health education, and development; school leaders; and scholars of education.

The dual-title degree program is offered through participating graduate programs in the College of Education and, where appropriate, other graduate programs at Penn State. The option enables students from different graduate programs to learn the perspectives, techniques, and methodologies of comparative and international education, while maintaining a close association with their program areas of application. Comparative and international education is a field devoted to the systematic analysis of the operation and effects of the world's education systems. For admission to pursue a dual-title degree in CI ED, a student must be accepted by The Graduate School and one of the participating graduate major programs and apply to the CI ED committee. Students complete degree requirements for their major simultaneously with those required for the CI ED dual-title degree. Upon graduation, students are awarded degrees in their major field and CI ED.

As a graduate student at Penn State, you will be expected to follow the policies and procedures outlined in the *Graduate Degree Programs Bulletin* and to be aware of specific program requirements. The *Bulletin* may be found online at <http://www.psu.edu/bulletins/whitebook/>.

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Comparative and International Education Training and Career Opportunities

Training is provided through a multidisciplinary dual-title graduate degree program in Comparative and International Education (CI ED) that allows students to earn dual-title master's or doctoral degrees in both CI ED and education, health and human development, or agricultural sciences, among other majors. The program enables students to develop expertise and skills in comparative and international education analysis and methodologies. Faculty members of the CI ED program are leading experts in the fields of comparative education theory, policy action, and qualitative methods, among numerous other disciplines. These widely recognized individuals are an asset not only to the program but to Penn State as a whole. Through crafting linkages between the student's home department and the comparative and international education field, these faculty members encourage students to develop their comparative and international interests while maintaining a professional identification with their own disciplines. This training enables students to obtain further research and/or practical experiences in the field of comparative and international education. Alumni of the program have found career opportunities with international organizations, major universities, and research institutes, including UNESCO, The World Bank, and other Non-Governmental Organizations.

Comparative and International Education Society

Faculty and students are encouraged to become members of the Comparative and International Education Society (CIES), the leading professional association for comparative and international educators and researchers in the United States. CIES was founded in 1956 to advance knowledge and teaching in this field. CIES holds regular conferences at the regional, national, and international levels. At these conferences, students and faculty present their research, establish collegial relationships with individuals from other universities and international organizations, and further increase the visibility of Penn State's activities in this rich field of research and practice. Increasing Penn State's visibility at these conferences not only furthers faculty and student professional development but also advances outreach scholarship as a leader among similar programs in the field.

Comparative Education Review

The *Comparative Education Review (CER)* is the official journal of the CIES and the leading academic research journal in the field of comparative and international education. Penn State faculty and students co-edit the *CER*, <http://www.journals.uchicago.edu/CER>, which is published quarterly, and by subscribing to the *CER* faculty and students become members of CIES. The *CER* investigates education throughout the world and the social, economic, and political forces that shape it. Founded in 1957 to advance knowledge and teaching in comparative education studies, the *CER* has established itself as the most reliable source for the analysis of the place of education in countries other than the United States.

International Education Student Association

The CI ED faculty encouraged the development of the International Education Student Association (IESA). IESA formally represents students to the CI ED committee and provides a forum for student participation in their education and the expansion of the program. CI ED students are encouraged to network with fellow students and attend IESA socials and monthly seminars. Students regularly meet to discuss ideas for the development of the CI ED program and then report their ideas to their CI ED advisors and the program chair.

Student Aid

Student aid to graduate students comes in the form of fellowships, traineeships, graduate assistantships, and other forms of financial aid described in the student aid section of the *Bulletin* and in Appendix A of this handbook. The extent to which this assistance is offered is determined by funding constraints of both the CI ED program and The Graduate School. Students are encouraged to seek funding from other sources, e.g., university scholarships, home-departmental assistantships, assistantships offered by other colleges within the university, et al.

Academic Integrity Statement

As defined by Faculty Senate Policy 49-20, academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner, serving as a basic guiding principle for all academic activity. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

For additional information about the CI ED dual-title degree program, contact:

Dr. David P. Baker, CI ED Program Chair

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Dual-Title Graduate Degree Program in CI ED

Program Description

The CI ED dual-title degree program option is administered by the faculty members of the CI ED committee. The committee maintains the curriculum, identifies courses appropriate for the option, and develops and recommends policy and procedures for the program's operation to the dean of the College of Education and the dean of The Graduate School. Members of the committee also serve on the doctoral committees of students who elect the dual-title doctoral degree. The option enables students from different graduate programs to learn the perspectives, techniques, and methodologies of comparative and international education, while maintaining a close association with their program areas of application.

Admission Requirements

To pursue a CI ED dual-title degree, a student must be accepted by:

- 1) The Graduate School and
- 2) one of the participating graduate major programs

and then apply to:

- 3) the CI ED committee.

Applicants to the CI ED program will be required to submit an official MAT or GRE score report (and a satisfactory TOEFL score¹ when appropriate), a writing sample, and a written personal statement indicating the career goals they hope to serve by earning a CI ED degree. Doctoral students must apply to the CI ED dual-title degree program before passing candidacy.

Degree Requirements

To qualify for a dual-title degree, students must satisfy the requirements of the graduate major programs in which they are enrolled. In addition, they must satisfy the minimum requirements described below, as established by the CI ED committee. Within this framework, final course selection is determined by the students, their CI ED advisors, and their major program advisors.

Training and Degrees

Training is provided through a multidisciplinary dual-title graduate degree program in CI ED that allows students to earn dual-title masters or doctoral degrees in both CI ED and education, health and human development, or agricultural sciences, among other majors. The program enables students to develop expertise and skills in comparative and international education analysis and methodologies.

Some of the graduate major programs that participate with the CI ED dual-title degree program are:

- Higher Education

¹The Graduate School requires for admission to Penn State a TOEFL score of 550 on the paper test, 213 on the computer-based test, or 80 (19 on speaking portion) on the Internet-based test. Please refer to the *Bulletin* if you have further questions.

- Educational Leadership
- Educational Theory and Policy
- Curriculum and Instruction
- Educational & School Psychology, Special Education
- Adult Education, Instructional Systems, Workforce Education
- Counselor Education, Counseling Psychology, and Rehabilitation Services
- Human Development and Family Studies
- Agricultural and Extension Education
- College Student Affairs
- Entomology

Academic Advisor and Registration

Upon a student's acceptance into CI ED, the student will be assigned a CI ED academic advisor by the program chair. As students develop specific scholarly interests, they may request that a different CI ED faculty member serve as their advisor. The student and advisor will discuss a program of study that is appropriate for the student's professional objectives and that is in accord with the policies of The Graduate School and the CI ED program. **It is the student's responsibility to meet all deadlines, including those for course registration, scheduling of comprehensive and final examinations, and graduation.**

Course offerings are listed online at <http://schedule.psu.edu/>. Students should register for courses using eLion, <http://www.elion.psu.edu>, typically several months before classes begin. The Registrar's Office allows students to change (drop/add) their class schedules through the first ten days of classes without penalty; after the first ten days, students are charged a fee for each drop or add.

Graduate Credits

Graduate students may take 400-, 500-, or 600-level courses. Courses at the 400 level are taken primarily by undergraduates; a student must obtain permission in advance from his/her academic advisor and the instructor in order to receive graduate credit for a 400-level course. A student who is registered for at least 9 credits is considered to be engaged in full-time academic work for the semester. A graduate student may not enroll for more than 15 credits in a semester without permission from the dean of The Graduate School; a written request by the student's academic advisor must be submitted to and approved by Graduate Enrollment Services.

Credit loads are further restricted for students who are awarded graduate assistantships. Guidelines are:

Quarter-time assistantships	9 to 14 credits	10 hours of work/week required
Half-time assistantships	9 to 12 credits	20 hours of work/week required

Master's Degree

The master's degree, conferred on students who have completed a well-balanced, unified, and complete program of study, includes the preparation and acceptance of a high-quality master's thesis or master's paper, depending on the student's graduate major program. The master's degree in CI ED is a dual-title degree and is given only to students who are admitted to master's programs at Penn State. Students who choose the master's dual-title degree in CI ED should:

- Complete a **minimum of 12 CI ED credits** with study in the following curriculum categories:
 - 3 credits, CI ED Proseminar
 - 6 credits, advanced comparative and international education content courses
 - 3 credits, advanced or focused comparative and international education content courses.

Some courses may satisfy both the graduate major program requirements and those of the CI ED program. Final course selection is determined by the students in consultation with their CI ED advisors and their major program advisors. Students and advisors should maintain the CI ED Master's Degree Plan of Study (Appendix C), which must be submitted to the CI ED program office two months before the student files the "Intent to Graduate" via eLion.

- Write a master's thesis or paper on a topic related to comparative and international education. The thesis advisor must be a member of the Graduate Faculty of the major program and preferably a Core or Affiliate CI ED faculty member. Consultation with the CI ED program chair is recommended when selecting committee members and completing the CI ED Master's Degree Committee form (Appendix D).

Doctoral Degree

Candidates for the doctoral degree in CI ED must exhibit high research competence, including the ability to identify, conceptualize, and execute a significant research project that clearly adds to the body of knowledge in the field.

Doctoral students should apply for the CI ED dual-title degree program prior to achieving candidacy in their primary program. Candidacy requirements may vary across programs, and students are expected to apply for candidacy in their major program after acquiring at least 18 course credits. At or prior to the time of their application for candidacy, students seeking a dual-title degree in CI ED must invite a CI ED faculty member (either their assigned CI ED advisor or a CI ED faculty member within their primary program) to participate in and sign off on their candidacy process.

Students and advisors should maintain the CI ED Doctoral Degree Plan of Study (Appendix F), which must be submitted to the CI ED program office before the student schedules the comprehensive examination. Students who choose the doctoral dual-title degree in CI ED should:

- Complete a **minimum of 27 CI ED credits** with study in the following curriculum categories:
 - 3 credits, CI ED Proseminar
 - 6 credits, advanced comparative and international education content courses
 - 12 credits, advanced or focused comparative and international education content (elective) courses (elective courses may double-count)
 - 6 credits, research methods (qualitative or quantitative).

A minimum of 18 of the 27 credits must be from 500-level courses. Some courses may satisfy both the graduate major program requirements and those of the CI ED program. Final course selection is determined by the students in consultation with their CI ED advisors and their

major program advisors. Students who already hold a master's degree from another institution may petition to have equivalent course credits accepted.

- Be fluent in reading, writing, and speaking English, and they must have competency in reading a language other than English, preferably a language relevant to a country or geographic area they propose to study. Where appropriate, the foreign language requirement can be satisfied by passing the ETS Language Achievement Test or by passing a Penn State foreign language course.
- Complete a *candidacy and comprehensive examination* in their home departments that follows the guidelines established by the home department. A separate candidacy or comprehensive examination is not required for the CI ED program, but the CI ED representative on a student's doctoral committee **must** have input into the development of the candidacy and comprehensive examination.
- Write and orally defend a thesis on a topic related to comparative and international education. The doctoral committee of a dual-title degree student is recommended, in conjunction with the CI ED committee, by the graduate major program. The chair and at least three members of a doctoral committee must be members of the Graduate Faculty, and the committee must include at least one representative from the CI ED faculty. **The chair of the committee may not be the sole CI ED representative on the committee; he or she must represent the major program and therefore cannot also represent CI ED. If the chair is a CI ED faculty member, the CI ED representative may be any other member of the committee, including a co-chair. If the chair is not a CI ED faculty member, the CI ED representative must be the co-chair of the committee.** The CI ED Doctoral Committee form (Appendix H) must be submitted to the CI ED program office before the student schedules the comprehensive examination.

Doctoral Minor

Doctoral students who find it advantageous to include CI ED content, methods, and policy analysis in their program of study may complete a minor in CI ED. Students who choose the CI ED doctoral minor should:

- Complete a **minimum of 15 CI ED credits** with study in the following curriculum categories:
 - 3 credits, CI ED Proseminar
 - 6 credits, advanced comparative and international education content courses
 - 6 credits, advanced or focused comparative and international education content courses.
- Submit the completed CI ED Doctoral Minor Plan of Study (Appendix G), along with an unofficial Penn State transcript (available through eLion), to the CI ED program office for review by the program chair.
- Include a CI ED representative on the doctoral committee in the role of "Minor Field Member." **The chair may not be the sole CI ED representative on the doctoral committee; he or she must represent the major program and therefore cannot also represent CI ED. If the chair is a CI ED faculty member, the student must select another CI ED faculty member to be the minor field member.** Indicate on Appendix G which CI ED faculty member has agreed to serve as the minor field member.

CI ED Curriculum

Proseminar in CI ED

- CI ED 500, CI ED Proseminar I

Advanced CI ED courses²

- CI ED 503 (HI ED 503, EDTHP 507), Ethnicity, National Identity, and Education
- CI ED 504 (C I), Perspectives in African Education
- CI ED 508 (ADTED), Globalization and Lifelong Learning
- CI ED 509 (ADTED), Language, Literacy, Identity, and Culture in a Global Context
- CI ED 516 (EDTHP), Education and Demographic Change in the United States and Abroad
- CI ED 542 (LL ED), Issues in Literacy Education
- CI ED 553 (EDTHP, HI ED, SOC), Educational Mobility in Comparative Perspective
- CI ED 564 (ADTED), Social and Cultural Contexts of Learning and Work
- CI ED 570 (ADTED), Comparative and International Adult Education
- CI ED 571 (HI ED), Comparative Higher Education
- CI ED 572 (ADTED), Policy Studies in Lifelong Learning
- CI ED 587 (E C E), Curriculum, Culture, and Child Development
- CI ED 590, Colloquium (1–3 credits)
- CI ED 594, Research Topics (1–18 credits)
- CI ED 596, Individual Studies (1–9 credits)
- CI ED 597, Special Topics³ (1–9 credits)

Focused CI ED courses²

A. General CI ED courses

- CI ED 401 (IL) (EDTHP), Introduction to Comparative and International Education
- CI ED 470 (ADTED), Introduction to Distance Education
- CI ED 497, Special Topics (1–9 credits)

B. Focused CI ED courses

- ADTED 531, Course Design and Development in Distance Education—*CI ED cross-list pending*
- ADTED 532, Research and Evaluation in Distance Education—*CI ED cross-list pending*
- CI ED 440 (EDTHP), Introduction to Philosophy of Education
- CI ED 457 (AGECO 457) Principles of Integrated Pest Management
- CI ED 541 (EDTHP), Contemporary Philosophies of Education
- CI ED 555 (EDPSY), Validity of Assessment Outcomes
- HI ED 557 (EDTHP, SOC), Sociology of Higher Education—*CI ED cross-list pending*
- HI ED 597, The Quest for Equity in Higher Education—*CI ED cross-list pending*
- YFE 535, Youth Civic Development

²Courses that have significant comparative and international education content may be added to this list after review by the CI ED Core faculty.

³“Special Topics” courses are offered occasionally and are not permanent courses in the CI ED curriculum. However, if a course is proposed as a permanent course, the faculty member may petition to have the course listed as a regular advanced CI ED course. If the course is housed in another program, the faculty member may petition to have a CI ED section of the course cross-listed.

2011–2012 CI ED Faculty

Penn State's CI ED students benefit from an exceptionally strong cadre of committed scholars from a wide range of backgrounds in educational inquiry and practice. Penn State's CI ED faculty is particularly strong in the social science foundations of educational research.

Core:

David P. Baker, Ph.D. (Johns Hopkins), Professor of Education and Sociology. He studies the role of education in the social construction of modern society. He publishes widely on the comparative and historical analysis of schooling and higher education. He frequently assists in the planning of large cross-national studies of academic achievement for multi-national agencies (OECD, UNESCO, World Bank) and national governments.

Thomas Bruening, Ph.D. (Iowa State), Associate Professor of Agricultural Extension Education. Dr. Bruening's research interests include the impact of international study abroad programs; agricultural education in developing and emerging countries of Eastern Europe, Russia, China, South Africa, Bangladesh, and Latin America; and, CTE Teacher Education.

Edgar I. Farmer, Ph.D. (Penn State), Professor of Education and Director of the Postsecondary Technical/Community College Leadership emphasis in the Workforce Education & Development program. He has recently served as Department Head of Learning & Performance Systems in the College of Education. Internationally, he has conducted research in Career & Technical Education and presented papers in Australia, China, Finland, Hong Kong, Japan, and Turkey. He has worked extensively as a consultant with agencies in Ecuador, South Africa, and Zimbabwe. Other professional experience includes service as a member of the 173rd Airborne Brigade in the Republic of South Vietnam. During such time, he was awarded the Army Commendation and Bronze Star Medals.

Matt Kaplan, Ph.D. (CUNY), Associate Professor, Intergenerational Program and Aging. Dr. Kaplan's work focuses on intergenerational programs. He is editor of *Linking Lifetimes: A Global View of Intergenerational Exchange* and *Intergenerational Programs: Support for Youth and Elders in Japan*.

Gerald LeTendre, Ph.D. (Stanford), Professor of Education. Dr. LeTendre has conducted research on teaching and school organization, and his current research focuses on adolescent decision-making and the institution of schooling in cross-national perspective. He has authored several books on Japanese and U.S. education. He is the recipient of a Spencer Post-Doc, a Jacobs Foundation Young Scholars Fellowship, a Fulbright Fellowship, and a Rockefeller Fellowship from Harvard University.

Beverly Lindsay, Ph.D. (American) and Ed.D. (University of Massachusetts, Amherst), Professor and Senior Scientist of Higher Education and International Policy Studies. As a Senior Fulbright Specialist at the Institute for Peace, Leadership, and Governance and at Africa University in Zimbabwe, Dr. Lindsay engaged in peace and conflict resolutions with executives and civic leaders, initiated executive and faculty development, fostered strategic planning, and delivered media presentations. She was an Executive Fellow at the Institute for Multi-Track Diplomacy and served as an interim CEO when the chairman was on special missions. As the first American recipient of a new Senior Fulbright Specialist Grant to Korea in 2002, she facilitated and structured executive and faculty development design at Woosong, Seoul National, and Hong-Ik Universities. Other Fulbright endeavors included presenting key addresses, enhancing strategic planning processes, fostering academic program evaluation in

liberal arts and professional schools, and briefing the American embassy on endeavors in other settings. Formerly, Dr. Lindsay was Dean of the University Office of International Programs at Penn State and Dean of International Education and Policy Studies at Hampton University. She has produced five books and more than 80 articles.

Suet-ling Pong, Ph.D. (Chicago), Professor of Education, Demography, and Sociology. Dr. Pong worked as a postdoctoral fellow at the RAND Corporation in Santa Monica, California, and as an Assistant Lecturer at the Chinese University of Hong Kong. A former Spencer Fellow, her research interests include comparative sociology of education, including family-school relationships, ethnic and gender stratification, and immigrant children's schooling. In addition, Pong has conducted cross-national comparisons of education and family policies and their impact.

David Post, Ph.D. (Chicago), Professor of Education and of Human Development and Family Studies. Dr. Post, a past chair of the CI ED committee, currently co-edits the *Comparative Education Review*, the oldest scholarly journal in the field. He has taught as a Fulbrighter in Hong Kong and in Mexico, and in the U.S. at the University of California-Riverside and the University of Pittsburgh. Post's interests in child labor are reflected in a multi-national case study he directed, with support from the Ford and Spencer Foundations, culminating in his book, *Children's Work and Schooling in Latin America* (published in English by Westview and in Spanish by the F.C.E.) His teaching interests include social stratification and ethnic/national identity as they affect and are affected by education policy. He also teaches a seminar on child labor issues.

Kai Schafft, Ph.D. (Cornell), Assistant Professor of Education (Educational Leadership). Trained as a rural sociologist, Kai Schafft's work focuses broadly on the intersection between social inequality and spatial inequality. His most recent area of research has examined the interrelationship between poverty, housing, insecurity and chronic residential mobility within rural areas and how that affects schools and school districts through student transiency. His other work has examined processes of participatory community development in rural New York communities, political mobilization and social exclusion within Hungarian Gypsy (Roma) communities, and population redistribution in post-socialist Hungary. Dr. Schafft is the director of Penn State's Center on Rural Education and Communities, and an editor for the *Journal of Research in Rural Education*.

Ladislaus Semali, Ph.D. (California, Los Angeles), Associate Professor of Education (Curriculum and Instruction). Dr. Semali specializes in Language, Media, and Literacy education. He also directs a Consortium for the Study of Indigenous Knowledges (ICIK). His research explores cross-cultural literacy curricula, languages, and critical media literacy. His work has been published in the *Comparative Education Review* and the *International Review of Education*, and he also has authored *Literacy in Multimedia America* and *Postliteracy in the Age of Democracy*, and co-edited *What is Indigenous Knowledge: Voices from the Academy*.

Roger Shouse, Ph.D. (Chicago), Associate Professor of Education (Educational Leadership). Dr. Shouse's research examines the meaning and impact of school organization and leadership. His work explores the formal and informal dimensions of life in schools as related to goals and effectiveness, school reform, power and authority, and how the meaning and impact of these elements are distinctively shaped by social, cultural, and political realities at the local, national, and global level. Currently, in addition to completing a book on Taiwan school reform, Dr. Shouse writes articles and teaches a course on using popular cinema as case studies for understanding leadership in schools and other social settings.

Affiliate:

Clemente Abrokwa, Ph.D. (University of Alberta), Assistant Professor of African Studies. Dr. Abrokwa holds a Ph.D. in International/Intercultural Studies from the University of Alberta, Edmonton, Canada. He also received his Master's Degree in African/Third World Studies from the University of London, England and a B.Ed. from Cape Coast University, Ghana. He also holds a Diploma in African Music. His research interests include Science and Technology in Africa, Biotechnology and Agriculture in Africa (Genetically Modified Organisms), Science in African Education, Economic Development in Africa, Education in Africa, Globalization, African Politics, Multiculturalism, and Peace and Conflict Studies.

Talat Azhar, Ph.D. (Penn State), Outreach Coordinator for the Hubert H. Humphrey Fellowship Program, and affiliate faculty member in Educational Theory and Policy. Prior to joining the College, Azhar worked with Penn State Outreach for 12 years as senior market research associate. She received her doctoral degree from Penn State in Educational Theory and Policy and Comparative and International Education in 2009. Azhar is interested in issues of social justice and the focus of her research is on education of women in developing countries. Azhar also holds an MBA from Smeal College of Business and a Master's of Architecture from the College of Arts and Architecture at Penn State. Azhar came to the United States from Pakistan as a Rotary Foundation Ambassador of Goodwill to attend graduate school at University of California Los Angeles. Azhar has travelled extensively and lived and studied in Malaysia, Pakistan, and the United States.

Katerina Bodovski, Ph.D. (Penn State), Assistant Professor of Education (Educational Theory and Policy). Dr. Bodovski received her Ph.D. in Sociology from Penn State in 2007. She obtained both her M.A. in Sociology and her B.A. in Sociology and Anthropology from The Hebrew University of Jerusalem in Israel. In addition to her academic training, Katerina also has experience with applied research. Before coming to Penn State she was employed for five years at the Center of Children and Youth at Brookdale Institute of Human Development in Jerusalem, Israel. Her work as a senior research assistant focused on two main areas: the patterns of accommodation of immigrant youth, and formal and informal education.

Leila Bradaschia, Ph.D. (Indiana University), Director of International Programs. Dr. Bradaschia received her Ph.D. in History, Philosophy, and Policy in Education with a concentration in International and Comparative Education. While completing her degree, she was an associate instructor in the university's School of Education Cultural Immersion Projects, a program that allows education majors to conduct part of their student teaching in another country. Previously, she was Program Director at International Visitors Council in Columbus, Ohio and an intern with the U.S. Department of State Bureau of Educational and Cultural Affairs in Washington, D.C. She speaks Spanish and Portuguese, has completed graduate coursework in international and cultural studies and traveled extensively. Bradaschia's dissertation research was on non-governmental organizations (or NGOs) working in public primary education in Nicaragua. As Director of International Programs, Dr. Bradaschia directs the Hubert H. Humphrey Fellowship Program and also coordinates the development of new relationships between the College of Education and institutions in other nations, including, but not limited to, student and faculty exchange programs.

Liza Conyers, Ph.D., (University of Wisconsin-Madison), Associate Professor of Counselor Education and Rehabilitation. Dr. Conyers received her Ph.D. in Rehabilitation Psychology and her areas of research and scholarship include psychosocial aspects of disability, disability culture, HIV/AIDS, and employment issues of people with disabilities. Dr. Conyers has worked in a number of clinical settings including non-profit community rehabilitation programs (where she helped facilitate the transition of individuals with disabilities from sheltered to competitive

employment), office of students with disabilities, inpatient physical medicine and rehabilitation, college counseling centers, and in community psychiatric rehabilitation. She was the recipient of the 2004 Rehabilitation Educator of the Year award and the 2005 Rehabilitation Researcher of the Year Award. Dr. Conyers is a board member and Chairperson of the Research Working Group for the National Working Positive Coalition and has co-edited a special issue of the Journal of Vocational Rehabilitation on HIV and Employment issues. In 2007, Dr. Conyers was awarded a Mary Switzer Fellowship from the National Institute on Disability and Rehabilitation Research to identify the vocational development and employment needs of individuals with HIV/AIDS, which is the focus of her current research.

Roger Geiger, Ph.D. (Michigan), Distinguished Professor of Higher Education. Dr. Geiger is head of the Higher Education program and a past chair of the CI ED committee. His study, *Knowledge and Money: Research Universities and the Paradox of the Marketplace*, was published by Stanford University Press in 2004. Also in 2004, his volumes on American research universities in the 20th century, *To Advance Knowledge: the Development of American Research Universities, 1900–1940*, and *Research and Relevant Knowledge: American Research Universities Since World War II*, were published in new editions by Transaction Publishers. In 2000 he published *The American College in the Nineteenth Century*. He edited the section of the *Encyclopedia of Higher Education* on the Institutional Fabric of Higher Education. Among his other comparative publications are: *Private Sectors in Higher Education: Structure, Function, and Change in Eight Countries* and *Research in Higher Education: the United Kingdom and the United States*, which he co-edited. Geiger has edited *The History of Higher Education Annual* since 1993 and is senior associate editor of the *American Journal of Education*. He is principal investigator for an interdisciplinary NSF project: “Nanotechnology and Its Publics,” which is examining public opinion, state policies, and commercialization.

Rukmalie Jayakody, Ph.D. (Michigan), Associate Professor of Human Development and Family Studies, Sociology, and Demography. Dr. Jayakody is a social demographer with interests in the impacts of social change on families and communities. She is also interested in the impacts of social policies on family and child well-being. Her current work focuses largely on Vietnam, where she is leading a research team examining the impacts of television on population health using a large randomized design.

Dennis Jett, Ph.D. (University of the Witwatersrand), Professor, International Affairs. Dennis Jett's experience and expertise focus on international relations, foreign aid administration, and American foreign policy. Dr. Jett joined the inaugural faculty of Penn State's School of International Affairs in July 2008. Immediately prior to joining Penn State, he was dean of the International Center at the University of Florida for eight years. This followed a 28-year career as a career diplomat. In that capacity he served in Argentina, Israel, Malawi and Liberia. He has also served as Ambassador in Mozambique and Peru. On the National Security Council he served as special assistant to the president and senior director for African Affairs. The author of two books, he has written dozens of opinion articles for major newspapers. He is a member of the Council of Foreign Relations.

Sinfree Makoni, Ph.D. (University of Edinburgh, Scotland), Associate Professor, Applied Linguistics and African and African American Studies. From 1999-2001 Dr. Makoni was the Dubois-Mandela-Rodney Fellow at the University of Michigan-Ann Arbor. He is a native of Southern Africa, did his graduate work in Ghana and received his Ph.D. in Applied Linguistics from the University of Edinburgh, Scotland. He has extensive professional experience in Southern Africa, including Chair of Linguistics at the University of the Western Cape and associate professor of language and literature at the University of Cape Town, South Africa. He is former president of the Southern African Applied Linguistics Association and an Executive Board member of the International Applied Linguistics Association. He has research in the socio-

historical construction of African urban languages, agrammatism and language in health in multilingual communities in the US and Africa. Dr. Makoni's recent Co-edited books include: *Black scholars on Black languages: problems and possibilities*, (London:Routledge in press). *Ageing in Africa: Sociolinguistic and Anthropological Approaches*(London:Ashgate 2002), *Freedom and Discipline: Essays in Applied Linguistics from Southern Africa*, Bahri, India (2001), *Language and Institutions in Africa*, (Cape Town: Centre for Advanced Studies of African Society in Africa (2000)), *Improving Teaching and Learning in Higher Education in Southern Africa*. (Johannesburg, Witwatersrand University Press, 2000).

Kyle Peck, Ph.D. (University of Colorado), Associate Dean for Outreach, Cooperative Extension, International Programs, and Technology and Professor of Education (Instructional Systems). Dr. Peck served as the head of the Learning and Performance Systems Department from 2000 to 2004. He was the co-founder of the innovative, technology-rich Centre Learning Community Charter School in State College, Pennsylvania. Dr. Peck is a member of the Board of Direction of the International Society for Technology in Education (ISTE) and is a past president of the Association for Educational Communications and Technology (AECT) and its Pennsylvania affiliate, PAECT. Before coming to Penn State, Dr. Peck taught middle school math and reading for seven years and was involved in corporate training for five years, including two years as Director of Training for NBI, Inc., in Boulder, Colorado. He has been on the Penn State faculty since 1987 and is co-author of two books, more than 40 book chapters and journal articles, and four education-related software programs. He is a popular speaker and has made more than 250 presentations at professional conferences, in the U.S. and abroad. He has been a featured speaker and has studied educational systems, technology use in schools, and educational change in the former Soviet Union (Leningrad), The Sudan, Canada, Mexico, Thailand, Czechoslovakia, Ecuador, Taiwan, and Finland.

Madhu Suri Prakash, Ph.D. (Syracuse), Professor of Education and recent Outreach Scholar for the College of Education in the Department of Education Policy Studies. She is the recipient of The Eisenhower Award for Distinguished Teaching. She has co-authored two books in comparative and international education: *Grassroots Postmodernism—Remaking the Soil of Cultures* [London: Zed Books, 1998] and *Escaping Education—Living as Learning Within Grassroots Cultures* [Peter Lang Publishing, 1998]. Her forthcoming publications draw upon her research in India and Mexico on indigenous approaches to cultural initiation among peoples with diverse cosmovisions.

Esther Prins, Ph.D. (Cornell), Assistant Professor of Education and Co-Director, Goodling Institute for Research in Family Literacy, Institute for the Study of Adult Literacy. After receiving her B.A. in Sociology from Wheaton College (Illinois), Esther coordinated an adult education program and taught ESL classes to Latino/a immigrants in Chicago. Her academic work has taken place in educational and community settings in New York, California, Washington, and Latin America, including an adult literacy program in rural El Salvador, Literacy Volunteers of America (NY), an after-school program at a low-income school, school-based community development projects with Latinos/as, a community-university partnership, computer classes for children and adults at a migrant housing center, a union- and university-sponsored adult education program for Cornell employees, ecumenical community development and organizing coalitions, and Cooperative Extension at Cornell, UC-Davis, and Washington State University. Esther's research interests include adult and family literacy, civic engagement, gender and adult education, and participatory approaches to education, community development, and research. In particular, she seeks to understand how gender, class, race, and culture shape how people participate in and benefit from adult education, and the ways in which adult education both reproduces and diminishes social inequalities. Esther has published articles in *Adult Education Quarterly*, *Michigan Journal of Community Service Learning*, *Journal of Extension*, *Journal of Planning Education and Research*, and *Convergence*, and is a peer reviewer for the *Journal of*

Extension. Esther was a Professors for the Future fellow at UC-Davis (2003-04), and the recipient of the Women's Studies Dissertation Fellowship (Cornell University, 2001), the Julian and Veta S. Butterworth Doctoral Research Prize (Cornell University, 2000), and the Tomorrow's Leaders Today Award (Public Allies, 1997).

Edwin Rajotte, Ph.D. (Rutgers), Professor of Entomology. Dr. Rajotte's research focuses on resistance management of agricultural pests, social and economic issues in integrated pest management, and bee management and pollination. He helps design and implement integrated pest management programs for all fruit crops except grapes. He also contributes to various publications, including production guides, newsletters, and fact sheets; presents education programs for fruit growers; and develops expert system computer programs to aid in production decision making.

William J. Rothwell, Ph.D. (University of Illinois), Professor of Education (Workforce Education and Development). Dr. Rothwell's research focuses broadly in the area of workplace learning and performance and organization development. Dr. Rothwell is best known for his work on succession planning, talent management, and competencies of workplace learning and performance professionals. He has authored, coauthored, edited or coedited 68 books. His work has been translated into Chinese, Korean, Vietnamese, and Thai. He teaches courses on organization development and human resource management of trainers.

Joseph M. Valente, Ph.D. (Arizona State University), Assistant Professor of Early Childhood Education. Dr. Valente's research interests include childhood studies, comparative and international education, educational anthropology, Deaf studies, and Disability studies. He is the author of the autobiographical-novel and autoethnography *d/Deaf and d/Dumb: A Portrait of a Deaf Kid as a Young Superhero* published by Peter Lang. Currently Dr. Valente is the co-Principal Investigator of the video ethnography project "Kindergartens for the Deaf in Three Countries: Japan, France, and the United States," funded by the Spencer Foundation. To learn more about his work, please see <http://joevalente.net>.

Appendix A

Graduate Program Forms

Resume Study: A student who has interrupted a normal (fall/spring) sequence of registration is required to apply to Graduate Enrollment Services for permission to resume study at least two months before he or she would like to register for classes. This form is not required if the sequence was broken by the summer session only. The Resume Study/Change of Degree or Major form is available online at <http://forms.gradsch.psu.edu/ges/reschg2.pdf>.

Change of Major: Students who wish to transfer from one major program to another or change degrees within a major program must complete the Resume Study/Change of Degree or Major form and submit it to Graduate Enrollment Services. This should be done in a timely manner so that the proposed major program has an opportunity to obtain additional information if necessary. The Resume Study/Change of Degree or Major form is available online at <http://forms.gradsch.psu.edu/ges/reschg2.pdf>.

Transfer of Penn State Non-degree Graduate Credits to Penn State Degree Credits: Some students take classes at Penn State as non-degree graduate students. Upon admission to a major program, the student must consult with his or her academic advisor to request transfer of non-degree coursework into the degree program. Forms to request this transfer are available from the student's home department (major program) staff assistant. The completed form should be returned to the major program office, where a copy will be kept in the student's file. The Graduate School's policy limits transfer of non-degree to degree credits to 15 credits.

Independent Study, CI ED 596: Occasionally a course is not available or specialized research is required, necessitating independent study by a student with a faculty member. The student must obtain approval to register for independent study from a faculty member who shares an academic interest in the research area. The CI ED Independent Study form may be obtained from the CI ED staff assistant and returned to the program office when it is filled out completely. The staff assistant will process the form and provide copies of the form to both the student and the supervising faculty member.

Financial Aid: The CI ED program has available a limited number of graduate assistantships that are typically awarded to doctoral students. Assistantship awards are granted yearly and are occasionally granted for a second year. In order to accommodate the many requests received, awards are not granted for more than two years. Current and incoming CI ED students must submit the completed CI ED Application for a Graduate Assistantship (Appendix N) to the CI ED program office by February 1 in order to be considered for the ensuing academic year.

For additional sources of financial aid, check the Web site of The Graduate School's Office of Graduate Fellowships and Awards Administration at <http://www.gradsch.psu.edu/prospective/funding.html/>. The office is located in 317 Kern Building; the phone number is (814) 865-2514.

Appendix B

General Information

Thesis Office 115 Kern Building (814) 865-5448 gradthesis@psu.edu http://www.gradsch.psu.edu/current/thesis.html	General questions about thesis regulations, format, or submission, and requests for forms relating to the submission of theses should be directed to the Thesis Office. The thesis fee (a one-time processing fee for the University's copy of a thesis) must be paid to the Thesis Office when the thesis is submitted for review.
Graduate Enrollment Services (GES) 114 Kern Building (814) 865-1795	GES monitors students' official progress through the graduate program and keeps official graduate records. Questions about appointment of or changes in doctoral committees, scheduling of doctoral examinations, completion of course requirements, etc., should be directed to this office.
Office for Research Protections (ORP) 212 Kern Building (814) 865-1775 orprotections@psu.edu http://www.research.psu.edu/orp	Any use of human or animal subjects for research purposes must be reviewed and approved through the ORP before subjects are involved in any way. Contact the office for information and procedures.
Graduate Student Association (GSA) 111B Kern Building (814) 865-4211 http://www.clubs.psu.edu/up/gsa/	The GSA sells thesis paper at a reasonable price. It also maintains a file of typists and provides author-typist agreement forms.
Registrar's Office 112 Shields Building (814) 865-6357 http://www.registrar.psu.edu	The Registrar's Office handles students' course registration, intent to graduate, diplomas, and official name changes.
Bursar's Office 103 Shields Building (814) 865-6528 http://www.bursar.psu.edu/index.cfm	The Bursar's Office maintains all student accounts, including tuition payments, etc.
Multimedia & Print Center 107 Hostetter Business Services Building (814) 863-0580 http://www.multimediaprint.psu.edu/thesis/	Orders for copying and binding of personal copies of theses may be placed with the Penn State Multimedia & Print Center.

Appendix C

CI ED Master's Degree Plan of Study

Name _____ CI ED Advisor _____

PSU ID _____ Major _____

<u>Course</u>	<i>Semester/Year</i>	<i>Instructor</i>	<i>Credits</i>
Proseminar, CI ED 500 (3 credits)	_____	_____	_____
Advanced comparative and international education content courses (6 credits)			
_____	_____	_____	_____
_____	_____	_____	_____
Advanced or focused comparative and international education content courses (3 credits)			
_____	_____	_____	_____
Master's thesis or master's paper (circle one)	_____		
TOTAL CREDITS			_____

This completed form is due in the CI ED program office, 300 Rackley Building, two months before the student files the "Intent to Graduate" via eLion.

Appendix D

CI ED Master's Degree Committee

Name _____ CI ED Advisor _____

PSU ID _____ Major _____ Thesis Advisor _____

Committee Members⁴ (*please print clearly*):

Chair

Department

Office Address/Phone

Email Address

Name

Department

Office Address/Phone

Email Address

Name

Department

Office Address/Phone

Email Address

Name

Department

Office Address/Phone

Email Address

This completed form is due in the CI ED program office, 300 Rackley Building, two months before the student files the "Intent to Graduate" via eLion.

⁴The thesis advisor must be a member of the Graduate Faculty of the major program and preferably a Core or Affiliate CI ED faculty member. Consultation with the CI ED program chair is recommended.

Appendix E

CI ED Master's Degree Graduation Checklist

Name _____
(Last) (First) (M.I.)

PSU ID _____ Major _____

- Has the student completed a minimum of 12 CI ED credits with study in the following curriculum categories?
 - 3 credits, CI ED Proseminar
 - 6 credits, advanced comparative and international education content courses
 - 3 credits, advanced or focused comparative and international education content courses
- Has the student written a master's thesis or paper on a topic related to comparative and international education?
- Is the thesis advisor a member of the Graduate Faculty recommended by the chair of the major program?
- Is the thesis advisor approved by the CI ED committee as qualified to supervise work in CI ED?

For CI ED program office use:

INITIALS _____ DATE _____ APPROVED TO GRADUATE

Appendix F

CI ED Doctoral Degree Plan of Study

Name _____ CI ED Advisor _____

PSU ID _____ Major _____ Minor _____

<u>Course</u>	<u>Semester/Year</u>	<u>Title</u>	<u>Credits</u>	<u>Instructor</u>
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A. CI ED Proseminar (3 credits)

<i>CI ED 500</i>		<i>Proseminar</i>	3	
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B. Advanced comparative and international education content courses (6 credits)

C. Advanced or focused comparative and international education content (elective) courses (elective courses may double-count) (12 credits)

D. Research Methods Courses (6 credits)

TOTAL CREDITS	_____
----------------------	-------

This completed form is due in the CI ED program office, 300 Rackley Building, before the student schedules the comprehensive examination.

Appendix G

CI ED Doctoral Minor Plan of Study

Name _____ CI ED Advisor _____

PSU ID _____ Major _____ Minor _____

<u>Course</u>	<u>Semester/Year</u>	<u>Title</u>	<u>Credits</u>	<u>Instructor</u>
A. <u>CI ED Proseminar (3 credits)</u>				
<i>CI ED 500</i>	_____	<i>Proseminar</i>	<u> 3 </u>	_____

B. Advanced comparative and international education content courses (6 credits)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

C. Advanced or focused comparative and international education content courses (6 credits)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

TOTAL CREDITS	_____
----------------------	-------

This completed form is due in the CI ED program office, 300 Rackley Building, before the student schedules the comprehensive examination.

Appendix H
CI ED Doctoral Committee

Name _____ CI ED Advisor _____

PSU ID _____ Major _____ Thesis Advisor _____

Committee Members⁵ *(please print clearly)*:

Chair

Department

Office Address/Phone

Email Address

Co-chair

Department

Office Address/Phone

Email Address

Name

Department

Office Address/Phone

Email Address

Outside Member

Department

Office Address/Phone

Email Address

Minor Field Member (if applicable)

Department

Office Address/Phone

Email Address

Special Member (if applicable)

Department

Office Address/Phone

Email Address

This completed form is due in the CI ED program office, 300 Rackley Building, before the student schedules the comprehensive examination.

⁵Co-chair or other regular member must be CI ED Core or Affiliate faculty (must be co-chair if chair is not a CI ED faculty member); **Outside Member and Special Member:** See The Graduate School guidelines.

Appendix I

Oral Comprehensive Examination Checklist

The following criteria, as set forth by Graduate Enrollment Services, must be satisfied before an Oral Comprehensive Examination will be scheduled:

- ✓ The student must be registered the semester of the oral comprehensive examination.
- ✓ The student must not have any missing or deferred grades.
- ✓ The student must have at least a 3.00 grade-point average.
- ✓ The program has certified that the student has met the language and communication requirement.
- ✓ The program has certified that the student has met the English competency requirement.
- ✓ The oral comprehensive examination is being scheduled within eight years from the date of admission to candidacy.

A separate comprehensive examination is not required for the CI ED program, but questions based on the core reading will be incorporated into the exam by the CI ED faculty member on the student's graduate program committee. The student must contact the CI ED faculty in advance to request exam question(s).

Appendix J

Final Oral Examination Checklist

The following criteria, as set forth by Graduate Enrollment Services, must be satisfied before a Final Oral Examination will be scheduled:

- ✓ The student must be registered the semester of the final oral examination.
- ✓ The student must not have any missing or deferred grades.
- ✓ The student must have at least a 3.00 grade-point average.
- ✓ Residency requirement: After admission to the doctoral program, the student must have been registered full-time for two consecutive semesters in a one-year period.
- ✓ Three months must have elapsed between the oral comprehensive examination and the final oral examination.
- ✓ The final oral exam must be held within six years after the student passed the oral comprehensive examination. If it is not, the student must pass a second oral comprehensive examination.
- ✓ Continuous registration requirement: The student must have been registered continuously each semester beginning with the semester following the passing of the oral comprehensive examination.
- ✓ If a minor program of study has been declared, the student must have at least 15 credits in that area. A faculty member from the minor field of study must be appointed to the doctoral committee.
- ✓ All requirements must be completed within eight years of the date of admission to candidacy. If they are not, an extension must be requested by the candidate and approved by the faculty.

Comprehensive Examination Requirement: The CI ED comprehensive examination must be integrated in the examination rubric of the major program in which the student is enrolled. The student must pass the CI ED portion.

Appendix K

CI ED Doctoral Degree Graduation Checklist

Name _____
(Last) (First) (M.I.)

PSU ID _____ Major _____ Defense date _____

- Has the student completed a minimum of 27 CI ED credits with study in the following curriculum categories?
 - 3 credits, CI ED Proseminar
 - 6 credits, advanced comparative and international education content courses
 - 12 credits, advanced or focused comparative and international education content courses
 - 6 credits, research methods
- Has the student completed a minimum of 18 credits of 500-level courses?
- Is the student fluent in reading, writing, and speaking English?
- Does the student have competency in reading a language other than English?
- Has the student completed a comprehensive examination in the home department?
- Has the student written a thesis on a topic related to comparative and international education?
- Does a Core or Affiliate CI ED faculty member serve as the co-chair or a regular member of the student's doctoral committee?

For CI ED program office use:

INITIALS _____ DATE _____ APPROVED TO GRADUATE

Appendix L

CI ED Doctoral Minor Graduation Checklist

Name _____
(Last) (First) (M.I.)

PSU ID _____ Major _____ Defense Date _____

- Has the student completed a minimum of 15 CI ED credits with study in the following curriculum categories?
 - 3 credits, CI ED Proseminar
 - 6 credits, advanced comparative and international education content courses
 - 3 credits, advanced or focused comparative and international education content courses
- Does a Core or Affiliate CI ED faculty member serve as the minor field member on the student's doctoral committee?

For CI ED program office use:

INITIALS _____ DATE _____ APPROVED TO GRADUATE

Appendix M

CI ED Annual Graduate Student Evaluation

Name _____ CI ED Advisor _____

PSU ID _____ Major _____ Degree _____

To be completed by the advisor:

	Superior	Satisfactory	Unsatisfactory	Inadequate Opportunity to Observe	Not Applicable
Academic Progress					
Thesis Research					

Has the student passed the candidacy exam? _____

Has the student had the thesis committee officially appointed? _____

When did the student last meet with the thesis committee? _____

If no meeting was held within the past year, when will the next meeting take place? _____

Has the student passed the comprehensive exam? _____

Overall, are you satisfied with the student's progress in the past year?

_____ Yes

_____ No

If "No," please explain:

Advisor Signature

Date

To be completed by the student:

_____ I agree with this evaluation.

_____ I disagree with this evaluation.

Student Signature

Date

**This completed form, including both signatures, is due in the CI ED program office,
300 Rackley Building, by February 28 of each year.**

