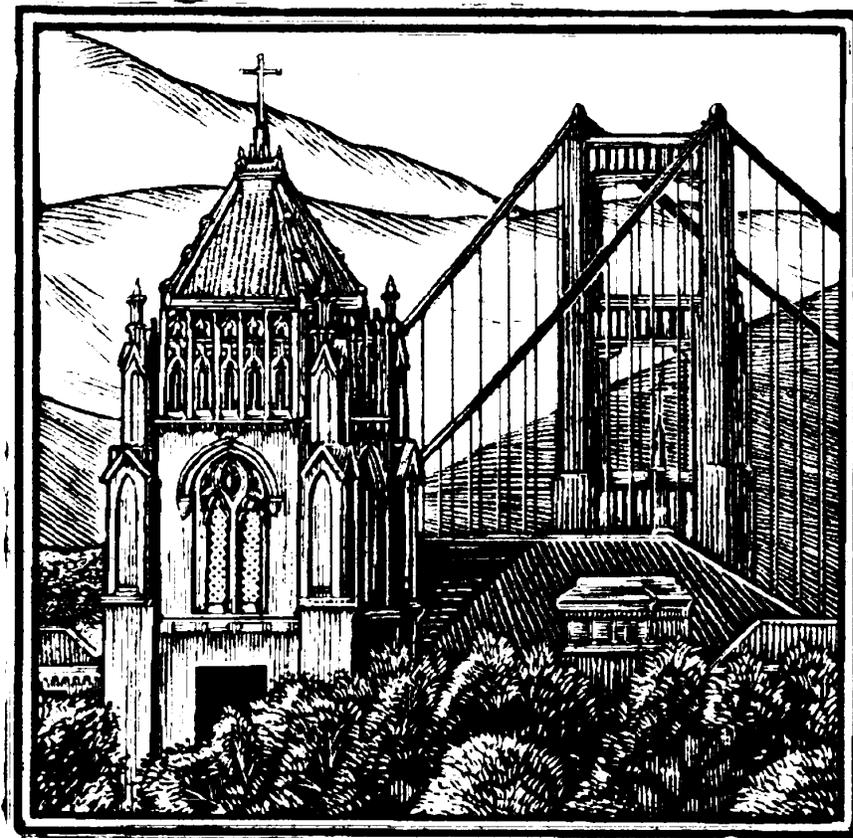




UNIVERSITY OF
SAN FRANCISCO

School of Education

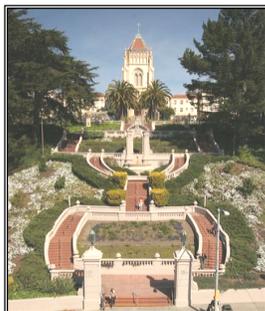
Doctoral Student Handbook 2017-2018



USF School of Education Doctoral Student Handbook 2017-2018

Welcome!

The University



The University of San Francisco (USF) is the city's first institution of higher learning, established in 1855 by the Society of Jesus ("Jesuits"). USF's academic philosophy emphasizes enrichment of personal values, expansion of personal responsibility and lifelong continuous learning. The **USF Statement of Mission** is included on the next page.

Students are invited to browse the USF website for more, in-depth information about our unique university.

www.usfca.edu

The School of Education (SOE)



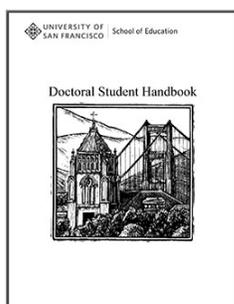
The School of Education (SOE) offers credential, master's and doctoral level programs in a variety of areas including:

- Catholic Educational Leadership
- Educational Technology
- Human Rights Education
- Marriage & Family Therapy
- Higher Education & Student Affairs
- International & Multicultural Education
- Teaching English to Speakers of Other Languages
- Teacher Education
- Special Education
- Learning & Instruction
- School Counseling
- Organization & Leadership

The SOE also offers credential and master's level programs at regional campuses located in Pleasanton, Sacramento, San Ramon and Santa Rosa.

The **School of Education Mission and Goals** statement is included on the next page. For additional information and updates, students are encouraged to regularly visit the SOE website. www.usfca.edu/education

The Handbook



The handbook is designed to provide every doctoral student with an organized reference to the procedures and guidelines followed by the University of San Francisco and the School of Education. Every effort has been made to present information that is current and of greatest relevance and use to students. Comments and suggestions are welcome and should be addressed to the Dean's Office personnel.

This handbook is also posted on the SOE website:

<https://myusf.usfca.edu/education/handbooks-forms>

The handbook contains current information regarding the School of Education organization, procedures and regulations. The policy of the University is to give advance notice of change(s) whenever possible to permit adjustment. The University and the School of Education reserve the right to make changes in policies, procedures, and/or curriculum in the future. Such changes shall become effective whenever the administration may determine.

USF Vision, Mission and Values

Here are USF's shared commitments as stated in the 2001 document, *Vision, Mission and Values*. We believe it *is* imperative to fashion a more humane and just world, and we believe that change starts here — in San Francisco, on the USF campus, with each of us.

Vision

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.

Mission

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

Core Values

The University's core values include a belief in and a commitment to advancing:

- the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University;
- the freedom and the responsibility to pursue truth and follow evidence to its conclusion;
- learning as a humanizing, social activity rather than a competitive exercise;
- a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making;
- diversity of perspectives, experiences and traditions as essential components of a quality education in our global context;
- excellence as the standard for teaching, scholarship, creative expression and service to the University community;
- social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations;
- the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world;
- the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others;
- a culture of service that respects and promotes the dignity of every person.

School of Education Vision

The School of Education celebrates four decades of involved teachers, devoted leaders and caring counselors. Our faculty and students are scholars and social justice advocates engaged within the diverse San Francisco Bay Area and beyond. With over twenty master's and doctoral programs, including programs at our branch campuses and online, we welcome students who seek to make an impact and who are committed to serving those most in need.

The School of Education offers credential and graduate programs designed to meet the needs of aspiring and practicing educators, counselors, and leaders. Marked by its urban setting, the school reaches out and contributes to the numerous communities it serves.

Table of Contents

	<u>Page</u>
Welcome	1
USF Vision, Mission and Values Statement	2
USF School of Education Vision	2
<u>University and School of Education Requirements, Policies and Procedures</u>	
Requirements	
Immunization	6
Health Insurance	6
Registration and Attendance	6
Residency Requirement and Student Load	7
USF Correspondence	7
Policies	
Census Date	8
Learning Environment	8
Academic Integrity	9
USF Honor code	9
Plagiarism	11
Professional Integrity	12
Grading Policies and Standards	13
Repeated Courses	13
Probation and Disqualification	14
Time Limitations for Degree Completion	14
Doctoral Program Policies Committee (DPPC)	14
<i>Fogcutter</i> Student Handbook	14
Technology Use Policy	15
Use of Student Voice & Likeness	15
Title IX Discrimination Harassment Assault	15
Procedures	
Orientation	16
Advising	16
Course of Study Plan	16
Transfer of Credit	16
Waiver of Requirements	17
Directed Study	17
Interprogram Transfer	17
Permission to Enroll at Another Institution (PEAI)	18
Leave of Absence	18
Withdrawal Policies	19
Application for Readmission or Reinstatement	19
Filing for Graduation and Diplomas	20
Obtaining Transcripts	20
Student Evaluation of Courses and Programs	20
Problem Solving Procedures for Non-harassment Disputes & Conflicts	21
Concern About Another Student's Well-being	22
Complaint Resolution Procedures	22

Graduate Student Conduct

Official Student Code of Conduct	23
Addressing Professors.....	23
Professional Communication	23
Respecting Time	23
Cell Phones, Laptops & Tablets	23
Issue Resolution Protocol	23
The Broader Community	23
Your Professional Network	23
Program-specific Evaluation.....	23

Doctoral Program Curriculum

First Year Portfolio	24
IME Qualifying Presentation Requirements (IME students only).....	24
General Requirements.....	24
General Education Core.....	25
Major Specialization	25
Electives or Minor	25
Degree and Credential Combinations	26
Dissertation Courses and Requirements	26
Dissertation Course Requirements Checklist	27

Department/Program Curriculum

Catholic Educational Leadership	28
International and Multicultural Education	28
Learning and Instruction	29
Organization and Leadership	30
Special Education	31

Research: The Dissertation Experience

Description of the Dissertation	32
Dissertation Research: Topic Relevance	32
Dissertation Research Types.....	32
Establishment of a Dissertation Committee.....	32
Dissertation Proposal	33
Protection of Human Subjects	34
Dissertation Proposal Guidelines.....	34
Dissertation Proposal Q & A	36
Proposal Defense	36
Advancement to Candidacy	37
The Dissertation	37
Dissertation Defense (Orals).....	38
Final Procedures	38
Degree Posting.....	39

Student Resources & Services at USF

Academic Support	
One Stop	40
Schedule of Classes	40
Gleeson Library/Geschke Center	40
SOE Curriculum Resource Center	41
Learning and Writing Center	41
Student Disability Services (SDS)	41
Campus Life	
ID Card – One Card Program	42
Student Mail Folders.....	42
Food Services – Club Ed, Vending Machines	42
Student Health Services	42
Counseling and Psychology Services (CAPS).....	42
Koret Health & Recreation Center (KHRC).....	43
Bookstore	43
Public Safety & Parking at USF	43
International Student and Scholar Services (ISSS).....	44
Intercultural Center (IC)	44
Career Services Center.....	44
Center for Child and Family Development.....	44
University Ministry.....	45
Finances	
Financial Aid.....	45
Veteran’s Benefits.....	45
Student Associations	
SOE Graduate Student Association (GSA)	46
USF Chapter #1484 of Phi Delta Kappa (PDK)	46
USF Alumni Society	46
Technology	
myUSF	47
Computer Services	47
Internet, Email Services	47
Photocopying and Printing.....	48
Center for Instruction & Technology (CIT)	48
School of Education Faculty	49
School of Education Contact Information	49
Map of the USF San Francisco Campus	50
Appendix A: Sample Course of Study Plan	51
Appendix B: The Dissertation Process: Survival Manual	52
Appendix C: Dissertation Format Guidelines	53
Appendix D: Sample Title Page	54
Appendix E: Sample Abstract Page	55
Appendix F: Sample Signature Page	56
Appendix G: Complaint Resolution Procedures	57

Requirements

Immunization

- **Off-Campus Students:**
Graduate domestic students living off campus are NOT required to submit evidence of MMR (Measles, Mumps, Rubella) immunization.
- **On-Campus Students:**
Graduate students born on or after January 1, 1957 who are living in USF-operated housing must submit evidence of two MMR vaccines.
- **International students:**
All international students must submit:
 1. Evidence of two MMR vaccines.
 2. Proof of Tuberculosis test administered within the last 12 months.
 3. Students with a positive TB test are required to submit a proof of chest x-ray administered within the last 12 months.

Download the **USF Immunization Form** at www.usfca.edu/hps/.

Submission Deadline for Immunization Form:

- August 15th for students admitted to Fall and Summer terms
- January 15th for students admitted to the Spring term.

LATE FEE: If you do not submit your immunization form by the deadline, you will be charged a \$100 late fee.

Please see our website for more information on Health and Immunization Requirements. <https://myusf.usfca.edu/student-health-safety/hps/immunization/required>

Health Insurance

- **Automatic enrollment:**
To protect your health and well-being all domestic graduate students registered for 6 credit hours or more, all international graduate students registered for 1 credit hour or more, and all graduate students who reside in USF operated housing **will be automatically charged and enrolled** in the USF-sponsored health insurance provided through Aetna.
- **Waive USF plan:**
Students who have a health insurance plan with coverage comparable to the USF-sponsored plan may choose to waive the student insurance each academic year. Students can visit www.usfca.edu/hps to view waiver instructions and access the health insurance waiver application.
- **Voluntary Enrollment:**
Domestic graduate students registered for under 6 credit hours and graduate students enrolled in an online degree program are eligible to voluntarily purchase the plan online by visiting www.usfca.edu/hps.

Deadline: The deadline to waive the student insurance or voluntarily enroll in the plan is September 1 for the fall semester and February 1 for the spring semester.

For more information, go to www.usfca.edu/hps/insurance.

Registration & Attendance

Students must be registered (i.e., name appears on official class roster) in order to attend classes.

Students must attend all classes, to participate fully in class activities, and to fulfill, in a professional manner, the requirements of each course. Class attendance and in-class activities may be part of the grade assignment.

**Residency
Requirement
&
Student Load**

To meet the academic residency requirement for the doctorate, students must register for two consecutive semesters with a minimum course load of six (6) credits per semester. In other words, students must have two consecutive semesters of full-time status prior to dissertation coursework. This coursework is exclusive of dissertation course credits. Enrollment in Intersession does not count toward the residency requirement. Refer to the USF General Catalog for more information.

To meet the Student Load requirement, a doctoral student is classified as full-time if registered for six credits. In the early and intermediate phase of the program, students should enroll for six to nine credits a semester. The credit load for Intersession is three credits. Concurrent registration for Summer Session is limited to six credits. Students wishing to register concurrently for more than six credits in the summer must obtain the approval of the Associate Dean. A doctoral student may register for a maximum of 12 credits a semester.

A graduate student may not register for fewer than three credits during the Spring or Fall semesters. Doctoral students who fail to register for at least three credits each Fall and Spring Semester, and are not on an approved Leave of Absence, will be administratively withdrawn. The only exception to the three-credit minimum enrollment is a one-credit registration in 790 or 791, which meets the minimum enrollment requirements for continued matriculation (see *Dissertation Courses and Requirements on page 18*).

Students must be registered during the semester in which all degree requirements are completed.

**USF
Correspondence**

For communication and billing purposes, the University needs to track students' permanent, local and business addresses. All official University documents are usually mailed to the student's permanent address or USF email account.

It is the student's responsibility to regularly check their USF Email address and to provide the University with current personal information. This information can be easily updated online via myUSF "Student Self Service."

Students are responsible for all time-sensitive information sent to their USF email account. USF offices and staff will only respond to current student inquiries sent from USF email addresses.

Policies

Census Date/(W) & Tuition Refund

The census date of the University represents a calendar date in each term when the general enrollment statistics of the University are established.

The USF census date indicates the last day to drop a course or withdraw from the University with a tuition refund, if applicable. No refunds are issued after the census date.

The fall and spring census dates are specified in the USF academic calendar which may be found on the web at www.usfca.edu/academic_calendar

Classes dropped after the census date remain on the academic records and appear with a "W" (withdrawal) symbol on the transcripts.

Learning Environment

The learning environment of graduate school, much like the work environment, is an environment in which free expression, free inquiry, intellectual honesty, and respect for the rights and dignity of others is expected. Being physically or verbally threatening, disruptive, abusive, hostile, or disrespectful creates an academic/learning environment so unsafe or unpleasant, that others cannot accomplish the work of teaching and learning. Graduate students are expected to adhere to standards of behavior in a variety of settings (e.g., classrooms, offices, clinics, laboratories, field placement settings, service-learning locations).

- Students shall not obstruct the teaching and learning environment, by impeding scheduled lectures, seminars, meetings, or examinations/tests.
- Instructors may establish additional rules for classroom behavior and shall articulate such rules as part of the course materials provided to the students, ordinarily within the course syllabus.

Students who disrupt the learning environment may be asked to cease behavior, leave a class session, leave a class entirely, or leave a program. An instructor, a Program Director or Chairperson, Assistant/Associate Dean may take such action. The nature of each case will determine the timeline of such a decision, but generally, most classroom conduct issues are handled informally, by a discussion between the involved parties that may lead to a written warning from the instructor, if appropriate.

Usually before temporary or permanent removal from class is deemed appropriate, an investigation into the issues and a consideration of evidence may take place within a context of consultation with instructor, the student(s), and other students in the class. Such a process allows for involvement of others (appropriate administrative officials and university resources) in order to resolve the issue(s) at the least intrusive level. However, if a student presents a clear and present threat of bodily harm or injury to the instructor or fellow student (s), or, after warning continues to engage in disruptive conduct which results in impairment of the teaching and the learning process, then temporary suspension from class attendance or permanent removal from class and disenrollment may be the option chosen.

A student may appeal the decision for temporary or permanent removal from class to the Office of the Dean of Students (415.422.5330) on the grounds of a hearing not conducted fairly, of not conforming with USF procedures, of bias that affected the outcome, or of new information that would have altered the decision and was not available at the time.

Academic Integrity

Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any violation of academic integrity. Without regard to

purpose, the following violations are prohibited:

A. Cheating

Cheating is the use or attempted use of unauthorized materials, information, and study aids, as well as unauthorized collaboration on examinations and other academic exercises. It is the responsibility of students to consult with their professors concerning what constitutes permissible collaboration. Cheating or helping others cheat is academic fraud.

B. Plagiarism

Plagiarism is the act of presenting, as one's own, the ideas or writings of another; plagiarism, in any of its forms, violates academic integrity. While different academic disciplines have different norms of attribution, all strive to recognize and value individuals' contributions to the larger body of knowledge. It is the responsibility of students to consult with their professors in order to understand the norms of attribution in each discipline and area of study.

C. False Citations

False citation is attribution to an incorrect or fabricated source; false citation is academic fraud. False citation seriously undermines the integrity of the academic enterprise.

D. Submitting the Same Work for Multiple Assignments

Students may not submit work (in identical or similar form) for multiple assignments without the prior, explicit approval of all faculty to whom the work will be submitted. This includes work first produced at USF or at another institution attended by the student.

E. Submitting False Data

False data is information that has been fabricated, altered, or contrived in such a way as to be misleading; the submission of false data is academic fraud.

F. Falsifying Academic Documentation

Forging or altering academic documentation (including transcripts, signatures, letters of recommendation, certificates of enrollment or standing, registration forms, and medical certifications) concerning oneself or others is academic fraud.

G. Abuse of Library Privileges

Depriving others of equal access to library materials constitutes a violation of academic integrity. This includes sequestering library materials for the use of an individual or group, refusal to respond to recall notices, and the removal or attempt to remove library materials from any university library without authorization.

H. Abuse of Shared Electronic Media

Depriving others of equal access to shared electronic media used for academic purposes constitutes a violation of academic integrity. This includes actions that result in the damage or sabotage of campus computer systems.

More information available here: <https://myusf.usfca.edu/academic-integrity>

USF Honor Code

I. Purpose

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community.

II. The Honor Pledge

USF students uphold the Honor Code by adhering to the core values of the university and upholding its mission to guide their academic careers and educational experiences.

USF Academic Honor Pledge

I pledge to demonstrate the core values of the University of San Francisco by upholding the standards of honesty and integrity, excellence in my academic work, and respect for others in my educational experiences, including supporting USF's mission.

III. Standards of Conduct

Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any violation of academic integrity. Without regard to purpose, the following violations are prohibited.

A. Cheating

Cheating is the use or attempted use of unauthorized materials, information, and study aids, as well as unauthorized collaboration on examinations and other academic exercises. It is the responsibility of students to consult with their professors concerning what constitutes permissible collaboration. Cheating or helping others cheat is academic fraud.

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H. Abuse of Shared Electronic Media

Depriving others of equal access to shared electronic media used for academic purposes constitutes a violation of academic integrity. This includes actions that result in the damage or sabotage of campus computer systems.

Abuse in any of these areas of the USF Honor Code may result in a student being removed from his/her program.

Plagiarism

What is Plagiarism?

From: Turnitin.com and Research Resources. Turnitin allows free distribution and non-profit use of this document in educational settings.

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the *Merriam-Webster OnLine Dictionary*, to "plagiarize" means

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of *fraud*. It involves both **stealing** someone else's work and **lying** about it afterward.

But can words and ideas really be stolen?

According to U.S. law, the answer is yes. In the United States and many other countries, the expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some media (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Attention! **Changing the words of an original source is *not* sufficient to prevent plagiarism.** If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, *you have still plagiarized.*

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

It is expected that students complete original work while at the University of San Francisco and maintain the highest standards with regard to appropriate documentation of the work of others. At the discretion of the faculty, all work is subject to search, utilizing www.turnitin.com for plagiarism. Plagiarism may result in a student being removed from his/her program.

Professional Integrity

Professional integrity issues, concerns, or violations consist of behavior that is inconsistent with ethical/professional standards in the professional roles for which the student is being trained that are not covered by policies governing academic integrity. This may include the student's in-class behavior or the student's performance in the role of researcher or scholar, teacher or mentor, supervisor, service-provider, intern, trainee, consultant or colleague.

Students must demonstrate academic mastery of program material and exhibit the personal behaviors and skills consistent with the standards of their profession.

Sources of the norms or standards to which graduate students can be held accountable are as follows:

1. State and Federal Laws. Graduate students, like all member of the University community, are expected to abide by all State and Federal laws.
2. Relevant University-Wide Policy Statements: Graduate students are responsible for being familiar with and are held accountable to the standards that are identified in the University-wide policy statements and that apply to them, including but not limited to the University's Policy against Sexual Harassment, and Discriminatory Harassment: <https://myusf.usfca.edu/human-resources/training-development/anti-harassment>
3. Discipline-Specific Professional Standards of Conduct or Code of Ethics: Graduate students are expected to meet professional standards of conduct associated with their own disciplines and/or professions as articulated in formal codes of ethics. Such formal codes can include but are not limited to codes of professional conduct or statements on professional behavior that have been adopted by the student's department, program, school or college, as well as codes of ethics published by professional associations.
4. Additional program specific guidelines may also apply.

While not all inclusive, examples of unacceptable ethical and professional behavior include but are not limited to the following:

- Unmet professional responsibility (e.g., not contributing to an atmosphere conducive to learning due to poor attendance, punctuality issues, and/or distracting, or insensitive behavior in class, lab, or clinic; poor personal hygiene; needing continual reminders to complete responsibilities in a timely manner; not responding to requests [written, verbal, e-mail, telephone] in a timely manner; breaching patient confidentiality)
- Exhibiting disruptive behavior (e.g., pushing, punching, throwing things, making inappropriate gestures, threats, verbal intimidation, language that belittles or demeans, negative comments with racial, ethnic, religious, age, gender or sexual overtones, making impertinent or inappropriate statements attacking students, faculty or staff)
- Lack of effort toward self-improvement and adaptability (e.g., resistant or defensive in accepting constructive criticism; remaining unaware of own inadequacies; resisting considering or making suggested changes to improve learning, behavior, or performance; not accepting responsibility for errors or failure; abusive or inappropriately critical, arrogant)
- Lack of respect for cultural diversity (e.g., inappropriate interpersonal interaction with respect to age, culture, race, religion, ethnic origin, gender, sexual orientation)
- Failure to comply with college/school and program academic and/or clinical-related requirements (e.g., training, immunization, HIPAA)

Grading Policies and Standards

The grading policy of the School is designed to provide feedback on the quality of the student's work. Symbols are used in grade reporting as defined below:

- A (+/-)** Distinguished, clearly superior work showing high quality of insight, depth of knowledge, and with no fundamental deficiencies.
- B (+/-)** Fully acceptable acquisition of basic subject and/or skill mastery.
- C (+/-)** Adequate work, but which does not show graduate level mastery of the full range of knowledge and skills.
- F** Inadequate work, the absence of work, or plagiarized work.
- I** "Incomplete" denotes that an examination or required assignment has been postponed for a serious reason after consultation with the instructor. Students who have not contacted a faculty member regarding completion of course requirements are subject to a failing grade. Students given approval to postpone course requirements must complete them on the date specified by the instructor. Once they agree on work still left to be done and a completion deadline, students and instructors are encouraged to fill out, sign, and file an "Incomplete Grade Form." This form is available from the Dean's Office and from the SOE website (*Handbooks and Forms* link on the home page). If the notation is still incomplete at the close of the following semester, it is converted to a failing grade (F).
- IP** Work for a course can be "In Progress" because of the nature of a particular course or course schedule. "IPs" are not automatically converted to "Fs." "IPs" are permitted only for fieldwork courses.
- W** "Withdrawal" indicates that the student dropped a course after the University census date.
- NR** Grade "Not Reported" by instructor. To correct the transcript, the instructor must file a change of grade form. "NR" carries no connotation of student performance and no grade point value is given.
- RC** "Registration Canceled" is put on a transcript when the Student Accounts Office cancels registration due to non-payment of tuition and fees.

Students who, because of the demands of their professional workload, anticipate problems in meeting timelines set by a particular instructor should discuss the problem in a timely and professional manner with the instructor.

Grading is now done online. As soon as final grades are posted by instructors, students can view them via myUSF (see "Student Self Service").

Information available online:

<https://www.usfca.edu/catalog/policies/appeal-process-change-of-course-grade>

Course Grade Appeal Process

Repeated Courses

Students may choose to repeat a course in which they received a grade of C or lower.

Note that:

1. both grades will appear on the transcript,
2. the course credits may only be used once to meet degree requirements, and
3. there is no reduction in tuition when registering to repeat a course.

If a student fails a required course and is permitted to continue in the program, the course must be repeated until he or she receives a passing grade.

Probation and Disqualification

Any student whose cumulative grade point average falls below 3.00 will be placed on academic probation. **Students who fail to raise their cumulative grade point average to 3.00 by the time they have completed the next six semester hours of graduate work are subject to disqualification from the program.**

Students whose cumulative average falls below a grade point average of 2.50 in any one semester are also subject to disqualification unless otherwise informed by the School of Education.

Time Limitations for Degree Completion

Time limitation for completion of a School of Education Ed.D. Degree is seven (7) years from the time of a student's official admission to the School and commencement of the program, and three (3) years from the date of advancement to candidacy, including any leaves of absence.

Doctoral Program Policies Committee

The Doctoral Program Policies Committee (DPPC) has been established to review and recommend changes to, and clarification of, School of Education (SOE) Doctoral Program policies. The DPPC is also available to review student policy exemption requests. The DPPC is comprised of a faculty representative from each Doctoral program in the SOE, is co-chaired by the Associate Dean and Doctoral Program Coordinator, and is an advisory committee to the Dean.

The DPPC meets regularly during the academic year to review the policies and procedures of the Doctoral Program for constancy and fairness. All DPPC recommendations pertaining to policy and exceptions will be considered by the Dean and any policy changes are presented to the faculty.

Request Process:

The student should first discuss the request with her/his faculty advisor or dissertation committee chairperson. If necessary, it should be discussed with the department and/or department chairperson. Then, the student must submit five copies of each of the following to the Associate Dean:

- a. Written statement of the policy exemption request with rationale;
- b. Copies of all forms and correspondences relating to the request; and
- c. A letter of support from the student's faculty advisor or dissertation committee chairperson.

Upon receipt of the above noted materials, the Associate Dean will place the student's request on the agenda of the DPPC's monthly meeting. The student's faculty advisor or dissertation committee chairperson may participate in the discussion of the student's request. The committee will forward its recommendation to the Dean who will notify the student.

Fogcutter Student Handbook

The Fogcutter is available online at: www.usfca.edu/fogcutter/.

The USF Student Handbook, Fogcutter, published annually, supplements the University's general and graduate catalogs as a source of additional information about the USF. It is not intended to be a complete statement of rules, regulations, policies, or procedures; however, students are encouraged to review and refer to the Fogcutter for procedures, problem resolution, and other resources and services.

**Technology Use
Policy**

University policies relating to the appropriate use of technology may be found at:
https://myusf.usfca.edu/its/policies/technology_resources_appropriate_use_policy

**Use of Student
Voice &
Likeness**

When attending USF sponsored events, there is often photography and videography for archival, educational, and related promotional purposes. USF's Office of Marketing and Communications may also video stream many of these video recordings through the USF web site. By attending or participating in a USF-sponsored event, a student grants USF the full unrestricted rights to your photograph, voice and likeness in any manner or media whatsoever worldwide for educational marketing purposes.

**Title IX
Discrimination
Harassment
Assault**

III.1 The University is committed to providing an environment free from gender-based discrimination or harassment. In addition to gender-based misconduct, misconduct on the basis of race, religious creed, color, national origin, ancestry, disability, marital status, medical condition (cancer-related or genetic-related), sexual orientation, sex, age, or any other protected status under federal, state or local law, ordinance or regulation applicable to the university, will not be tolerated and should be reported 415.422.5330. Anyone who believes they have been subject to any form of discrimination or harassment is encouraged to report these incidents.

III.2 In the case of sexual assault (recent) a student is encourage to call Public Safety at their emergency number 415.422.2911. This call does not require the student to make a report; rather it is the best way to get in touch with on-call staff. Public Safety Dispatch will put the student in touch with a university staff member who is available 24/7 to support the student through the process.

<https://myusf.usfca.edu/title-ix>

Procedures

Orientation

Newly admitted doctoral students are expected to participate in a doctoral program orientation that covers School and University policies.

Advising

Every newly admitted matriculating student is assigned an advisor. Upon admission, students are assigned an academic advisor from among the full-time faculty members of their program. The advisor will help plan a program of study that complements the student's background and career interests. Students may petition to change advisors when there is a change of goals. A form is available in the Dean's Office or from program assistants for this purpose. The assigned academic advisor need not be the dissertation committee chairperson. When forming the dissertation committee, students may request any chairperson from among the full-time faculty in their department. Once a dissertation chairperson is assigned, s/he, although not always, becomes the advisor. New student advising immediately follows the orientation session, and students are directed to their program's meeting location. Faculty advisors discuss and plan the students' first term academic workload.

Course of Study Plan

Information about a particular program's requirements is available from the department. Before the end of the first semester, students are to obtain a copy of program requirements and develop, with his or her advisor, a detailed plan for the successful completion of the program. The plan should contain, among other items, a statement of objectives, a course of study to follow, a time schedule, and an identification of major assessment points. It is important to remember that the successful completion of the prescribed number of course credits is no assurance that the degree will be conferred. Each student must prepare and successfully defend a dissertation to the complete satisfaction of a dissertation committee prior to the conferring of the doctoral degree. A sample course of study plan is located in Appendix A.

Transfer of Credit

Based on a written petition signed by the advisor and the Associate Dean, 12 semester graduate credits previously obtained at other accredited universities may be accepted in partial fulfillment of some requirements for the doctoral degree. The petition must contain specific reasons justifying the acceptance of each course as part of the doctoral program.

No more than 12 semester credits may be approved, and such acceptance cannot be used to reduce the residency requirement (see page 14). In addition, General Education core requirements may not be satisfied by transfer of credit.

1. Within the first year of coursework at USF, students may petition for transfer of credit. "Petition for Transfer of Credit" forms are available from the Dean's Office.

In order to be acceptable for transfer of credit, such courses must:

- be post-master's courses with clear relevance to course of study and not already credited to a conferred degree;
 - be taken at an accredited institution of higher learning within the last seven years;
 - be credit earned in other than extension courses or continuing education courses;
 - have an earned grade of B (or its equivalent) or better;
 - not be supervised fieldwork, field practice, a practicum, or independent study.
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2. A grade of "credit" or "pass" will not be accepted without further verification in writing of the quality level of the work.
 3. Student must submit an official transcript and a photocopy of catalog description(s) of the course(s) to be transferred.
 4. The request for transfer of credit must be filed with the Deans' Office on the appropriate form signed by the student's advisor.

Students will be notified regarding the transfer of credit petition when it has been reviewed by the Associate Dean. If accepted, the credits transferred into the program will be posted on the transcript.

N.B: The credit limit for transfer, Petition to Enroll at Another Institution (PEAI) is 12 credits.

Waiver of Requirements

In some cases, it is possible to waive a course because of considerable past experience in the area. A "Petition for Waiver" form must be completed and submitted along with academic rationale and supporting documents. The waiver does not grant course credit, so a substitute course must be taken to complete degree requirements.

In addition, doctoral students may waive the GEDU 706 Applied Statistics and the GEDU 708 Research Methods in Education by taking an exam (obtain a "Waive by Exam" form from the Dean's Office and follow instructions on the form). Challenge exams must be completed in the first two years of study. No other GEDU courses may be waived.

All requests for waiver of requirements are evaluated by the Associate Dean. Do not assume that the request has been granted until written notification of the decision from the School has been RECEIVED.

Directed Study

Doctoral students may enroll for a maximum of 6-9 credits of directed study (depending on their program).

Directed studies must be developed in conjunction with the advisor; the learning objectives must be clearly defined, the nature of the demonstration of outcomes described, and a specific schedule of meetings with the professor established so that students may obtain the guidance required.

Directed studies may only be arranged with full-time faculty and may not be used to substitute for courses regularly provided in the curriculum.

The petition form for directed study, which must be completed in addition to a registration form, requires the signatures of the faculty member grading the study and the Associate Dean. (Form available from the Dean's Office and online: <https://myusf.usfca.edu/education/handbooks-forms>.)

Please note: General Education courses may not be taken by directed study.

Interprogram Transfer

Should interests or career goals change after being admitted to one of the doctoral programs, it is possible to transfer from one program to another by completing a Petition for Interprogram Transfer, requesting all necessary signatures, and submitting the form to the Dean's Office. Students may petition for a transfer once they have successfully completed the portfolio requirements for full admission in the original

department.

The form, together with the student's file, will be sent to the chairperson of the proposed program. Since each program varies in its screening procedures, the student will be notified of subsequent procedures to follow in petitioning for transfer. If the petition is accepted, students will be notified of the credits that will be transferred into the program. Although there is no limit on the number of credits that can be transferred, only those courses taken in the original department which clearly meet the specific requirements of the new program or the general education requirements may be counted toward the 60-credit minimum.

Petition to Enroll at Another Institution (PEAI)

During the course of the doctoral program at USF, it may be possible to take courses at another accredited institution, providing that all of the following conditions are met:

- The course is one that is vital to the program of study and is NOT similar to a course offered by the USF School of Education;
- The course is at the graduate level;
- Permission has been received in writing from the advisor and the Associate Dean before the course is taken. ("Petition to Enroll At Another Institution" forms are available in the Dean's Office and must be filed with the Dean's Office.);
- Credits taken at another institution may not exceed the maximum of 12 credits of transfer credit allowed. A grade of B or better is required.

Enrollment at another institution does not maintain a student's continued matriculation in the doctoral program. If the student will not be taking courses at USF while attending another institution, a petition for a Leave of Absence MUST be submitted, even if the PEA I has been approved.

N.B: The credit limit for transfer, PEA I, and consortium agreement is 12 credits.

Leave of Absence (LOA)

Graduate students who wish to leave USF temporarily must submit a Leave of Absence form to the One Stop Enrollment and Financial Services Office (Lone Mtn. Room 251), and are encouraged to make an appointment with their advisor or a dean prior to initiating Leave of Absence procedures.

The Leave of Absence Form is available from the Dean's Office, the SOE website (<https://myusf.usfca.edu/education/handbooks-forms>) or the One Stop Office (www.usfca.edu/onestopforms/).

Students who leave USF without having obtained final approval for a leave of absence, or students who do not return for the semester specified, are considered to have withdrawn from the University; they must apply for readmission should they wish to return later (refer to the application form for re-admission). To comply with reporting standards in higher education, a leave of absence should be requested no later than the census date of the term to which the leave will apply, and will not be granted after the last day of the term. Retroactive leaves of absence will not be granted.

Students who take a leave of absence from the University from the beginning of the semester (the first day of class) until 4 p.m. on the census date will receive a full refund of tuition, if appropriate.

LOA's are granted for one semester at a time. A total of two leaves of absence is allowed during a student's doctoral program. **LOA's will not be granted after a student has enrolled in the Dissertation Proposal Development (790) and Dissertation Research and Writing (791) courses.**

If a student's program is a cohort program, additional implications of a Leave of

Absence need to be explored with an advisor since the Leave may have to extend to a full year in order to “jump back into” the program when the next cohort comes along.

If enrolled in one of the credential or licensure programs, an official Leave of Absence keeps a student in the program, and upon return at the scheduled time, allows the student to resume and complete the original requirements in place at the time of admission.

Withdrawal Policies

A student may withdraw from the University of San Francisco and must submit a Petition to Withdraw form available from the *One Stop Enrollment and Financial Services Office* (www.usfca.edu/onestopforms/). Students are encouraged to discuss a potential withdrawal with their advisor/program in order to understand implications of such an action.

A student may be administratively withdrawn from a graduate program for 1) low grade point average; 2) nonpayment of tuition in accordance with payment plan; 3) noncompliance with University or School/College policies; and 4) behavior and/or interpersonal skills that are inconsistent with the role of their professional preparation program requirements.

Any student who withdraws may reapply at a later date, but if admitted, the student will be assessed the tuition rate in effect at the time of re-admission and be held responsible for degree requirements in place at the time of re-admission. Thus, any new credential, licensure, or academic requirements that have been instituted during the student’s absence must be completed.

- Caution: Students who do not return from a Leave of Absence at the specified time or students who just stop attending classes are considered to have withdrawn from the University. Finally, if a student takes a Leave or withdraws prior to the semester’s *Census Date*, a full reversal of tuition may be possible; if taken after the *Census Date*, a tuition reversal is not possible.

Application for Readmission or Reinstatement

If a student has withdrawn or left the University without obtaining an official leave, and wishes to resume studies, an application for readmission may be submitted using a regular application form.

Readmission applications will be considered according to the regular admission timeline only, and applicants must meet new (if any) admissions requirements. Applicants need to include all required application materials (including the application fee), but need not supply new transcripts unless they have taken courses outside of USF since leaving. The application will be forwarded to the chairperson of the program/department. Applicants will be notified of any other readmission requirements and the recommendation of the faculty regarding the application. Old coursework may no longer be applicable to the current degree program. Coursework posted to the transcript more than 7 years prior to the calendar year for which applicants are requesting reinstatement is not applicable to current work. Following the application review process, applicants will be notified of the readmission decision.

Note: Students who were withdrawn while in either 790 or 791 should fill out an “Application for Reinstatement.” At a minimum, such students are required to repeat

the 790/791 sequence for a minimum of 3 credits per course. Upon recommendation of the advisor, 729 may also be required.

Filing for Graduation and Diplomas

Students applying for the conferral of a graduate degree must file online at:

www.usfca.edu/graduation/

Students initiate the graduation process by taking the online Graduating Student Survey and completing the online Graduation Application Form. Candidates who file an Application for Graduation form will be notified seven to eight weeks prior to the ceremonies in writing of their eligibility to attend the Grad Finale event and the Commencement Ceremonies.

Eligibility is determined by the Graduation Center after the Graduation Application form has been filed.

Graduation Application Deadlines:

- December Commencement - file by September 1st
- May Commencement - file by February 1st

PLEASE NOTE: STUDENTS ONLY NEED TO FILE ONCE. If the student has already submitted an application for graduation, he or she does not need to submit another application. Any personal changes (e.g., change of address, etc.) can be made on myUSF under Self Service or by contacting the Graduation Center at gradcenter@usfca.edu.

The diploma will be mailed by the USF Graduation Center of the University after fulfillment of all degree requirements has been verified. The verification of the degree, as well as the ordering and processing of the diploma, may take several weeks. Graduation dates posted on the academic transcript and on the diploma coincide with the last month of the three terms of instruction: Fall-December; Spring-May; Summer-August. The official graduation date will reflect the completion of all academic requirements for the degree and not the last term of enrollment.

Obtaining Transcripts

Current students with a myUSF account, may view and print their unofficial transcript and/or request an official transcript through this online service via “Student Self Service.”

Degrees are posted for the date (December or May) which follows the completion of all degree requirements (including coursework and approval of the dissertation). Verification and processing time for posting of degrees is usually two to three months from the end of the last semester in which requirements were completed.

For more information on obtaining a transcript, cost and policies, visit the One Stop site at <https://myusf.usfca.edu/onestop/student-records/transcripts>. Questions can be directed to the transcripts department at (415) 422-6116 or transcript@usfca.edu.

Student Evaluation of Courses and Programs

At the end of each course, students are asked to evaluate the teaching effectiveness of the instructor. The online survey of teaching effectiveness runs on the Blue Course Evaluation System by eXplorance. Access to Blue is available through Banner Self-Service and Canvas. Log on with your myUSF userID and password.

Student suggestions for improvement are both necessary and appreciated. The administration is always interested in students’ experiences and appreciates hearing either formally or informally about any aspect of the School of Education programs.

Problem Solving Procedures for Non-harassment Disputes and Conflicts

Students, faculty and staff comprise a diverse group whose personalities, experiences, activities, and personal goals vary widely. Most conflicts and issues that arise in this environment can be resolved without invoking formal grievance procedures; as such, we suggest an informal adult-adult resolution protocol.

IV.1 Student-faculty issue

Step 1: Students should register the concern directly with the faculty and make every effort to resolve the issue. Prior to meeting, the student should be clear about the concern (s), gather supporting data and be ready to discuss specific alternatives for improvement that, for the student, would contribute to a constructive class experience. In speaking with the instructor, the issue may be resolved.

The instructor may require some time to consult, reflect, or review materials, and as a result, it will be the instructor's responsibility to contact the student (by phone and/or in writing) within 5 working days after the initial meeting.

Step 2: If, after Step 1, the concern has not been resolved, the student should directly contact his/her advisor. The advisor will contact the instructor in question. Within 5 working days, the advisor will contact the student to share his/her findings.

Step 3: If, after step 2, the concern still has not been resolved, the student should directly contact the department Chairperson (or Program Director). This person will attempt to resolve the concern(s) and provide a response within 5 working days from the time the concerns were brought to his/her attention.

If the concerns still remain unresolved, the student should next involve the appropriate Assistant/Associate Dean by putting the concerns and history **in writing** and delivering the written materials to the Assistant/Associate Dean. The Assistant/Associate Dean will make every attempt to respond to the student within 5 working days, not to exceed 15 working days from the time the issue was brought to his/her attention.

IV.2 Faculty-student issue

Step 1: Follow above Step 1 and meet with student.

Step 2: If issue(s) still unresolved, involve a faculty colleague.

Step 3: If still unresolved, involve Department Chairperson or Program Director.

Step 4: If still unresolved, see above, and follow written notification to Assistant/Associate Dean.

IV.3 Student-student issue

Step 1: Follow above Step 1 and meet with other student (may skip this step)

Step 2: If issue(s) still unresolved, involve an advisor.

Step 3: If issue(s) still unresolved, involve faculty member.

Step 4: If still unresolved, involve Department Chairperson or Program Director.

Step 5: If still unresolved, see above, and follow written notification to Assistant/Associate Dean.

At times, however, disputes may not be resolved through informal efforts and both students and faculty may need to utilize the services of the Office of the Dean of Students (415.422.5330).

**Concern about
another Student's
Well-being**

Generally, if a student is concerned about the well being of another fellow student, the student may approach a faculty member with the concern(s) and ask for his/her assistance or the student may call the Office of the Dean of Students to report the concern(s) 415.422-5330. If an emergency exists, a student may call the USF Office of Public Safety at 415.422-2911, or dial 911 at the branch campuses.

**Complaint
Resolution
Procedures**

Please see Appendix F.

Graduate Student Conduct

USF faculty, students, and staff seek to promote a learning atmosphere characterized by professional courtesy and etiquette. Classmates, professors, USF alumni and staff now constitute a professional network for each new student. Interactions with each person contribute to this new professional network. To that end, all use these the following guidelines when engaging with others in the USF Graduate community:

Official Student Code of Conduct

Available on the web:

<https://myusf.usfca.edu/fogcutter/student-conduct>

Addressing Professors

Some professors and administrators prefer to be addressed by a first name. However, unless invited to do so, it is more appropriate to use “Dr. (last name)” or “Professor (last name).” Ask or wait until they acknowledge how they prefer to be addressed.

Professional Communication

Whether it is an email, a phone call, a text or a classroom discussion, when communicating with others, please do so as a professional. This simply means to use courteous language and show respect for the ideas and values of others.

Respecting Time

Be sensitive and respectful of others’ time. If you sign up to attend an event or make an appointment to meet with a classmate, a professor or a staff member, please honor that commitment or notify the person beforehand that you are unable to attend.

Cell Phones, Laptops & Tablets

When in a classroom, please power off your cell phone. No exceptions without instructor permission. Laptops and tablets may be used only for class related work.

Issue Resolution Protocol

Graduate school can be a stressful place to be. There will be times when you are frustrated or upset about a person or an issue. If it is an issue with a person such as a classmate, a professor or staff member, it is often best to deal directly with that person. If you are not comfortable doing this, please ask for the assistance of your Advisor. Use the chain of responsibility. If you have not been able to resolve the issue directly, or with an advisor, you should then go to a Program Director, then a department Chairperson, then Associate Dean. In the event you have a more serious issue that is not addressed through constructive dialogue at these levels, you may call the Office of the Dean of Students at 415.422.5330.

The Broader Community

We are all members of not only the USF community, but also the broader community of the greater Bay Area. Conduct in the entire community is a reflection on USF, so please be aware of the impression you leave on others while interacting in the community.

Your Professional Network

Remember, your classmates, your professors and staff are your future colleagues. Build your network with them using respectful and professional conduct.

Program-specific Evaluation

In addition to meeting academic standards for graduation, students in some programs may be expected to meet generally accepted behavioral criteria for their particular area of professional education and training. Relevant areas include following appropriate ethical-legal standards, demonstrating reasonable maturity in professional interpersonal contacts, and remaining relatively free of personal-emotional behaviors that could constitute a potential threat to the welfare of the public to be served. Faculty will review feedback from professors concerning individual students and initiate remedial interventions where deemed necessary. Whereas an attempt will be made to resolve issues, it is possible that some issues could lead to dismissal from a program.

Doctoral Program Curriculum

First Year Portfolio Requirement

Initial admission to any of the doctoral programs is a conditional decision. Students develop a portfolio **during their first year** in order to demonstrate competence in research methodology and department specific content. During this period, students work closely with department faculty in preparation of their portfolios. **Specific information about portfolios may be obtained from the program assistant.** Normally the portfolio is submitted to the Department Chair upon completion of 12-15 credits of coursework. If the department faculty determine that the portfolio requirements have not been met, they will inform the Dean of the School of Education who will advise the student of the results. A student whose portfolio is not of passing quality may not continue to take coursework and is not eligible to apply to another department. A conference should be scheduled with the Associate Dean.

IME Qualifying Presentation Requirements

(For IME Students ONLY)

The Qualifying Presentation (QP) is an opportunity for IME doctoral students to present their intended research project to the entire IME Faculty. This session provides the student with an opportunity to receive valuable feedback, on how to strengthen the intended research, and suggestions for readings. It allows the whole faculty to become aware of the research topics being addressed by students and serves as an academic forum for the interchange of ideas.

IME students should complete the QP during the semester they are enrolled in 709. IME students who do not pass the QP initially are required to enroll in 729 the following semester and to submit a new QP. IME students who pass the QP may enroll in 790 (pending other requirements for 790).

Requirements

1. Minimum of **36 credits** of study completed by the end of the previous semester, including *Research Methods in Education* (0704-708), *Applied Statistics* (0704-706), General Education Foundations course, and current enrollment in *Dissertation Proposal Seminar* (709).
2. A Power Point presentation of 10 slides that succinctly summarizes the main sections of Chapters 1-3 of the dissertation prospectus completed at the end of 709.
3. Authorization from the student's doctoral program advisor.

For more detailed information, please contact the IME Program Assistant (ime@usfca.edu).

General Requirements

The doctoral program requires the completion of at least 60 semester credit hours of coursework beyond the Master's degree. This work must be completed within seven years of the student's admission date. As students begin to plan their doctoral program of studies, they need to be sure to make provisions for meeting general requirements. These are grouped under the following areas:

General Education Core:	12 credits	
Major Specialization:	24 credits	(30 credits for L&I)
Electives or Minor:	12-15 credits	(9 credits for L&I)
<u>Dissertation Courses:</u>	<u>9-12 credits</u>	
Total	60 credits	

General Education Core

All students are required to complete 12 credits in the General Education Core according to the following regulations (Gen Ed requirements cannot be satisfied by Directed Study or Transfer of Credit).

NOTE: GEDU 706 and GEDU 708 may be waived by examination. Please contact Dr. Desiree Zerquera (ddzerquera@usfca.edu) for further information.

Required **The following 6 credits are required of all students:**
GEDU 706 Applied Educational Statistics (3 credits)
GEDU 708 Research Methods in Education (3 credits)

Educational Foundations **Each student must take one of the following 3-credit courses:**
GEDU 700 Philosophical Foundations of Education
GEDU 701 Anthropology of Education
GEDU 702 Social and Critical Theoretical Foundations*
GEDU 704 Psychological Foundations of Education **
GEDU 705 Law and Education
GEDU 720 Technology and Education

GEDU TBD Introduction to Engaged Scholarship and
Community Engaged Learning*

Adv. Research Design **Each student must take one of the following 3-credit courses:**
GEDU 707 Advanced Statistics **
GEDU 710 Analysis of Variance Designs
GEDU 711 Survey Research
GEDU 712 Qualitative Research
GEDU 713 Content Analysis
GEDU 714 Educational & Psychological Measurement **
GEDU 715 Anthropological Research in Education
GEDU 716 Program Evaluation
GEDU 718 Ethnicity and Multicultural Issues in Research
GEDU 721 Correlational Design
GEDU 722 Meta-Analysis
GEDU 723 Participatory Research
GEDU 724 Introduction to SPSS

***Required for IME students**

****Required for L&I and SPED students**

Major Specialization

A major is defined as a program of at least 24 credits (30 credits for Learning and Instruction students) of doctoral level coursework developed by the student and the advisor to meet the requirements of their department area. The four courses that form the general education core may not be used toward the major specialization. For more details see the Department/Program Curriculum section.

Electives or Minor

Students may use this 12-15-credit block as electives or to design a minor. A minor is defined as an organized concentration of at least 12 credits of coursework in a program within the School of Education other than the one to which the student was admitted. For example, a student pursuing a 24-credit major in International & Multicultural Education might elect a minor in Learning & Instruction by taking four 3-credit courses in that field. Students must obtain the approval of their advisor in their major program as well as an advisor in the proposed minor area on a *Petition to Declare a Minor*. Students should submit the petition to the Dean's Office prior to registering for coursework that may lead to the minor.

PLEASE NOTE: Learning and Instruction students are not eligible to complete a minor. The Counseling Psychology Department does NOT offer a minor.

Master's Level Courses Students in doctoral programs must enroll in doctoral level (700) courses. Master's level courses may be used to fulfill only the elective portion of the doctoral program requirements.

Degree and Credential Combinations

Students may find it desirable to fulfill requirements for a credential (such as a Preliminary or Professional Administrative Services Credential) while working for the degree. If students plan to meet credentialing requirements, they should meet with an advisor at an early date in their first semester to ensure that the required courses are scheduled into the program. There may also be requirements other than coursework, such as a standardized exam, about which students should be informed. Before enrolling in coursework leading to a credential, students must submit an application form and any other required documents to the Dean's Office.

Dissertation Courses and Requirements

This block of 9-12 credits is devoted to the development of a dissertation proposal and to the research and writing of a dissertation.

- **709 Dissertation Proposal Seminar:** The students prepare a full draft of Chapter 1, a summary and initial annotated bibliography in Chapter 2, and an outline of Chapter 3.
- **729 Proposal Development:** This course is a continuation of 709, if needed.
- **790 Dissertation Proposal Development:** The student writes and defends the dissertation proposal: Complete written version of Chapters One, Two, and Three of dissertation. (With the approval of the dissertation chair and committee, the student may defend the proposal while enrolled in the 709/729 sequence.)
- **791 Dissertation Research and Writing:** The student carries out the proposed research, completes the writing, and defends the dissertation.

Once a student enrolls in 790, s/he must continue to enroll in 790 each semester until s/he has turned in the corrected dissertation proposal, as approved by the student's dissertation committee. Students must be continuously enrolled in 791 as well, until the final dissertation has been defended, approved by the student's committee, and submitted. Students must register for a total of 3 credits in 790 [in consultation with their advisor, these credits may be taken either in one semester (3 credits), or spread over two semesters (1 credit and 2 credits; or 2 credits and 1 credit)]; all repetitions of this course beyond the required 3 credits may be for 1 credit. (Financial Aid requirements should be considered when choosing the 1 or 2 credit option.) In consultation with their chair, students may choose whether to enroll in 790 for 1, 2, or 3 credits and 791 for 1, 2 or 3 credits. Students must accumulate a total of 3 credits of 790 and 791 to graduate, but, unlike 790, students do have an option of 1, 1, 1 in 791. Only 3 credits of 790 and 3 credits of 791 may be counted toward the minimum 60-credit degree completion requirement.

709, 729, 790, & 791 may not be taken during Intersession or the Summer Session and may not be taken concurrently.

Following the final dissertation defense, students submit all required documents with all of the proper signatures by August 1st (Spring/May degree posting) or January 30th (Fall/December degree posting). The Doctoral Program Assistant must be allowed at least one week to process the dissertation. Failure to complete these procedures by the above dates requires that students register for 1 more credit of 791 in the following semester. Failure to complete Final Procedures in this semester will require students to register for 3 more credits of 791 and re-defend the dissertation (same dates apply for degree posting in the following semesters). **Please note** that students **MUST** be

registered in the semester the degree is posted.

**Dissertation
Courses
Requirements
Checklist:**

Students must complete the following requirements in order to enroll in each course:
(Students should note that these requirements are a minimum and that their department may have additional requirements.)

**709 Dissertation
Proposal Seminar**

- A minimum of 30 credits completed with a minimum GPA of 3.0
- Completed (graded) three introductory **General Education** courses:
 - 706 Statistics
 - 708 Research Methods
 - one **Gen Ed** foundations course (see page 18)
- Must not have any Incomplete (I) or In-progress (IP) grades for any courses
- Must have approval from the Associate Dean

729 Proposal Seminar

- Must have taken 709
- Must not have any Incomplete (I) or In-progress (IP) grades for any courses (except 709)
- Must have approval from the Associate Dean

**790 Dissertation
Proposal
Development**

- A minimum of 45 credits completed with a minimum GPA of 3.0
- An approved application to appoint a dissertation committee
- Must have passed any qualifying examinations required by the student's department
- Must have taken/completed 709/729
- Must not have any Incomplete (I) or In-progress (IP) grades for any courses
- Must have approval from the Associate Dean

**791 Dissertation
Research & Writing**

- Must have completed a minimum of 51 credits with a minimum GPA of 3.0
- Must have taken 790 and submitted a corrected dissertation proposal that has been approved by the dissertation committee
- Must have received research approval from the Institutional Review Board for the Protection of Human Subjects for the proposal**
- Must not have any Incomplete (I) or In-progress (IP) grades for any courses
- Must be Advanced to Candidacy
- Must have approval from the Associate Dean

**** Please note that IRBPHS approval can take up to one month, even without any significant delays. In some instances, additional information is required, thus adding more time to the student's attempt to secure approval.**

Department/Program Curriculum

Catholic Educational Leadership (CEL)

Major Core | 21 credits

- CEL 740 - History and Principles of Catholic Education
- CEL 741 - Private School Law
- CEL 742 - Moral Development
- CEL 744 - Curriculum and Instructional Leadership in Catholic Schools
- CEL 750 - Catholic Leadership and Educational Administration
- CEL 651 - Business and Finance for Catholic Schools
- CEL 753 - Personnel Leadership in Schools

Electives | 15 credits

Elective courses may be drawn from other CEL courses not listed above, GEDU 725, and any other graduate program in the School of Education with the approval of the student's doctoral adviser. Students who have completed the Master of Arts degree through the Catholic Educational Leadership Program may pursue a 12-credit block minor in another program within the School of Education. Students should consult their adviser concerning the minor requirements.

International & Multicultural Education (IME)

IME Courses | 24 credits

General IME

- IME 702 – Linguistic Rights and Bilingual Education
- IME 703 - Applied Linguistics
- IME 704 - Global Perspectives on Education and Decolonization
- IME 705 - Re-conceptualizing Multicultural Education
- IME 706 - Critical Analysis of Urban Schooling
- IME 710 - Sociology of Language
- IME 711 - Language and Culture
- IME 712 - Critical Race Theory and Praxis
- IME 713 - Emotional Intelligence and Cultural Competency
- IME 715 -Education for Inclusion
- IME 716 -Social Movements and Human Rights
- IME 718 - International Human Rights Law for Educators
- IME 719 - Gender and Globalization
- IME 720 - Human Rights Education: Pedagogy and Praxis
- IME 721 - Human Rights Education: History, Philosophy & Current Debates
- IME 724 - African American Educational History in the United States
- IME 725 - Contemporary International Issues
- IME 728 - Women of Color in Higher Education
- IME 731 - Research in First and Second Language Acquisition
- IME 735 - Latinos and Education
- IME 736 - Human Rights and Media
- IME 737 - Critical Pedagogy
- IME 739 - Cross-Cultural Literacy
- IME 740 - Immigration and Forced Displacement
- IME 750 - Asian Americans
- IME 768 - Discourse, Pragmatics, and Language Teaching
- IME 776 - Teaching and Learning Through the Arts

Concentration in Second Language Acquisition

Students who choose this concentration must take a minimum of 4 courses from **Section A**.

Second Language Acquisition (Section A)

- IME 702 - Linguistic Rights and Bilingual Education
- IME 703 - Applied Linguistics
- IME 710 - Sociology of Language
- IME 711 - Language and Culture
- IME 731 - Research in First and Second Language Acquisition
- IME 739 - Cross-Cultural Literacy
- IME 768 - Discourse, Pragmatics, and Language Teaching

Concentration in Human Rights Education

Students who choose this concentration must take all 3 courses from **Section B** plus 1 course from Section C.

Human Rights Education (Section B)

- IME 718 - International Human Rights Law and Advocacy
- IME 720 - Human Rights Education: Pedagogy and Praxis
- IME 721 - Human Rights Education: History, Philosophy and Current Debates

Section C: Choose at least one of the following:

IME-719 - Gender and Globalization

IME-716 - Social Movements and Human Rights

IME-736 - Human Rights and the Media

IME-740 - Immigration and Forced Displacement

IME-702 - Linguistic Rights and Bilingual Ed

Electives | 12-15 credits

Elective courses may be taken from any department in the School of Education (including IME).

Optional Minor

Students may develop a Minor with a sequence of at least four related courses from another School of Education program approved by the IME advisor and an advisor for the minor.

Learning & Instruction

(L&I)

One Foundation Core Courses | 3 credits

- L&I 700 - Cognitive Psychology

Two Advanced Research Core Courses | 6 credits

- L&I 707 - Literature Reviews
- One advanced methodology course selected in consultation with advisor

Six Learning & Instruction Courses | 18 credits

- L&I 701 - Multimedia Learning

-
- L&I 702 - Human Abilities
 - L&I 712 - Performance-Based Assessment
 - L&I 713 - Essentials for Teaching in Higher Education
 - L&I 714 - Problem-, Project-, & Inquiry-Based Learning
 - L&I 724 - Grant Writing
 - L&I 732 - Motivation
 - L&I 735 - Creativity
 - L&I 743 - Constructivism and Technology
 - L&I 798 - Special Topics
 - GEDU 721 - Correlational Designs
 - GEDU 722 - Meta-analysis
 - GEDU 724 - Intro to SPSS

Three Electives | 9 credits

Courses may be taken from any department in the School of Education (including L&I).

Organization & Leadership

(O&L)

Required O&L Department Curriculum | 9 credits

- O&L 750 - Organizational Theory: Applications and Implications
- O&L 751 - Leadership Theories

Choice of one of the following:

- O&L 754 - Schools, Community and Society
- O&L 763 - Race, Diversity and Higher Education
- O&L 766 - Ethical Organization

Specializations and Professional Interests | 21 credits

Students are assisted on an individual basis by a faculty adviser in making course choices based on their areas of interest. Students have the option to change faculty advisers at any point in the program as their specific interests develop. Directed studies are opportunities to explore particular interests with a student-selected faculty member. Instructors for a particular directed study may or may not be the student's adviser.

The department offers several focus areas:

- 21st Century Leadership;
- Higher Education Leadership.

Electives | 9 credits

Elective credits offer another opportunity for each student to pursue individual intellectual and professional interests. In making selections, students may choose;

- O&L courses
- courses from other School of Education departments
- or approved courses from the University at large.

**Special
Education
(SPED)**

Foundation Core | 6 credits:

- L&I 700 - Cognitive Psychology
- GEDU 704 - Psychological Foundations

Special Education Core | 18 credits:

- L&I 716 - Curriculum and Instruction in Special Education
- L&I 717 - Research-Based Practices and Critical Issues in Special Education
- L&I 718 - Special Education Law and Public Policy
- L&I 752 - Data-Based Decision Making for School Leaders
- L&I 798 - Intercultural Competence in Special Education
- L&I 798 - Atypical Learning and Development

Special Education Practicum | 3 credits, 1 credit each:

- L&I 719 - Practicum in Special Education Higher Education
- L&I 722 - Practicum in Research in Special Education
- L&I 798 - Practicum in School Consultation and Collaboration

Advanced Research Core | 3 credits:

- One advanced methodology course selected in consultation with the student's adviser: Meta-Analysis, Survey Research, Qualitative Research in Education, Program Evaluation, Correlational Designs, Introduction to SPSS

Elective courses | 6 credits from the following:

- L&I 701 - Multimedia Learning
- L&I 702 - Human Abilities
- L&I 712 - Performance-Based Assessment
- L&I 713 - Essentials for Teaching in Higher Education
- L&I 721 - Models of Teaching and Instruction
- L&I 724 - Grant Writing
- L&I 732 - Motivation
- L&I 743 - Constructivism and Technology
- L&I 798 - Instructional Design
- L&I 798 - Inquiry-Based Learning
- L&I 798 - Psychology of Reading
- L&I 798 - Sociocultural Theories

Research: The Dissertation Experience

Description of the Dissertation The doctoral dissertation will be a piece of original, independent research in an area of educational significance. It will reflect the candidate's knowledge and understanding of the related literature and of the research methodology appropriate to the investigation. The dissertation in the form of an organized and competently written study should represent a contribution to the knowledge base in the candidate's field or area of specialization.

Dissertation Research: Topic Relevance The dissertation research activities of doctoral students must be congruent with the goals of a doctoral program in education. The student must secure the agreement of three faculty members who are qualified to guide the proposed research and willing to serve on the dissertation committee.

Dissertation Research Types From time to time, authorities in the field of research have developed lists of types of research design. They describe each category and provide a set of models to guide the researcher. General Education courses 708 and 710-719 will introduce students to a variety of these models. No one model is considered more desirable to use than another. Rather, the task will be to select the model best suited for the study.

Establishment of a Dissertation Committee When the student and faculty advisor jointly determine readiness - prior to enrolling in 790 - a request is made to the Associate Dean to establish a dissertation committee. The primary functions of the dissertation committee are to review and approve the dissertation proposal, review and approve the dissertation, and conduct the oral proposal and dissertation defenses/hearings. An *Application for Appointment of a Doctoral Dissertation Committee* is available online (<https://myusf.usfca.edu/education/handbooks-forms>). It may also be obtained from the Dean's Office or from the Doctoral Program Assistant. Students should review the instructions carefully prior to completing all required pages. Failure to complete and provide all the required and necessary information will result in delays. The incomplete forms will not be processed and will be returned to the student.

Submission and approval of the application for appointment of a Doctoral Dissertation Committee is required prior to enrollment in the 790 course.

Ordinarily, a doctoral dissertation committee includes a chairperson from the student's department, one member from the School of Education's full-time faculty, and one member from the SOE or USF at large, who are qualified in either or both the substantive area of the student's research topic and the design and procedures of the student's research method.

If the faculty members in the student's department agree, the student may request a chairperson outside the department. To utilize this option, the student must write a request to the Doctoral Program Policies Committee. This request must be endorsed by the department and have the signature of the Department Chair.

Also, at the student's option, the committee may include a fourth reader who is a qualified member of the faculty of another school or college at USF, or of the professional community outside USF who is distinguished in the area of the student's dissertation topic, possesses a doctoral degree, and is approved by the chairperson and the other two members of the student's committee.

In any case, the student, in consultation with his/her faculty advisor, secures the agreement of the chairperson and, then, in consultation with the chairperson, also secures the agreement of the second and third readers and, optionally, of the fourth reader. The chairperson then approves the student's selection of committee members

and recommends this selection to the Associate Dean, who appoints the dissertation committee. When the Associate Dean has approved the committee, the student and the committee members will receive a copy of the signed form.

If it becomes necessary or desirable to change the membership of the dissertation committee, students should obtain a *Change in Membership of Doctoral Dissertation Committee* form that the chairperson of the new committee should submit to the Associate Dean after the student has obtained the appropriate signatures.

Dissertation Proposal

The dissertation proposal should describe the problem to be investigated, the methodology/design to be used, instrumentation, the proposed plan for data collection and analysis, a theoretical rationale, a review of the literature, procedures for the protection of human subjects when appropriate, and the probable contribution the dissertation would make to the field. In no case should the student begin dissertation research until the IRBPHS has approved the application for the protection of human subjects, and the Associate Dean has officially approved your proposal. University stationery should not be used in conducting student research.

All work submitted for review at this stage should reflect not only scholarship but also concern for the technical details of format and style. The proposal should begin with a title page. (See Appendix B for a sample of the proposal title page). The body of the text should be divided into appropriate sections, with one standard form for footnotes, references, quotations, and tables. With the approval of the dissertation chairperson, one of two style guides is acceptable: the most recent edition of the *Publication Manual* of the American Psychological Association (APA) or the most recent edition of the *Style Guide* of the American Anthropological Association (AAA). Other style manuals may be approved upon recommendation of the dissertation chairperson and endorsement by the faculty of the Curriculum Committee. Students should obtain the consent of the chairperson when making the format choice. Dissertation proposals that have not meticulously followed the style manual will be returned for correction.

After the formal dissertation proposal hearing, the committee may recommend approval or disapproval. The dissertation chairperson will communicate this decision to the student with specific reference to any required changes. After the committee members have signed the *Results of Dissertation Proposal Review* form, the student attaches the signed *Results* form, the *Advancement to Candidacy Form*, and a copy of the IRBPHS approval email (see next page for IRBPHS information) to the corrected, approved proposal and submits them to the Doctoral Program Assistant (where they will be recorded as received and placed in the student's academic file). Once Advancement to Candidacy has been verified, a copy of that form will be distributed to the student and the dissertation chairperson. The original will be placed in the student's file.

PLEASE NOTE: The title that is submitted on the “Results” form is the title that will go in the graduation program, unless the Doctoral Program Assistant is otherwise notified of any changes.

Protection of Human Subjects

Every dissertation involving research with human subjects must have prior approval from the Institutional Review Board for the Protection of Human Subjects (IRBPHS). Pilot studies and Reliability and Validity studies also need IRBPHS approval.

1. The Institutional Review Board for the Protection of Human Subjects (IRBPHS) application and review process is now being conducted entirely online. The procedure to submit an application is as follows:
 - a) Go to the IRB home page at <https://www.axiommentor.com/login/axlogin.cfm> or sign on at <https://myusf.usfca.edu/irbphs>
 - b) Read the instructions on the home page, then click the tab “my applications,” then “new application”;
 - c) Answer the questionnaire, which will lead you to the proper application;
 - d) Fill out the application, uploading any additional documents you may need, and submit.

You will find a brief tutorial on the IRB application procedure on the home page. Please take the time to review it before submitting your application.

If you need to renew or modify your current research, please contact the IRB Office directly at irbphs@usfca.edu and include an attachment with your name, approval number, and the basis for your request.

2. The approval letter from the IRBPHS will be e-mailed to the student. A copy will be forwarded to the advisor. Any modification that involves human subjects must be approved by the IRBPHS. **Please note that approval could take up to one month, even when there are no significant delays.**
3. Approval of an application is for one year only. If research extends beyond one year, then a renewal application must be filed with the IRBPHS.

Dissertation Proposal Guidelines

The purpose of these guidelines is to help establish common understandings and expectations about dissertation proposals in the School of Education, and to answer some of the most frequently asked questions about proposals. This statement is deliberately brief in order to avoid being overly prescriptive and in order to avoid unnecessary duplication of the many guides to proposal writing and research. Only perennial problem areas and questions are highlighted here.

Guideline #1 Students are advised to choose a research problem that has important implications for understanding or for practice. The topic should be one in which the student has an abiding interest and in which he/she is willing to become a specialist, by reading all relevant literature..

Guideline #2 The proposal should both motivate and explain the proposed study. *Motivate* means that the proposal should justify the study. It should make a persuasive case that a particular study needs to be done, and done in the manner proposed.

Guideline #3 All parts of the proposal must be logically coherent, that is, the research problem must flow from the review of the literature; the specific research questions must be congruent with the statement of the problem, as well as the purpose statement; the theoretical rationale must anchor the study in relevant theory; the design and method must be appropriate to answer the research questions; and the sample or the data sources must be adequate to yield the required information.

Guideline #4 Definitions must be operationalized. While conceptual definitions are essential in a discussion of the problem, most studies at some point require operational definitions. These must be stated explicitly in the proposal. Likewise, in the description of the design of the study, readers will pay close attention to whether the proposed operational steps are appropriate to answer the questions stated conceptually in the description of the problem to be investigated.

Guideline #5 The methodology and statistical procedures should be stated with a degree of specificity that would allow the proposal to be sent to an independent researcher to conduct the study in the manner prescribed.

Guideline #6 The student should briefly indicate that he/she is aware of the strengths and weaknesses of the data collection procedures chosen. In the case of unpublished measures, he/she should contact the author(s) for normative, reliability, and validity data. Likewise, the strengths and weaknesses of the design of the study must be discussed.

Guideline #7 The proposal should speak for itself. All matters of theory, sample, sources, and method that are necessary to understand the proposed study should be described in the proposal, not left to the reader's imagination. Vague promises to include such material in the final dissertation itself are not satisfactory.

Guideline #8 Students should avoid gratuitous references to “the computer,” “SPSS,” or other tools. Do not go into unnecessary detail on standard statistical formulas that are used in a conventional way.

Guideline #9 When using an analysis of covariance, regression, discriminant analysis, or other statistical approaches that model a hypothesized relationship among several variables, the model that will be estimated should be explained clearly. For example, the student should show the regression equation(s) that will be estimated and explain how results will be interpreted and how they bear on the research questions.

Guideline #10 Correct academic English style should be evident. Proposals containing numerous errors in English usage will be rejected as unreadable.

Guideline #11 One standard citation and organization style should be used. At the University of San Francisco, only the APA and AAA styles are acceptable. It is incumbent on the candidate to learn and properly use a standard style.

Dissertation Proposal Q&A

Question #1 How long should the proposal be?

Answer: Long enough to satisfy the above guidelines. That is, the proposal should not be a mere sketch or outline. It must be thorough enough to satisfy faculty and administration that you have identified a researchable problem and placed that problem in context; it must be detailed enough to provide a blueprint by which someone other than the author of the proposal could do the study.

Question #2 What should be in a review of the literature?

Answer: The literature review should include theoretical, empirical, and review articles, reports, dissertations (too often overlooked) and the like which set the context for the proposed study. The narration connecting the works cited in the review should make clear to the reader why the works are cited and how their strengths and weaknesses support the case for the present proposal. The most recent and the most pertinent literature should be discussed in greater depth than the historical material.

Question #3 What types of studies are acceptable?

Answer: Any well-reasoned proposal that meets the applicable canons of disciplined inquiry may be accepted, provided that one or more School of Education faculty members who are qualified to direct such work endorse the proposal. Students should state the implications of the results for research, policy and practice in your related program of study.

Question #4 Is it acceptable to collect data before the proposal is approved?

Answer: No.

Proposal Defense

Normally, the proposal is defended while enrolled in 790. Students should see their advisor for other possible options. A proposal must demonstrate mastery of an area of specialization and a proposed investigation of a problem in an analytic, creative, and scholarly way. When this has been done to the satisfaction of the committee chairperson, a defense is scheduled. **Supply a copy of the proposal to each member of the committee at least three weeks before the date of the defense.**

Audio taping of formal proposal hearings by a candidate is allowed with permission from the chair and each member of the committee prior to the date of the defense.

Students should establish the date and time with the chairperson and committee members and then request the Doctoral Program Assistant to schedule a conference room. The proposal defense must be on the schedule (kept by the Doctoral Program Assistant) three weeks before the defense. The defense must take place by the second week in May (Spring) or December (Fall).

All members of the committee must be present for the defense.

Prior to the defense, the committee chair and the candidate agree upon the method used to record the feedback. At the defense, the student should be prepared to provide a very brief presentation of his/her proposal. Allow at least two hours.

The committee must take one of four actions on the proposal:

Approve with no substantive (i.e. only style, grammar, etc.) revisions

Require minor substantive revisions

Require major substantive revisions

Reject

In case substantive revisions are required, the chairperson will confer with the student regarding the required revisions and establish a time schedule for completion. The committee signs the proposal after the revisions have been completed to the committee's satisfaction.

Occasionally, the committee may suggest a "work session." A student may have one such work session. In the case of rejection, the committee chairperson shall communicate in writing the reasons for rejection. Students may attempt one more proposal defense at a later date. In the event that the proposal is still found to be unsatisfactory, the student may not continue in the School of Education. A conference should be scheduled with the Associate Dean.

Following a successful proposal defense, the student continues to be enrolled in 790 or to be enrolled in 791 after having completed all of the prerequisites.

When the committee has approved the proposal and the members have signed the final version, the student submits it to the Doctoral Program Assistant, together with the required forms for advancement to candidacy. Following receipt of all the required materials, the student will be Advanced to Candidacy and permitted to register for 791.

Advancement to Candidacy

Requirements for Advancement to Candidacy:

- Completes a minimum of 51 credits (no incomplete grades),
- Passed any qualifying examinations required by your program,
- Submitted a proposal approved by your dissertation committee,

The Application for Advancement to Candidacy helps to verify that upon successful completion of all required courses and the submission of an approved doctoral dissertation, the student has satisfied all requirements and is eligible for the Doctor of Education degree.

The following items should be submitted to the Doctoral Program Assistant to be considered for Advancement to Candidacy:

- The Yellow Advancement to Candidacy form (signed by the student's chairperson)
- The goldenrod Proposal Results form (signed by your committee)
- A completed, corrected, approved proposal
- A copy of the IRBPHS approval email (students may forward this via email)

A grade of In-Progress is acceptable only in 790, Dissertation Proposal Development. The advancement to candidacy form is usually submitted at the same time as the proposal. The student will receive written notice and an Advancement to Candidacy Packet from the Dean's Office. **Advancement to Candidacy is necessary prior to enrolling in 791.**

The Dissertation

The Ed.D. dissertation is a demonstration of the student's ability to bring theory and knowledge to bear on the solution of a significant educational problem.

For final evaluation, dissertations must show evidence of:

- Mastery of English language usage
- Valid methodology (appropriate research design and analysis)
- Use of critical analysis and logic
- Comprehensive review of appropriate literature
- Initiative and original treatment
- Significant contribution to educational knowledge and/or practice

Dissertation Defense

A dissertation developed from the proposal must demonstrate mastery of an area of specialization and the ability to investigate a problem in an analytic, creative, and scholarly way. When this has been accomplished to the satisfaction of the student's committee, an oral defense is scheduled. **The student should supply a copy of his/her dissertation to each member of the committee at least four weeks before the date of the oral defense.**

Audio taping of formal proposal hearings by a candidate is allowed with permission from the chair and each member of the committee prior to the date of the defense.

The student should establish the date and time with the chairperson and committee members and then notify the Doctoral Program Assistant. The dissertation defense must be on the schedule (kept by the Doctoral Program Assistant) by the first week in April (for defenses in the Spring semester) or the first week in November (Fall). The defense must take place by the second week in May (Spring) or December (Fall).

All members of the student's committee must be present for the defense.

Under the direction of the chairperson, the student must be prepared to provide a very brief statement of the problem, procedures, major findings, and conclusions. The committee members encourage students to meet the opening statement brief; they have read the study and are anxious to join in discussion of its important elements. The student should be prepared to discuss substantive issues regarding the research design, related literature, theoretical frame of reference, the validity of the findings, and the implications of the work.

Students are advised to allow at least two hours for the defense and to make careful written notes of any changes or corrections that are recommended by the committee. At the conclusion of the meeting, the student will be asked to leave the room while the committee deliberates.

The committee must take one of four actions on the proposal:

- **Approve with no substantive (i.e. only style, grammar, etc.) revisions**
- **Require minor substantive revisions**
- **Require major substantive revisions**
- **Reject**

When substantive revisions are required, the chairperson will confer with the student, provide a written statement of the required revisions, and establish a time schedule for completion. The committee signs the dissertation after the revisions have been completed to the committee's satisfaction. In the case of rejection, the committee chairperson shall communicate in writing to the student the reasons for rejection. If the decision to approve is not unanimous, the Associate Dean will meet with the committee, hear reasons for and against approval, and make the final determination.

Final Procedures

Once the final defense is officially scheduled, the Final Procedures Packet may be downloaded from SOE's website here: <https://myusf.usfca.edu/education/handbooks-forms>. It contains information regarding electronic submission of the final, approved dissertation, as well as forms to be submitted for degree completion and degree posting. Completion deadlines are also outlined in the Final Procedures Packet.

The School of Education and Gleeson Library have worked together to create procedures to submit dissertations in an electronic format. Students should refer to the Final Procedures Packet for information.

Degree Posting

Upon completion of the 60 credits required for the degree and the receipt of the final corrected dissertation, the University Registrar's Office will evaluate the student's academic record for degree completion.

Degrees are posted when ALL requirements have been fulfilled. The date of the defense of a dissertation has no bearing on the degree posting. Students must submit all required documents with all of the proper signatures by June 30th (Spring/May degree posting) or January 30th (Fall/December degree posting). These are the Registrar's timelines. The Dean's Office is not authorized to make exceptions. The Doctoral Program Assistant must be allowed **at least two weeks** to process the dissertation. **Actual deadlines vary each semester and will be outlined in the student's Final Procedures Packet.** Failure to complete these procedures by the above dates requires that students register for 1 more credit of 791 in the following semester. Failure to complete the Final Procedures in a semester will require students to register for 3 more credits of 791 and re-defend the dissertation at the chairperson's discretion (same dates apply for degree posting in the following semesters). **Please note that students MUST be registered in the semester the degree is posted.**

PLEASE NOTE: The title that is submitted on the "Results" form is the title that will go in the graduation program, unless you notify your Department's Program Assistant of any changes.

Student Resources & Services at USF

ACADEMIC SUPPORT

One Stop

The **USF One Stop Enrollment and Financial Services Office** provides combined services in the areas of:

- Financial Aid;
- Registration;
- Student Employment;
- Student Accounts.

Students may acquire information on payment options, payment plans, online/electronic billing, policies, loans, registration and more. Current students can also check on their Student Account via myUSF > Student Self Service.

Contact One Stop:

- Office location: Lone Mountain, Room 251
- Phone: (415) 422-2020
- Email: onestop@usfca.edu
- Web: www.usfca.edu/onestop/

Schedule of Classes

The USF Schedule of Classes is a dynamic online schedule accessed by link from several web pages including the SOE home page in Resources, and myUSF. Students may find Online Registration Instructions provided by One Stop at https://iris2.usfca.edu/prod/bwckschd.p_disp_dyn_sched

All course scheduling must be completed with the approval of the student's faculty advisor. It is the student's responsibility that all forms (to register and to add and drop courses) be completed entirely and accurately. If a student registers for courses on the web **without the approval of his/her faculty advisor**, the student must accept full responsibility for any errors or courses taken that do not meet requirements in his/her program. It is against University policy for a student to attend any class for which he/she is not officially registered.

Gleeson Library/ Geschke Center

The University's library is constantly increasing its collection and services to meet the needs of the students, faculty, administrators, and staff of the University.

Study in a quiet place; find a citation; print your paper before class...

For complete library hours visit: <https://www.usfca.edu/library>. All students are encouraged to become familiar with what the library provides as soon as possible.

- Tours
- Website
- Access

Tours of Gleeson Library/Geschke Center are given at the beginning of the semester, and on the first Monday of each month. These tours introduce students to the building and many of the services. Students meet in front of the Circulation Desk at the entrance of the Library.

The library's website is excellently organized to provide information and access to their collection, facilities and services. Students may visit:

www.usfca.edu/library/

...in order to browse and find information on:

- The Ignacio Online Library Catalog and research databases;
- Interlibrary loans and Link+;
- E-book collections; "ebrary" and Gale Virtual Reference Library;
- "Ask A Librarian" for expert assistance;
- Borrowing and renewing;
- Study areas, computer labs, photocopying;

...and much much more!

Students must possess a valid USF ID to access the library building, checkout books and obtain other library services.

To contact the library, students may call: (415) 422-2660 or visit:

www.usfca.edu/library/ask/.

**SOE
Curriculum
Resource Center**

Located on the lower level of the School of Education Building in ED 119, the Curriculum Resource Center (CRC) houses a collection of educational reference materials and curriculum aids that may be used for K-12 grades, including books, audio, video and computer-based instructional materials.

Access is open to all, however, full borrowing privileges are restricted to students and faculty in the School of Education. A current picture ID is necessary for checking out materials.

The open hours are posted on the Resource Center's door. To check the schedule and for more information, students may contact Director, Kate Sky, at (415) 422-2292, email: sky@usfca.edu, or visit: <https://www.usfca.edu/education/centers-institutes/curriculum-resource-center>

**Learning &
Writing Center**

The USF Learning Center & Writing Center, located in Cowell Hall, Room 227, is operated by Academic Support Services and provides assistance with:

- tutoring
- writing
- academic counseling
- developing study groups
- computer and other learning resources
- special help with statistics.

Weekend group and individual tutoring hours are available. The Writing Center is staffed with trained writing teachers who will work with students to improve their writing skills. Staff members will provide feedback on the drafts students bring to review and can tailor their instruction to meet students' individual needs.

For more information, students may call (415) 422-6713, send an e-mail to: lwc@usfca.edu, or visit:

www.usfca.edu/lwc/.

**Student
Disability
Services (SDS)**

Student Disability Services (SDS) promotes a fully integrated University experience for students with disabilities by ensuring that students have equal access to all areas of university life and receive appropriate educational support and services to foster their academic and personal success.

The office of Student Disability Services (SDS) is located in the lower level of the Gleeson Library, Room 20. To make use of services, a student must disclose disability status to SDS. Students may visit the SDS website for specific information, guidelines, the handbook, frequently asked questions, contact information, and more.

www.usfca.edu/sds/.

Main phone: (415) 422-2613; E-mail: sds@usfca.edu.

CAMPUS LIFE

USF ID Card / One Card

The **USF ID Card** is the official identification (ID) card for USF and is a multi-functional card for accessing campus resources, such as the library and other services. This is collectively referred to as the **One Card Program** and includes a debit account known as “DonDollars.”

DonDollars are accepted to pay for all types of on-campus expenses including photocopies, food from campus food services dining locations, and purchases from the USF Bookstore.

Money may be added to a student’s DonDollars account at the One Card Office, online or at any campus Cash2Card machine.

ID Cards are issued at the One Card Office, located on Lone Mountain, Room 130. For office hours and more information students may call (415) 422-7663 and visit:

www.usfca.edu/onecard/

Student Mail Folders

Located in the department areas is a file cabinet containing individual student folders for all currently registered students. These mail folders are sorted alphabetically and are used by faculty and fellow students to return materials and transmit information to students. The cabinets are not secure and, therefore, should not be used for confidential correspondence. Students should check their individual mail folder on a regular basis.

Food Services

USF has several food service facilities on campus located in the University Center, at Lone Mountain, and at “Club Ed” in the basement of the Education building. For more information on their location and hours, students may go online to:

www.cafebonappetit.com/usf.

• Club Ed

Club Ed is generally open to accommodate the schedule of students during fall and spring semesters, including teaching weekends, but is not open during the summer.

• Vending Machines

The Education building has two **vending machines** located under the stairwell of the North Wing, west side (access via the courtyard off the parking lot).

Student Health Services

Dignity Health Medical Group (DHMG) will provide primary health care services to currently registered USF students at two clinic locations (2250 Hayes Street and 1199 Bush Street).

• Health Promotion Services

For more information on using this service, students may go to the Student Health Services website at www.usfca.edu/hps/Student_Health_Services/.

The USF Health Promotion Services staff, in collaboration with the USF community, promotes a culture of healthy lifestyles and the development of a more humane and safer environment, not only on campus but also in the world. For more information on a variety of services and topics, students may visit their website.

www.usfca.edu/hps/

Counseling and Psychological Services (CAPS)

Going through a stressful time? Need support? You are not alone...

The purpose of the USF Counseling and Psychological Services (CAPS) is to assist students in developing greater self-understanding and in resolving problems which may interfere with their ability to function in an optimal manner.

-
- FREE confidential psychotherapy consultations (individual/couple/group) available to currently enrolled students;
 - Experienced licensed psychologists;
 - Educational resources on a wide range of mental health topics;
 - Referrals to appropriate community resources;
 - All contacts are kept *private and confidential*.

Common issues brought to counselors include: interpersonal relationships, depression, stress, sexual concerns, substance abuse, time management, self-esteem, eating problems, test anxiety, life transitions, rape, and sexual harassment.

CAPS is located in the lower level of Gillson Hall. For more information, students may call (415) 422-6352 and visit: www.usfca.edu/caps/.

Koret Health & Recreation Center (KHRC)

USF offers students a multi-faceted 125,000 square foot facility, the Koret Health and Recreation Center (KHRC). Included in the KHRC are:

- A magnificent Olympic-size pool;
- A multi-purpose gym, housing three basketball courts,
- Volleyball courts and six badminton courts;
- Two weight rooms with state-of-the-art weight machines and free weights;
- Cardiovascular machines;
- A dance and aerobics room;
- A martial arts and combatives room;
- Five racquetball/handball courts;
- Alumni Club with dining and meeting space, overlooking the pool;
- University Club, also with dining and meeting space overlooking the pool;
- A spacious multi-level, glass galleria with a student lounge;
- Men's and women's locker rooms.

Hours of operation may vary from semester to semester. For more information about using this facility and the services available, students may call (415) 422-6821 or go to: www.usfca.edu/koret/.

Students must bring their valid student USF ID card with them to use this facility.

Bookstore

The USF bookstore is located in the University Center, 1st Floor. It sells textbooks, school supplies, clothing, emblematic gifts, class rings, general books, and text guides as well as Apple and IBM computers. The bookstore also has book buyback all year long. Textbooks may be ordered online:

www.usfca.edu/bookstore/

Find more information online, students may call (415) 422-6493.

Public Safety & Parking at USF

The Department of Public Safety works collaboratively with the USF community to help create a safe and secure environment in which faculty, staff, students, and campus visitors may pursue positive work and educational experiences. Issues involving safety and parking/transportation may be addressed by this office.

The Department of Public Safety Office is located in University Center, 5th floor.

For more information, students may call (415) 422-4222 or visit:

www.usfca.edu/public_safety/.

Being located in the middle of a densely populated city makes available parking at USF extremely limited. Therefore, students are strongly encouraged to carpool and/or make use of public transportation.

Parking permit applications are available from the USF Public Safety Office. To check parking permit fees or to download a parking permit application, students may go to: www.usfca.edu/Public_Safety/Campus_Parking/.

International Student and Scholar Services (ISSS)

ISSS serves the needs of new and continuing students and promotes programs and services that support the development of global awareness through:

- Orientation Programs
- Immigration Advising and Document Support
- Workshops and more.

The ISSS office is located in the University Center Building, 5th Floor.

Students may call (415) 422-2654 or visit:

www.usfca.edu/iss/.

Intercultural Center (IC)

The Intercultural Center engages the multiple identities of all students; supports leaders to be change agents for social justice; and builds alliances with students, staff, and faculty to create a community that honors and values diversity.

The IC office is located in the University Center Building, 4th Floor.

Students may call (415) 422-6484 or visit:

www.usfca.edu/intercultural_center/.

Priscilla A. Scotlan Career Services Center (CSC)

The Priscilla A. Scotlan Career Services Center (CSC) offers specialized career planning and job search services for School of Education students and alumni.

Get started on networking & job searching strategies. A career counselor can assist students with exploring and evaluating career options, developing a job search strategy, creating a professional resume or vita, and honing their interview skills.

Available are:

- Career counseling appointments; drop-in sessions (also available on selected Saturdays) and individual appointments;
- Workshops;
- Resource library;
- Job & internship listings;
- Job Fair announcements;
- Alumni network and more.

CSC is located in University Center, 5th Floor. Call (415) 422-6216 or contact

careerservices@usfca.edu.

Students may visit the CSC's website: www.usfca.edu/career/.

Center for Child and Family Development Community Counseling Center

The Center for Child and Family Development offers school-based family counseling to families, parents, couples, and individuals (adults and children) in the Bay Area.

Fees are on a sliding scale. Services include:

- Family, parent, marital and relationship counseling;
- Child management training, psychological assessment;
- Community workshops.

For more information, students may visit the website:

<https://www.usfca.edu/education/centers-institutes/child-family-development>

The Center's off-campus location is conveniently located at Mercy High School, near the Stonestown Galleria shopping center. Students may call (415) 239-9300 to arrange an appointment. The off-campus location address is:

USF Center at Mercy High School
3250 19th Avenue 4th Floor
San Francisco, CA 94132

**University
Ministry**

University Ministry welcomes people of all religious traditions. Recognizing the diversity of religious backgrounds represented at USF, the University Ministry staff welcomes those of any faith, or of no religious faith. Among services to students and the USF community:

- Spiritual directors available;
- Worship opportunities; scripture study; spiritual retreats;
- Community service projects; social justice activities;
- Catholic sacramental preparation (e.g., marriage preparation);
- Interfaith prayer services.

Their office is located on the lower level of Phelan Hall. For further information, students may call (415) 422-4463 or send an e-mail to: um@usfca.edu and visit: www.usfca.edu/universityministry/.

FINANCES

Financial Aid

Students who wish to apply for financial aid should begin by filing the Free Application for Federal Student Aid (FAFSA). It is required for all Federal and State, and many USF student aid programs and must be filed for each academic year.

If accepting education loans, a student must confirm with OneStop the number of semesters: two semesters (Fall, Spring) or three semesters (Fall, Spring, Summer) in a fiscal year. Enrollment plans determine how loan monies are split either between two semesters or across three semesters.

- **FAFSA**

The **University of San Francisco Federal School Code is 001325**. Students must provide that code to ensure that the University receives their application for aid. The FAFSA and assistance with the FAFSA is available from:

One Stop: Financial Aid Office > <https://myusf.usfca.edu/onestop/financial-aid> and

The government office > www.fafsa.ed.gov

Remember that even if a student files electronically, there is still processing time involved for every application.

Other possible sources of financial aid can also be found on the School of Education website: <https://www.usfca.edu/education/admission-and-aid/financial-resources>

**Veterans'
Benefits**

The **One Stop: Registrar Office** verifies enrollment for students applying to the Veteran's Administration for benefits. This verification is completed each term/session in which the student is registered for the number of credits required.

For more information, students may contact (415) 422-3877 or visit

<https://www.usfca.edu/admission/veterans>

STUDENT ASSOCIATIONS

SOE Graduate Student Association (GSA)

The Graduate Student Association (GSA) represents all credential, master's and doctoral students in the School of Education. It is a student body consisting of a board, as well as one student representative and an alternate from each department or program of the School. All SOE students are invited to actively participate and membership is free.

The GSA provides forums to support and promote:

- Academic achievement and scholarship through workshops, seminars, and research symposia;
- A positive learning environment;
- Mutual respect, encouragement, and collegiality among students and faculty;
- Networking opportunities.

The GSA meets on selected teaching Saturdays. A schedule of upcoming events is on the web, as well as contact information for officers and representatives.

www.usfca.edu/soe/students/gsa/.

Students are encouraged to join in the activities, get to know the representatives from their department and program, and to become a representative. The GSA bulletin Board located across from Club Ed displays GSA announcements and information. Students may email the GSA at: usf.soe.gsa@gmail.com

USF Chapter #1484 of Phi Delta Kappa (PDK)

Phi Delta Kappa is an international association composed of men and women devoted to excellence in education. Members include classroom teachers, school administrators, college and university professors, and educational specialists. In Phi Delta Kappa, members find fellowship based on common interests and ideas and a commitment to excellence in education.

The University of San Francisco PDK Chapter 1484 is one of approximately 660 chapters throughout the world. The PDK International Headquarters is located in Indiana. Students may visit their website at: www.pdkintl.org.

For information on the benefits of PDK membership, students may contact a representative via email: pdkchapter1484@gmail.com.

On the SOE web > www.usfca.edu/soe/students/pdk/.

USF Alumni Association

The University has an Alumni Association that fosters a bond of assistance and fellowship among its current students and graduates. Students may join while still in residence in their programs to establish contacts which will be helpful throughout their career.

For more information, students may check out the USF Alumni Society website, call (415) 422-6431 or email: alumni@usfca.edu.

www.usfca.edu/alumni/.

TECHNOLOGY

myUSF

myUSF is USF's web portal and online community resource. It provides access to communication resources and web-based services. Access is provided with a single sign-on and the myUSF account username and password also provide access to the USF network and USF wireless. Students, faculty and staff log in from

- any myUSF login on our website or <https://myusf.usfca.edu/>

They can then:

- access their email (Donsmail);
- access administrative services such as registration, transcript requests, billing updates, etc.;
- access and deliver online course materials;
- form dynamic group sites around common interests, organizations, or communities;
- check university announcements as well as campus events;
- and more!

Content served through myUSF is targeted to users, thus reducing information overload. For more information, students may visit:

<https://myusf.usfca.edu/services/myusf>

Computer Services

A wide range of computer services and access is available at USF. Students may use the ITS website as their main source for information on computer resources.

www.usfca.edu/its/

- **Information & Technology Services (ITS)**
- **ITS Help Desk**
- **“Smart” Classrooms**

- Computer Lab Locations: www.usfca.edu/its/desktop/
- Computer Lab Policies and additional technology use policies: www.usfca.edu/its/about/policies/
- ITS Help: for questions about user accounts, software or hardware problems, virus information, etc., students may visit: www.usfca.edu/its/help/students/
- ITS Help Desk: (415) 422-6668, or students may send an email to: itshelp@usfca.edu. Location: Lone Mountain North, 2nd floor. Night and weekend service are normally provided at a satellite location in the Gleeson Library/Geschke Center. For the latest service hours and locations, students may visit: www.usfca.edu/its/help/hours/.

All of the School of Education building classrooms are “Smart” Classrooms set up with computer/projector systems for use by faculty and students. The ITS Classroom Technology web page has information on usage, including “Quick Start” guides at: www.usfca.edu/its/learning/classroomtech/.

Internet, Email Services

All registered USF students are eligible for the accounts described below:

- [myUSF Account](#): email (Donsmail), campus information, grades, online registration and more;
- [LAN Account](#): USF network account for accessing computer lab computers, file sharing, network printing;
- [Wireless Account](#): use your laptop to access the Internet from one of USF's wireless hotspots.

For more detailed information regarding these various accounts and services provided

to students by the USF Information Technology Services (ITS), students may visit:

www.usfca.edu/its/help/students

Email and internet services can be accessed from any of the computer labs on campus, in residence hall rooms by using an Ethernet network connection, or from your personal computer at your home using your home internet service provider.

The ITS Help Desk can be reached:

- by phone at: (415) 422-6668 and
- by email at: itshelp@usfca.edu.
- online: www.usfca.edu/its/help/.

Photocopying & Printing

The Education building houses three b/w photocopy machines which students may use; located on the 1st and 2nd floor hallways and basement near Club Ed. Cost is:

- \$0.07/ black & white copy with Student One Card DonDollars – all machines
- \$0.30/ color copy with Student One Card DonDollars – all machines

The Gleeson Library has more machines and choices available. For more information, students may visit: <https://www.usfca.edu/library/copyprintscan>

Instructional Technology and Training (ITT)

Instructional Technology and Training (ITT) is a teaching, learning, and research facility designed to provide USF faculty, staff, and students with access to the tools for the successful integration of technology into today's classrooms. ITT provides training in current desktop and multimedia applications, demonstrations and workshops on the latest technology solutions for higher education.

ITT is located in the Gleeson Library/Geschke Center. For open hours and other information, students may visit ITT in person, call (415) 422-2223 and visit:

www.usfca.edu/its/learning/cit/

School of Education Full-Time Faculty

The School of Education is home to a diverse faculty in terms of background, culture and field of interest. We welcome researchers and practitioners who take special pride in connecting research and practice, and in making significant contributions to the larger educational community. Our full-time faculty are drawn from across the United States, with their contributions to the development of educational practice and policy extending far beyond the boundaries of California.

More information and contact for the full time faculty may be found here:

<https://www.usfca.edu/education/about-the-school/faculty>

School of Education Adjunct Faculty

The School of Education is home to a talented, knowledgeable, and experienced group of adjunct faculty. Working in collaboration with our full-time faculty in the various departments, these educators provide excellence in teaching, scholarly research, creative expression, and service to our students.

School of Education Contact Information

San Francisco Campus



Street Location:

School of Education
2350 Turk Boulevard at
Tamalpais

*Closest large cross street
is Masonic Avenue*

Tel: (415) 422-6525
Fax: (415) 422-2677

Mailing Address:

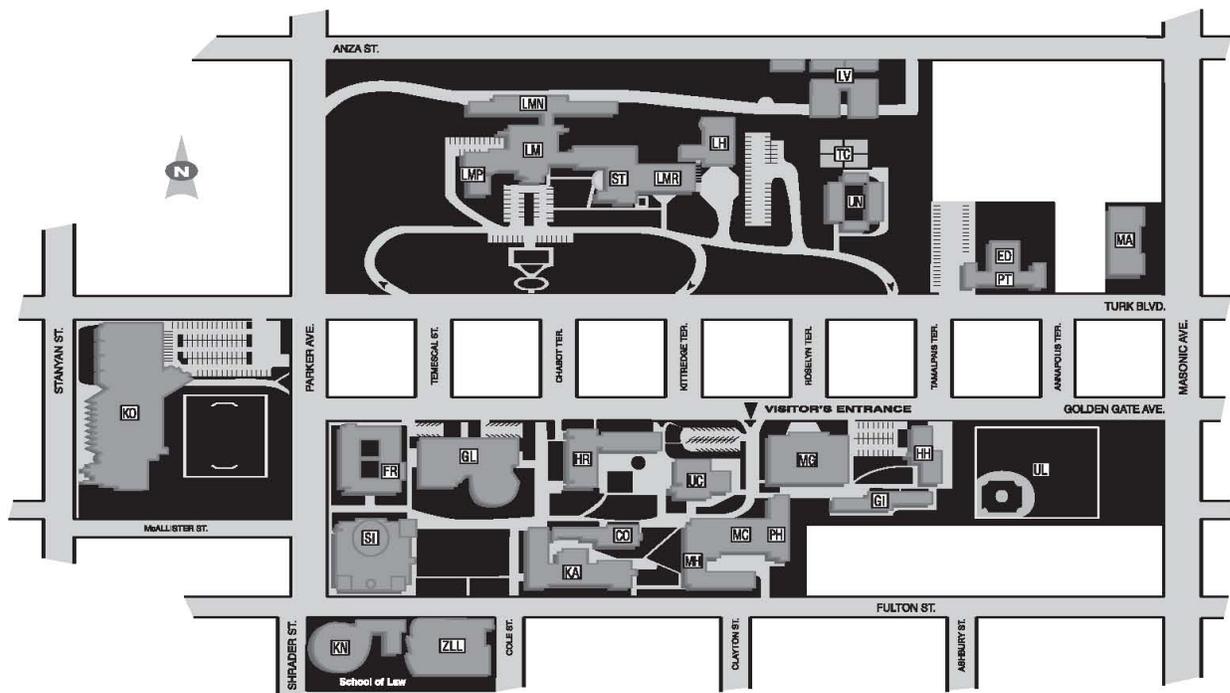
*For all on-campus offices and
personnel:*

University of San Francisco
School of Education
Attn: *(Appropriate person/division)*
2130 Fulton Street
San Francisco, CA 94117-1071

Detailed contact information is available here:

<https://www.usfca.edu/education/about-the-school/contact-us>

Map of the USF San Francisco Campus



Main Campus

- CO Cowell Hall
- FR Fromm Hall
- GI Gillson Hall
- GL Gleeson Library
- HH Hayes-Healy Hall
- HR Harney Science Center
- KA Kalmanovitz Hall
- MC McLaren Conference Center
- MG Memorial Gymnasium
- MH Malloy Hall
- PH Phelan Hall
- SI Saint Ignatius Church
- UL Ulrich Field & Benedetti Diamond
- UC University Center

Lone Mountain Campus

- LH Loyola House
- LM Main Bldg/Classrooms/Study Hall
- LMN Lone Mountain North
- LMP Pacific Wing
- LMR Rossi Wing/Administration
- LV Loyola Village
- ST Studio Theater
- TC Tennis Courts
- UN Underhill Building
- ROTC/Upward Bound

School of Law

- KN Kendrick Hall
- ZLL Dorraine Zief Law Library

Koret Health & Recreation Center

- KO Koret Center

School of Education

- ED School of Education
- PT USF Presentation Theater

281 Masonic

- MA 281 Masonic

Office Locations

Academic and Enrollment Services

Lone Mountain Main

Academic Support Services

Gleeson Lower Level, 20

Admission Office

Lone Mountain Main

Alumni Office

Lone Mountain Rossi Wing, 112

Arts and Sciences, College of

Harney, 240

Athletics

Memorial Gym, Lower Level

Bookstore

Phelan, Lower Level

Business and Professional Studies, School of

Malloy Hall, 244

Career Services Center

University Center, 429

Counseling Center

Gillson, Ground Floor

Education, School of

Turk at Tamalpais, 107

Financial Aid

Lone Mountain Main

Information Technology Services

Lone Mountain North, 2nd Floor

International Student Services

University Center, 402

Koret Health and Recreation Center

Corner of Parker and Stanyan

Law Library, Dorraine Zief

Corner of Fulton and Cole

Law, School of

Corner of Fulton and Shrader

Loyola House/Jesuit Community

Lone Mountain, 2600 Turk Street

Multicultural Student Services

University Center, 405

One Card

Lone Mountain Main, 130

One Stop Enrollment and Financial Services

Lone Mountain Main, 250

Nursing, School of

Cowell, 102

Public Safety

University Center, 310

Registrar's Office

Lone Mountain Main, 250

Residence Life

Phelan, 140

Student Disability Services

Gleeson Lower Level, 20

Appendix A

Sample Course of Study Plan

Student Name: _____

Semester admitted to doctoral program: _____

General Education courses - 12 credits

GED 706 Applied Educational Statistics _____

GED 708 Research Methods in Education _____

A GED Foundations course (3 credits) _____

A GED Advanced Research course (3 credits) _____

Core Requirements for Major – 24 credits:

Minor or Elective – 12-15 credits:

Dissertation Coursework – 9-12 credits:

709 _____

729 (optional) _____

790 (3 credits) _____

791 (3 credits) _____

Dissertation Committee:

Chairperson: _____

2nd Reader: _____

3rd Reader: _____

4th Reader (optional): _____

Proposal Accepted Date: _____

Advanced to Candidacy Date: _____

Dissertation Approved Date: _____

Degree Conferred Date: _____

APPENDIX B

The Dissertation Process: Survival Manual

Available for download here:

http://www.usfca.edu/soe/students/handbooks_forms/

Appendix C

Dissertation Format Guidelines

All School of Education dissertations will follow the format guidelines noted below. For any format/style elements not addressed, follow the APA (6th edition) Publication Manual. The APA Style Guide is available at www.apastyle.org.

1. **Font** — All fonts, except for tables and/or charts, must be 12 point, Times New Roman.
2. **Left hand margin** — 1 ½ inches. All other margins should be one inch.
3. **Pagination** — Pages prior to and including the Table of Contents should have lower case, Roman numerals at the bottom, center. Do not include a page number on Title page (Abstract is “ii”). The body of your dissertation should have Arabic numerals in the upper right hand corner (this may be modified for charts and tables). Include “1” on first page of dissertation.
4. **Table of contents** — The table of contents should be double spaced between sections and single-spaced within a section. Include entries for all pages prior to the TOC in your TOC (i.e. Abstract, Dedication, Acknowledgements); also include list of tables, list of figures, and list of appendices in TOC.
5. **Order of pages** —
 - Title Page
 - Copyright page (optional)
 - Abstract (*no* signatures or lines)
 - Signature Page (*typed* names & dates on top of lines)
 - Dedication page (optional)
 - Acknowledgements page (optional)
 - Table of Contents
 - Your Dissertation
6. **Levels of headings** — Follow the format below and be consistent throughout the dissertation.

USF SOE’s Dissertation Levels of Headings	
Level	Format
1	CENTERED, BOLDFACE, ALL UPPERCASE
2	Centered, Boldface, Uppercase and Lowercase Heading
3	<i>Centered, boldface, italicized, lowercase heading</i>
4	<i>Left-aligned, boldface, italicized, lowercase heading</i>
5	<i>Indented, italicized, lowercase heading with a period. Begin body text after the period.</i>

Appendix D

Sample Title Page

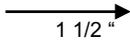
The University of San Francisco

THE EFFECTS OF AFFECTIVE-BEHAVIOR MODIFICATION,
RESPONSE COST, AND STIMULUS COMPLEXITY ON
IMPULSIVITY IN CHILDREN

A Dissertation Presented
to
The Faculty of the School of Education
(student inserts his/her department's name here) Department

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Student Name
San Francisco
May 2018



For the Proposal: Students should add the word “Proposal” so that the line below the title reads” “A Dissertation Proposal Presented to The Faculty....”

For the Final Dissertation: The left margin should be 1½ inches (for binding), as shown. The date must be either May or December.

Appendix E

Sample Abstract Page

(Abstract Heading)	THE UNIVERSITY OF SAN FRANCISCO Dissertation Abstract
(Dissertation Title)	Federal Funds and Educational Media Services at the County level
(Body of Abstract)	<ol style="list-style-type: none">1. should be in paragraph form2. must be double-spaced3. no more than 350 words4. formulas/diagrams not recommended5. must have 1.5" margins <p>An abstract should contain:</p> <ol style="list-style-type: none">1. statement of the problem2. procedures and methods3. results4. conclusions
(Signatures)	Use the format indicated below. Omit the below signature lines/signatures on the Abstract included in your dissertation.

(Your name), Author

(Chairperson's name),
Chairperson, Dissertation Committee

Please note: Do not include the signature lines or signatures on the Abstract included in the Dissertation.

Appendix F

Sample Signature Page

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Candidate	Date
Dissertation Committee	
Chairperson	

← 1 1/2 " →

This page should be retyped and does not need a title. Students may insert a fourth line if there is a fourth reader. They should bring this blank signature page to their final defense. For Final Procedures, **two** versions of this signature page are needed:

- 1) A blank copy for the committee to sign.
- 2) A copy with the candidate's name, committee members' names, and dates typed on the lines to insert into the electronic (PDF) dissertation.

Updated 7/2015

Appendix G



CHANGE THE WORLD FROM HERE

COMPLAINT RESOLUTION PROCEDURES

The University of San Francisco (USF) values its students and their educational experience. In the Jesuit tradition of caring for the whole person, USF wants you to know your rights; we take seriously what you bring to our attention.

Please note that the University has separate and specific procedures for complaints involving alleged Student Conduct Code violations, bias-related, discrimination, harassment, sexual misconduct, and academic integrity. Details can be found at:

- **Student Conduct** - <http://www.usfca.edu/studentconduct>
- **Bias-Related, Discrimination, Harassment, Sexual Misconduct (including Sexual Assault) Violations** – <http://www.usfca.edu/studentlife/safer>
- **Academic Integrity** – <http://www.usfca.edu/academic-integrity>

If you are facing an immediate or urgent situation, you may contact the Office of the Dean of Students, 415-422-5330, or if this is an emergency, contact the Office of Public Safety (24/7), 415-422-2911.

Purpose

The following procedures are outlined here to ensure that students and others have the opportunity to work with the University regarding complaints about an action or inaction by a member of the University community and in order to find a consistent way to resolve the complaint fairly, justly and consistently.

STEP ONE. Informal Resolution

We encourage students and others to first address their complaints by contacting the individual student, professor, or employee involved to try to resolve the issue.

- If still not successful, bring your concern to the appropriate department chair or program director for their assistance.
- If the above steps are not successful, then bring your concern to the Associate Dean of your School/College.

STEP TWO. Formal Resolution

If unable to resolve a complaint at the level of an "Informal Resolution," a student may choose to follow a more formal process:

Academic Complaints

- **Grade Appeals**
 - **Undergraduate Students** - www.usfca.edu/catalog/university_policies/appeal_process_for_change_of_course_grade
 - **Graduate Students**
 - **College of Arts & Sciences** www.usfca.edu/catalog/university_policies/appeal_process_for_change_of_course_grade
 - **School of Education** http://www.usfca.edu/uploadedfiles/destinations/school_of_education/students/mcred%20handbk%2014-15.pdf
 - **School of Law** - <http://www.usfca.edu/law/docs/academicpolicies>
 - **School of Management** - http://www.usfca.edu/uploadedfiles/destinations/management/docs/graduate_handbook.pdf
 - **School of Nursing and Health Professions** - www.usfca.edu/catalog/university_policies/appeal_process_for_change_of_course_grade

DRAFT

Last Mod. Date: 7/10/15



CHANGE THE WORLD FROM HERE

- *Academic Integrity* - <http://www.usfca.edu/academic-integrity/review-process>
- *Tuition/Billing* - Contact USF OneStop, onestop@usfca.edu, 415-422-2020
- *Financial Aid* - Contact USF OneStop, onestop@usfca.edu, 415-422-2020

Non-Academic Complaints

- *Bias-Related, Discrimination, Harassment, Sexual Misconduct (including Sexual Assault) complaints* – <http://www.usfca.edu/studentlife/safer>
- *Student Conduct* - <http://www.usfca.edu/studentconduct>
- *Accessibility* - Contact USF Student Disabilities Services, sds@usfca.edu, 415-422-2613
- *Work Environment* - Contact USF Human Resources, Employee Relations, 415-422-6707

Office of the Dean of Students

If you have taken steps with the specific service area/program and the situation is not resolved, please contact the **Office of the Dean of Students at 415-422-5330** for consultation.

Outside USF Options

If you feel you are unable to resolve the complaint through informal and formal steps taken within the University, you may choose to contact the following oversight agency.

Bureau for Private Postsecondary Education (BPPE)

Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
Telephone: (916) 431-6924
FAX: (916) 263-1897
Website: <http://www.bppe.ca.gov>

For students living outside of California,

Please reference the Consumer Complaint Information contact list for your state:
http://www.usfca.edu/uploadedFiles/Destinations/Online_Education/state_complaint_contact_information.pdf

DRAFT

Last Mod. Date: 7/10/15