University of San Francisco

Institute for Catholic Educational Leadership

Catholic Educational Leadership Program

Student Handbook

2014-2015

University of San Francisco
School of Education
Institute for Catholic Educational Leadership

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Welcome

The Institute for Catholic Educational Leadership (ICEL) welcomes you to the University of San Francisco. Students of the Catholic Educational Leadership Program (CEL) are important members of a scholarly community dedicated to the formation of Catholic school leaders, a network of committed individuals making a difference in Catholic education throughout the world.

CEL's academic programs have been designed to enrich the whole leader: academically, spiritually, and socially. Students and faculty study, pray, serve, and recreate together in a relaxing environment of scholarly pursuit on behalf of Catholic education. We hope that this balance of lifestyle will make our students' stay at USF pleasant, as well as productive.

The CEL/ICEL Leadership Team has designed this handbook to familiarize students with the CEL program and the USF campus. Please do not hesitate to let us know how we can be of service.

We wish students every success in their studies at USF.

Sincerely,

Dr. Steve Katsouros, S.J.   Jessica Lee
Director: ICEL   Program Manager

Dr. Doreen Jones   Dr. Ralph E. Metts, S.J.
Faculty   Faculty

‡USF
UNIVERSITY *of*
SAN FRANCISCO

VISION, MISSION *and* VALUES
of the University of San Francisco

Approved by the Board of Trustees September 11, 2001

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:

{ 1 } 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

{ 2 } the freedom and the responsibility to pursue truth and follow evidence to its conclusion

{ 3 } learning as a humanizing, social activity rather than a competitive exercise

{ 4 } a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making

{ 5 } diversity of perspectives, experiences and traditions as essential components of a quality education in our global context

{ 6 } excellence as the standard for teaching, scholarship, creative expression and service to the University community

{ 7 } 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

{ 8 } the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world

{ 9 } 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

{ 10 } a culture of service that respects and promotes the dignity of every person.

STRATEGIC INITIATIVES

The following initiatives are key to the University's achieving recognition as a premier Jesuit Catholic, urban university:

{ 1 } Recruit and retain a diverse faculty of outstanding teacher-scholars and a diverse, highly qualified, service-oriented staff, all committed to advancing the University's Visions, Mission and Values;

{ 2 } Enroll, support and graduate a diverse student body, which demonstrates high academic achievement, strong leadership capability, concern for others and a sense of responsibility for the weak and the vulnerable.

{ 3 } Provide an attractive campus environment and the resources to promote learning throughout the University:

- Learning resources that improve the curriculum and support scholarship

- Facilities to support outstanding educational programs

- Technology solutions to enhance learning and improve service

{ 4 } Continue to strengthen the University's financial resources to support its educational mission.

Statement of ICEL's Mission

The Institute for Catholic Educational Leadership (ICEL) is designed to inform, form, and transform leaders in Catholic Education.

By recognizing and honoring the experiences that students bring to ICEL, the Institute strives to be a professional learning community with the following aims:

- *Offering* rigorous and relevant programs for Catholic scholar-practitioners

- *Building* a sense of community among the students and faculty who pray together and serve others

- *Preparing and supporting* highly effective and dedicated Catholic educators and leaders committed to social justice

In addition, ICEL provides: symposia; conferences; presentations at schools, parishes and national conventions; and opportunities for professional development and networking for faculties, administrators, trustees and church officials.

ICEL supports the mission of the University of San Francisco by producing leaders who are profoundly influenced by the teaching mission and ministry modeled by Jesus Christ.

Approved By:
Dr. Walt Gmelch
Dean of the School of Education
University of San Francisco
May 14, 2012

ICEL/CEL Goals and Outcomes

GOAL: **Students will become integrated leaders of Catholic education, which includes religious, spiritual, and moral competencies.**

OUTCOMES
Students will:
- demonstrate an understanding of the vision, mission, and values of Catholic education with the ability to communicate them to the various stakeholders of their schools.
- comprehend the foundations of Catholic education, inclusive of the components of Catholic identity.
- articulate Gospel values that are intrinsic to the Catholic faith.
- exemplify ethical decision-making as moral leaders.
- comprehend the stages of development in religious, spiritual, and moral development.
- demonstrate reflective practices in relationship to their religious, spiritual, and moral growth.

GOAL: **Students will become academically and professionally competent leaders in Catholic education.**

OUTCOMES
Students will:
- demonstrate competency in coursework assignments.
- apply research skills to Catholic education and the field of education in general.
- apply best practice (research-based) pedagogy involved in Catholic school leadership at their local school sites.
- synthesize, apply, and articulate educational research as a professional activity to enhance Catholic education.
- demonstrate reflective practices in relationship to their academic and professional growth.
- demonstrate understanding of the stages of human development, including the cognitive, affective, and social dimensions.

GOAL: **Students will engage in a lifelong learning process and are the catalysts for lifelong learning in Catholic education.**

OUTCOMES
Students will:
- demonstrate the knowledge and skills required within contemporary models of learning, which are characterized by transformative, reflective, and engaging modes of learning and higher order thinking.
- assess and integrate current technologies applicable to Catholic education.
- demonstrate the knowledge and skills necessary to the establishment of professional learning communities in their schools.

GOAL: **Students will foster in their schools the four aims of Catholic education, namely, message, community, worship and service.**

OUTCOMES
Students will:
- apply Gospel values within their school communities, for example, a knowledge of Catholic social teaching and the promotion of social justice.
- integrate *cura personalis* ("care for the person") in their relationships with their stakeholders.
- demonstrate involvement in worship opportunities and foster such opportunities at their schools.
- demonstrate a commitment to service and foster service opportunities in their schools.
- engage in service learning activities.

GOAL: **Students will seek to develop the essential personal skills of Catholic school leadership as modeled by Jesus Christ.**

OUTCOMES
Students will:
- demonstrate respect for self and others.
- exhibit responsibility for self and to others.
- strive to develop healthy relationships with others, characterized by reverence and reconciliation.
- develop the openness to renewal of mind, body, heart, and soul.

April, 2010

ICEL's History

The Institute for Catholic Educational Leadership was founded at the University of San Francisco in 1976 through the collaborative efforts of three nationally recognized scholars: Allen Calvin, then Dean of the School of Education at USF, Reverend Pierre Du Maine, then Superintendent of Catholic Schools in the Archdiocese of San Francisco (later Bishop of the Diocese of San Jose), and Michael O'Neill, then Superintendent of Catholic schools in the Diocese of Spokane, Washington (currently professor emeritus of the School of Management at USF). Each man had his own purposes for contributing to the design, but common among those reasons was the great need for a scholarly and ministerial preparation of Catholic educational personnel for its schools. Harold Buetow (*The Catholic School: Its Roots, Identity and Future,* 1988; *Of Singular Benefit: The Story of U.S. Catholic Education*, 1970) wrote:

> Today's Catholic schools need good leaders; the identity of our schools will suffer when its leaders do not understand the philosophical and historical backgrounds of the schools. These understandings need a special preparation. The shift away from special preparation of Catholic school principals and teachers by Catholic universities and colleges will eventually mean a loss of identity because no one will understand the principles that give a school its Catholic identity. (1988, p. 269)

Father Buetow was prophetic. In the early 1970s, some Catholic schools were beginning to suffer identity problems in much the same way as was the University of San Francisco. In the 1975 visit to USF by the Western Association of Schools and Colleges (WASC), the visiting committee wrote:

> For a number of years the University has been in a state of transition from one in which "Catholics teach Catholics" to one in which a broader spectrum of backgrounds and attitudes characterizes both faculty and students. For many of the lay faculty, this change has been welcomed, and perhaps for some of the Jesuit faculty as well, but there remains a genuine concern by significant elements of the University community about how the Catholic character of the institution is to be manifested. The Committee found little to distinguish this institution from a secular college or university except for the symbolic clerical collars, occasional religious imagery, and the convenience and imposing presence of Saint Ignatius Church. Students and faculty remarked that the University had not found itself since the changes in church and campus life in the 1960s. (p. 1)

Dr. Agnes Jean Vieno, CSC, maintained in her doctoral dissertation, *The Institute for Catholic Educational Leadership: An Analysis of Student Expectations and Goal Achievement, 1976-1988* (USF, 1989), that the establishment of ICEL was, in addition to the reasons cited above, also a specific, though partial, response to the identity crisis of the University. Indeed, in many quarters of the Catholic school community throughout the United States, USF is known because of ICEL.

In 1975, O'Neill, who was to become the first director of the program, generated a needs assessment among the 741 Catholic elementary and secondary school principals in the state of California. The principals were asked to rank 37 previously expressed felt needs; the highest ranked needs were put into course designs. The goal was to offer high quality, academic programs taught by the best instructors available in the Catholic school community at a relatively low cost. In other words, the ICEL design was to preserve the best of the educational model that had worked so well in preparing Catholic personnel of the '40s and '50s with the academic, community, and ecclesial issues of the '70s. Today, ICEL continues to update that needs assessment every year by asking students for new felt needs. Many of these requirements have been added to the curriculum through the elective program. The content of the core courses has changed, with moral development being added to the core in 1986.

O'Neill phrased the original goals in the following way:

> The Institute for Catholic Education, a national prototype, is established to:
>
> - Provide training for actual and/or potential administrators in Catholic (private) education, and to improve the educational practices in Catholic (private) schools;
> - Encourage a support system among those participating in the program;
> - Offer consultation and other services to Catholic (private) schools and Catholic (private) school systems;
> - Influence leadership in Catholic education on the national level through scholarship and participation in national programs. (ICEL Brochure, 1976)

The Institute for Catholic Educational Leadership was formally inaugurated in June of 1976 (the M.A. program was approved by the Board of Trustees at its spring meeting in 1976) by hosting an invitational national symposium for 120 prominent Catholic school leaders from throughout the United States. It was a working group and it had as its theme the newly published research of Father Andrew Greeley, William McCreedy, and Kathleen McCourt (*Catholic Schools in a Declining Church, 1976*). The Symposium, held at the University of San Francisco, was featured in *Momentum* Magazine (October, 1976), which gave its entire issue over to publicizing the new Institute. In May, 1977, the Ed.D. program was approved by the Board of Trustees, making it the only program of its type in the country.

During the first year, ICEL courses and workshops were conducted in varying formats and lengths, and in several locations in California and across the country. The first fulltime faculty member was Father Patrick Duffy, a professor of law at the University of California at Berkeley, and now deceased. Other fulltime ICEL faculty and staffers were Sisters Francette Keillocker; Veronica Skillin, SNDdeN; Mary Mark Golden, SNDdeN; and Robert Newton, S.J. At one time in the late 1970s, there were six fulltime staff members, in addition to the Director. There was also a secretary and an advisory board made up of leaders in private school education.

In 1978, Edwin J. McDermott, S.J., whose term as the first president of the Jesuit Secondary Educational Association in Washington, D.C., had expired, joined the team and became the Acting Director. When Michael O'Neill became Dean, Father McDermott then was named the second Director. Mary Peter Traviss, O.P., who had served as an adjunct professor until 1985 and, then, became a fulltime faculty member, was appointed as the third Director of ICEL in 1989. Raymond J. Vercruysse, CFC, was named the fourth Director in 2004. Dr. Geoffrey R. Dillon S.J. was appointed Interim Director in 2009.

Dr. Don Erickson became part of ICEL when he was named to direct the Center for Research on Private Education. The Center was productive, if short-lived, and Dr. Erickson moved to the University of California at Los Angeles when funding became a problem.

In 1978, an off-campus program was started in the Archdiocese of Los Angeles in response to the urging of Monsignor John Mihan, Superintendent of Schools. Sister Clare Sanchez, SNDdeN, was appointed the first coordinator. Later, Sister Margaret Ann Nowacki, CSC, was put in charge of coordinating the program. In 1991, Dawn Cooper assumed this position and served until the end of the summer of 2000. In the fall of 2000, Joan Tyhurst assumed the duties of coordinator. In the Spring of 2006, after 28 fruitful years, the Los Angeles program closed. In 1991, WASC approved an off-campus program for the Diocese of Honolulu, because of the promptings of then Associate Superintendent, Nora Santos, an ICEL graduate. That program met the needs of key personnel in Hawaii through a cohort of M.A. students.

In 1994, Dr. Gini Shimabukuro joined the ICEL team as a fulltime member of the faculty and served as Associate Director from 1997-2003. In 2003, she was elected Chair of the Department of Catholic Educational Leadership. Jeanne Hagelskamp, S.P., was named the Assistant Director in 1998, and was appointed to a three-year faculty term appointment in the fall of 2000. Shortly after, Sister Jeanne was appointed Director of Teacher Education with the understanding that she would also serve as an adjunct for ICEL. Miss Ailish Riggs was named Administrative Assistant in the summer of 2000.

In 1996, ICEL re-established its Advisory Board. Its initial membership consisted of the following individuals: Dr. Sharon Anderson; Charles Moutenot, S.J.; Mary Catherine Antczak, O.P.; Leonore Heffernan; Mary Claude Power, PBVM; Most Rev. John Cummins; Robert Teegarden; Lars Lund; Mrs. Noreen Murphy; Msgr. Robert McElroy; and Dominic Berardelli, FSC.

In 1999 the Jesuit Community of the University of San Francisco gave ICEL a $2 million "Endowed Fund." The fund was given specifically to the Institute and not to the Department. It is used for outreach activities by the Institute, such as conferences; sponsorship of the journal, *Catholic Education: A Journal of Inquiry and Practice*; and research activities.

Father Schlegel, then President, matched the Fund with a commitment of the Ignatian Tuition Grant (ITG) at a $320,000 level for ten years. Nonetheless, annual monies from foundations were needed to augment the ITG and allow a continuance of the 50% tuition grant. Beginning with the summer term, 2002, CEL students were given a reduced tuition status (by 50%). The announcement of this great gift to ICEL was made May 1, 2002. It reduced anxiety about exceeding the ITG and the possibility of a "catch 22" situation, afraid of accepting more students and subsequently run out of ITG funds. This assistance from USF was due largely to the efforts of Robert Niehoff, S.J., and Charles Cross, the Vice President of Business and Finance.

Along with offering academic degree programs, ICEL has long enjoyed a well-earned reputation as a center for practitioners to participate in symposia and conferences. In March 2000, for example, ICEL hosted a Catholic School Research Summit for the purposed of planning a research agenda for the new century. The Institute has sponsored free-of-charge workshops for the Catholic school principal and pastor teams of the Archdiocese of San Francisco. Under the leadership and direction of Ray Vercruysse, CFC, ICEL has hosted several president/principal conferences. For the Institute's 25th anniversary, ICEL celebrated with a variety of events, including a lecture series in Salt Lake City, Honolulu, Los Angeles, and San Francisco, a Newman Symposium, and a Leadership Conference.

In 2011, after completing his tenure as president of Loyola, a coed Jesuit high school in New York City, Steve Katsouros, S.J., became ICEL's fourth director. Father Katsouros, whose doctoral dissertation at Columbia University Teachers College focused on leadership, governance, and institutional performance, collaborated with ICEL faculty, Dr. Gini Shimabukuro and Dr. Doreen Jones, in designing a survey to assess the proficiencies needed for successful Catholic educational leaders. Over 3000 leaders in Catholic higher, secondary, and elementary education, as well as superintendents and other diocesan officials, were surveyed, and respondents identified Catholic identity as the most important proficiency. Dr. Shimabukuro and ICEL adjunct professor Marcy Fox have designed an online course to be offered by ICEL on Catholic identity.

During Fr. Katsouros's first year at ICEL, the Institute's Mission Statement was revised and the by-laws of the Advisory Board were updated; Dr. Walt Gmelch, the dean of USF's School of Education, approved both. Fr. Katsouros has been externally focused, promoting ICEL, visiting Bay Area Catholic educational institutions, and working closely with his advisory board members: Sharon McCarthy Allen; Michael Daniels; George Hamel, III; Laura Held; Bishop William Justice; John Koeplin, S.J.; Mary Magnano Smith; John McGarry, S.J.; William Miller; Kathleen Murphy; and Christopher Valdez. ICEL continued to offer conferences, including Financial Management and Mission, and Making Decisions to Sustain Your

Mission; the latter was designed to address the needs of boards of Catholic colleges, universities and high schools. In addition, Fr. Katsouros added Business and Finance to the list of required courses for CEL master's and doctoral students, and in the spring Dr. Ralph Metts, SJ, joined the ICEL faculty. Fr. Metts is the former president of the Jesuit Secondary Education Association.

During the 2012-2013 academic year, the CEL faculty and ICEL's advisory board collaborated to produce the Institute's Strategic Plan, which was unveiled at the ICEL fall dinner. Fr. Katsouros engaged in fundraising for ICEL, which resulted in a very generous gift from USF trustee Pam Hamel and in a fundraising event at the home of another trustee, Joan McGrath, featuring Fr. Katsouros's friend, television chef and restauranteur Lidia Bastianich. The Advisory Board bid a fond farewell to Dr. McCrea, who completed her board service after many years, and welcomed the following new members: Mary Magnano Smith; George Hamel III; and William Miller.

In 2013, Dr. Shimabukuro announced that she would retire in May, 2014. The ICEL community celebrated Dr. Shimabukuro's commitment and contributions at the Annual Leadership Dinner in October 2013, attended by dozens of Dr. Shimabukuro's students and colleagues. In Spring 2014, the National Catholic Educational Association (NCEA) announced that Dr. Shimabukuro would be the recipient of NCEA's prestigious Elizabeth Seton Award in recognition of her outstanding service to Catholic education. A search for Dr. Shimabukuro's successor occurred, and Dr. Ursula Aldana was appointed as CEL's new faculty member; Dr. Aldana, with degrees from Georgetown, Loyola Marymount, and UCLA, will begin in the fall of 2014.

The ICEL Strategic Plan

The Institute for Catholic Education Leadership (ICEL) was established in 1976 and continues to thrive today. ICEL develops innovative, effective, and dedicated Catholic leaders through its unique curriculum, numerous programming and outreach efforts, and its collaborative and cooperation with Catholic leaders and schools.

Since 1976, there have been 1,106 graduates of the ICEL graduate program, with 155 doctoral and 861 master's degrees conferred. Nearly half of these graduates serve as priests and vowed religious leaders, while the remaining graduates are lay leaders.

The reach of the ICEL mission can be seen throughout the world, graduates work in 32 countries, 45 states, and 5 U.S. territories. Additionally, their span is diverse- working in elementary and secondary education, diocesan and archdiocesan offices, higher education, and national and regional religious organizations.

HISTORY:
St. Ignatius of Loyola, the founder of the Society of Jesus, invested his considerable talent and energy into starting and improving education institutions-because he believed the Jesuits and their colleagues "should influence those who will influence others."

The Institute for Catholic Educational Leadership at the University of San Francisco is a program of profound influence. Through its students, faculty, curriculum, conferences, and community, ICEL has impacted Catholic educational practice, discussion, and research, both nationally and internationally, for over 30 years.

ICEL is positioned to continue the legacy of St. Ignatius, as it plans to continue to bring Catholic educational leaders and trustees innovative and timely programs that influence the leaders, trajectories, and sustainability of Catholic education in the 21st century.

STRATEGY:
The Institute for Catholic Educational Leadership has a sustained model of success built on fiscal responsibility, the building of connections between Catholic educators and community members, and strong pedagogical history and forward-thinking leadership.

On the grounds level, ICEL prepares and assists educators in building and leading thriving Catholic education institutions. It designs and provides courses, degree programs, conferences, and together services to Catholic educational leaders and the students, institutions, and communities they serve. Through its programs and services, ICEL also identifies aspiring administrators and emerging education leaders, and offers them support and mentorship.

CHALLENGES:
We are in a critical period for Catholic education, as our educational institutions continue to experience significant generational leadership transitions. Our institutions also face business and financial challenges. Well-prepared leaders are needed in the Catholic community.

Such challenges make the role of ICEL even more vital. ICEL helps to create opportunities for lay leadership, who reinforce Catholic identity in the communities they serve. ICEL also strengthens and impacts the Catholic community through its degree programs, conferences, symposia, opportunities for professional development and networking, and, ultimately, its dedication to fostering collaboration and cooperation between Catholic schools and universities.

In the face of these challenges to the Catholic community, there is ample opportunity for robust and effective Catholic leadership programs such as ICEL.

Your support will contribute to the Institute for Catholic Educational Leadership's important role in preparing new leaders in Catholic education. Additionally, ICEL will continue to be recognized as a program that leads the nation in preparing new leaders in the Catholic community.

The CEL/ICEL Student

As was noted in the history of ICEL, the Institute was designed around the assumption that community building would occur in a program of higher education when the student-educators prayed, studied, and socialized together. This has remained an enduring premise in the history of ICEL's existence. However, just as the American Bishops later added "Worship" to the three component parts of Catholic education-- Message, Community, and Service --so over the years ICEL has added Service to Prayer, Study, and Recreation.

How do ICEL students live out these component parts of ICEL? They have done so in many creative ways. These are a few that have been observed:

Praying Together

Prayer time is scheduled over the six weeks of SummerWest to come together to celebrate as a faith community committed to bettering Catholic education. During the summer, one day a week is designated as a time to celebrate Eucharist together. Students are encouraged to set that time aside to join in community prayer. This is followed by time to socialize together.

Throughout the year, special occasions are often celebrated with Eucharistic liturgies or other liturgical services. These gatherings are meaningful to the ICEL community. All ICEL members are invited to participate in these liturgical experiences.

All CEL classes begin with prayer. Students may wish to join a prayer group with other CEL students. In addition, there is a section of the bulletin board in the ICEL hall devoted to prayer requests. Please make an effort to include special requests in that area.

The existence of God is a unifying reality in the ICEL community. ICEL is a believing community and that makes a difference in the way students approach their studies, participate in discussions, make presentations and applications, and plan implementations. It does make a difference that students are taking educational theory to the marketplace of the school that is also a believing community.

Studying Together

Because study enhances the ability to engage in the apostolate of education with heightened competencies, it is important that CEL students be generous in sharing knowledge. It has been frequently noted that CEL students do not hoard books but share them, they take notes for one another and work on projects together, and they share insights and exchange perceptions. When they differ with one another, they demonstrate respect and the desire for truth, so much a part of the ICEL mission.

Students often form informal study groups. They have even been known to set up telephone, e-mail, and communication contacts to discuss classes and share information gained from reading. Cooperative learning and collaborative study are essential to a truly scholarly community and intrinsic to a Christian approach to learning.

Socializing Together

This third prong of the ICEL experience is perhaps the one most frequently mentioned by alumni/ae, and that is the friendships that are made in ICEL which often begin with simply enjoying one another's company. The friendships deepen through prayer, working together in service projects, and study, but it is the social time that students share that shapes the initial relationship. These friendships have blossomed into professional bonds that impact on ministry and indeed on one's life.

One has only to observe the interaction of thirty-plus years of alumni/ae together at the annual NCEA social to believe the depth of many of these ICEL forged relationships. In the past, organized weekend jaunts, picnics, visits to the wine country, barbecues, city tours, workouts at the Koret Center, hikes, or dinner and a movie together have occurred during SummerWest.

Serving Together

In Luke 6:38, there is the image of goodness "being pressed down and running over" and shared with others. Our Lord frequently encouraged his disciples to do "good works." ICEL believes that the ICEL experience must be shared with others in the apostolate of schooling--at whatever level in which the student is involved.

In that spirit, it is suggested that students additionally offer service to ICEL. During the summer, there are numerous tasks and projects (often of a different kind than those during the year) which are available through the ICEL office.

Offices and CEL/ICEL Staff

The Institute for Catholic Educational Leadership (ICEL), the Catholic Educational Leadership Program (CEL), and faculty offices are located on the 2nd level of the School of Education.

DEPARTMENT OF LEADERSHIP STUDIES

Organization & Leadership (O & L) Program	**ICEL Mgr. Jessica Lee**	**O&L Program Asst. Thanh Ly**	**TED and IME Departments** ⇒
Conference Room 226	**2ⁿᵈ Level Hallway**		**Classrooms** ⇒
Room 230			**Stairs to 1ˢᵗ level and Dean's Office**
Fr. Stephen Katsouros Room 231	**ICEL Foyer**		**ICEL/Catholic Educational Leadership 2ⁿᵈ Level School of Education Building**
Room 232			
Newman Library			
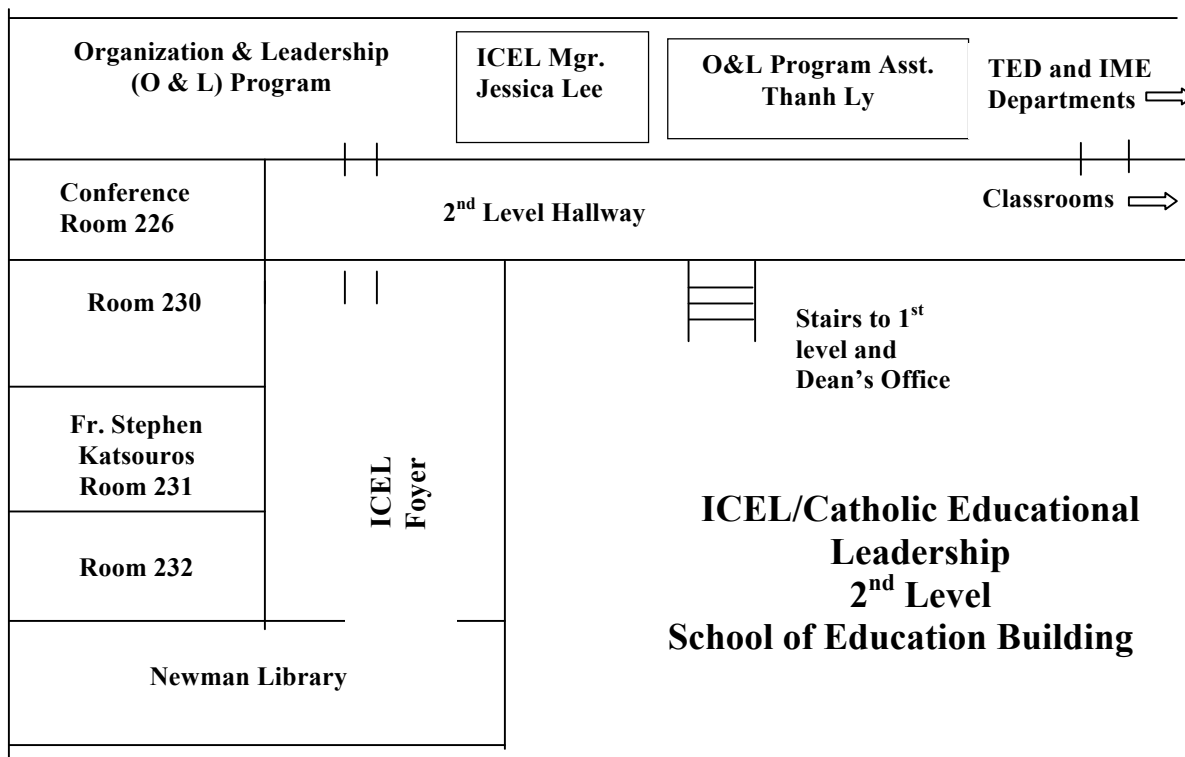
Dr. Stephen Katsouros, S.J.
   Director, Institute for Catholic Educational Leadership, Assistant Professor, Catholic Educational Leadership Program. B.A., University of Maryland, 1981; M.S., Fordham University, 1987; M.A., Loyola University of Chicago, 1991; M.Div., Weston School of Theology, 1997; Ed.M., Harvard University, Graduate School of Education, 1998; Ed.D., Teachers College, Columbia University, 2011.

Dr. Doreen Jones
   Adjunct Professor. Teaches Moral Development, Methods of Educational Research, Introduction to Doctoral Research, Dissertation Proposal Development, Dissertation Research and Writing.. B.A., Holy Names College, Oakland, 1967; M.A., University of San Francisco, 1995; Ed.D., University of San Francisco, 2000.

Dr. Ralph E. Metts, S.J.
   Adjunct Professor. Teaches DislearningABLED, Jesuit Education 1548-2025, and Students with Learning Disabilities in Catholic Schools. B.A., Fordham University, New York; M.A., University of Scranton; M.ED., Columbia University; Ed.D., Teachers College, Columbia University.

Jessica Lee, ICEL/CEL Program Manager B.S., University of San Francisco, 2002.

Important Phone Numbers

CEL/ICEL

Dr. Stephen Katsouros, S.J., Director	ED 231	415-422-5891	skatsouros@usfca.edu
Dr. Doreen Jones, Faculty		415-422-2874	jonesdf@usfca.edu
Dr. Ralph E. Metts, S.J., Faculty		415-422-5656	remetts@usfca.edu
Ms. Jessica Lee	ED 210	415-422-2874	jwlee1@usfca.edu
CEL/ICEL FAX #		415-422-5526	

School of Education Departments & Offices

Dean's Office	415-422-6525
Counseling Psychology	415-422-6868
International and Multicultural Education	415-422-6878
Organization and Leadership Program	415-422-6551
Learning and Instruction	415-422-2099
Teacher Education	415-422-6481
Curriculum Resource Center	415-422-2292

Other SOE Building Resources

Center for Instruction and Technology	415-422-2223
Club-ED	415-422-5957

Other Campus Resources

Admissions	415-422-6563
Audiovisual (Lone Mountain campus)	415-422-6668
Bookstore	415-422-6493
ONE-STOP (Registrar, Bursar and FinAid)	415-422-2020
Counseling and Psychological Services	415-422-6352
Information & Technology Services	415-422-6668
General USF Information	415-422-5555
Gleeson Library	415-422-2660
Reference Department	415-422-2039
Koret Center	415-422-6821
Public Safety (non-Emergency and Business)	415-422-4222
24-Hour Emergency	415-422-2911
Registrar (One Stop)	415-422-2020
Residence Life	415-422-6824
Gillson	415-422-6183
Hayes-Healy	415-422-6444
Lone Mountain	415-422-6845
Phelan	415-422-6626
Loyola Village	415-422-5521

Dean's Office Hours

M-F:	9 am - 5:30 pm
TW Sat:	11 am – 1:30 pm
Summer M-F:	8:30 am – 4:30 pm

Our Address

Mailing Address:
USF - ICEL
2130 Fulton Street
San Francisco, CA 94117-1071

Street Address:
(for cab pick up/drop off or food delivery only…do not send mail to this address)
2350 Turk Boulevard

Our Website

http://usfca.edu/icel

Catholic Educational Leadership (CEL) Programs

Master of Arts in Catholic School Teaching

The following are the core requirements for the M.A. in Catholic School Teaching:

CEL-640   HISTORY AND PRINCIPLES OF CATHOLIC EDUCATION (3 Units)
Analysis and discussion of historical, philosophical, theological, and sociological issues in American Catholic education.

CEL-642   MORAL DEVELOPMENT (3 Units)
Study of the major theories, research, materials and methods related to moral education, with particular emphasis on the dynamics of the Catholic school classroom.

CEL-644   CURRICULUM AND INSTRUCTION LEADERSHIP IN CATHOLIC SCHOOLS (3 Units)
Models, research, and practical applications of design and evaluation of curriculum and instruction. Development of a curriculum model for a particular private school.

CEL-646   METHODS AND MATERIALS IN TEACHING RELIGION IN CATHOLIC SCHOOLS (3 Units)
A study of the current context of Religious Education: qualities and competencies of religious educators, review of the Basic Teachings of the Church and Church History and their incorporation into a gradated catechesis based on child development, liturgy, ethnic influences, along with prayer, community building, and service.

CEL-648   SPIRITUALITY OF THE EDUCATOR   (3 Units)
Spirituality of leadership for the teacher in Catholic schools drawn from history of both spirituality and education. The main themes will be developed from the four Constitutions of the Second Vatican Council.

CEL-690   M.A. CULMINATING PROJECT   (3 units)
A project to stimulate the integration of knowledge and skills gained from the M.A. program, which is submitted as a formal report in partial fulfillment of the master's degree.

In addition to the core requirements listed above, the following courses from the Teacher Education Department are required for the Master's program in Catholic School Teaching:

TEC-610   LEARNING AND TEACHING (3 units)
Application of theories and principles of learning, motivation, social behavior, human development, individual differences, and educational measurement to the analysis of instructional problems in school settings. May require fieldwork outside of class time at an approved school site, arranged with course instructor.

A Curriculum and Instruction course from the Teacher Education Department, which would be satisfied by any one of the following Teacher Education (TEC) offerings:

TEC-612   Multiple Subject Curriculum and Instruction: Reading & Language Arts in the Intermediate Grades
TEC -613   Multiple Subject Curriculum and Instruction: Math & Science
TEC -621   Multiple Subject Curriculum and Instruction: Early Literacy
TEC -630   Multiple Subject Curriculum and Instruction: Social Studies
TEC -615   Single Subject Curriculum and Instruction: Math & Science
TEC -617   Single Subject Curriculum and Instruction: Teaching Field
TEC -628   Single Subject Curriculum and Instruction: English
TEC -629   Single Subject Curriculum and Instruction: Social Science

The core requirements for the M.A. in Catholic School Teaching consist of 24 units, with six units of electives remaining.

Master of Arts in Catholic Educational Leadership

The following are the core requirements for the M.A. in Catholic Educational Leadership:

CEL-640   HISTORY AND PRINCIPLES OF CATHOLIC EDUCATION (3 Units)
                See description above.

CEL-641   PRIVATE SCHOOL LAW (3 Units)
                Analysis of principal legal and constitutional issues in federal and state law affecting Catholic educators, including liability, contract law, and major church-state rulings.

CEL-642   MORAL DEVELOPMENT (3 Units)
                See description above.

CEL-644   CURRICULUM AND INSTRUCTION LEADERSHIP IN CATHOLICSCHOOLS (3 Units)
                See description above.

CEL-650   CATHOLIC LEADERSHIP AND EDUCATIONAL ADMINISTRATION (3 Units)
                Examination of significant theories and research in the management of educational organizations, leadership, change, administrative styles, decision making, and informal organization. Emphasis on the administrator as facilitator of dialogue by collaborating with diocesan boards, staffs, pastors, school boards, and parents.

CEL-651   BUSINESS AND FINANCE FOR CATHOLIC SCHOOLS (3 units)
                This course examines the roll of the president/principal as leader in the area of accounting, budgeting, financing, planning, fund raising and business management for Catholic schools.

CEL-653   PERSONNEL LEADERSHIP IN CATHOLIC SCHOOLS   (3 Units)
Leadership theory, research, and practical skills applied to such Personnel issues as communication, problem-solving, conflict resolution, supervision, hiring and staff development.

CEL-690   M.A. CULMINATING PROJECT (3 Units)
A project to stimulate the integration of knowledge and skills gained from the M.A. program, which is submitted as a formal report in partial fulfillment of the master's degree.

The core requirements for the M.A. in Catholic Educational Leadership consist of 24 units, with 6 units of electives remaining.

Culminating Project for the Master's Degree

Successful completion of a culminating activity is required of all Catholic Educational Leadership master's students prior to posting of the degree. The purpose of this activity is to stimulate students to integrate the knowledge and skills gained from their program's core areas, as well as from the elective program, into the creation of a final project. In addition, this project should apply to the student's current area of professional expertise. This is accomplished through a 3-unit required course toward the completion of master's coursework.

Options for the M.A. Culminating Project
The following options are available to students, with the expectation that any of these will result in scholarly work representative of a master's student. It is anticipated that projects will range from 30-45 pages in length.

I. A field project based upon the development of a project applicable to Catholic education;

II. An action research project based in the student's own school (either administrative or instruction-related);

III. A thesis involving the design and execution of a study in Catholic education (This option requires enrollment in the Research Methods (GEDU-603) course);

IV. A portfolio, consisting of three refined core course practica that share a common theme and a written synthesis.

Required Style Manual
American Psychological Association. *Publication Manual of the American Psychological Association.* (6th Edition). Washington, D.C: American Psychological Association. Students should strive to write in an academic style characteristic of scholarly work, and in APA style.

Procedure
The student, early on, should decide upon the preferred type of culminating activity and subsequently solicit approval from his or her advisor. Students are expected to complete their projects within one year of enrolling in CEL-690. Failure to do so will result in notification from the Dean that completion of their M.A. degree is in jeopardy. The student should submit a velo-bound copy of the completed project to the CEL Program for faculty review no later than April 1 (for May graduation) or November 1 (for December graduation). Projects will be subsequently placed in ICEL's Newman Library.

Protection of Human Subjects

Every Culminating Project involving human subjects must have prior approval from the Institutional Review Board for the Protection of Human Subjects (IRBPHS).

1) Detailed information regarding the Institutional Review Board for the Protection of Human Subjects (IRBPHS), including the IRBPHS manual and application may be found at the following URL: (http://usfca.edu/soe/students/irbphs/). Students should submit two copies of completed forms to the following address:

      IRBPHS
      University of San Francisco
      Counseling Psychology Department
      2130 Fulton Street
      San Francisco, CA 94117

2) **Please note that approval could take up to one month, even when there are no significant delays.** Approval of an application is for one year only. If the project extends beyond one year, then a renewal application must be filed with the IRBPHS.

Option I: Field Project

The student who chooses this option must receive prior approval by the faculty for the selected project, which must be based in Catholic education. It should address the following structure:

      Title Page

      Table of Contents

      Part I: Introduction
      Provides a general overview of the focus of the project, with sufficient background that demonstrates the need for the project.

      Part II: Review of Literature
      Review of major research literature (minimum10 works) that supports the educational value of the project.

      Part III: Project Development & Implementation
      Discussion of the development of the project, including the planning and development stages of the project, description of materials used or developed (to be included in Appendix), and implementation.

      Part IV: Project Evaluation & Conclusions
      Discussion of how project will be evaluated. (Any evaluation instruments to be used should be included with the project in the Appendix.)

      References

      Appendix

Option II: Action Research Project

Cohen and Manion (1996) defined action research as a "small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention" (p. 186). Thus, students interested in this option for the culminating project may select an administrative or instructional problem in a Catholic school and address the following structure:

Title Page

Table of Contents

Part I: Introduction
Problem/Background/Research Questions
Identification, evaluation and formulation of the problem perceived as critical in an everyday Catholic school situation. "Problem" may be interpreted to refer to the need to introduce innovation into some aspect of a school's established program. The introduction should provide background of the school situation as it relates to the problem. This section should include the statement of the question(s) to be investigated.

Part II: Review of Research Literature
Review of major research literature (minimum of 10 works) to find out what can be learned from related studies/projects, their objectives, procedures and problems encountered.

Part III: Selection of Research Procedures/Choice of Evaluation Procedures
Identification of the procedure to be implemented to investigate the research question(s). This should include a description of the population under study, methods and materials to be used in the execution of the study, and means to evaluate the data.

Part IV: Implementation of the Project
Description of the conditions and methods of data collection (e.g., monthly meetings, the keeping of records, interim reports, final reports, the submission of self-evaluation and group-evaluation reports, etc.); the monitoring of tasks; and the classification and analysis of data.

Part V: Interpretation of the Data
Drawing of inferences and overall evaluation of the project. Errors, mistakes and problems are considered.

Part VI: Conclusions
A general summary should review the outcomes of the project. Recommendations should be made.

References

Appendix
Be sure to include instrumentation utilized in the study, as well as other pertinent documentation.

Option III: Thesis in Catholic Education
It is advisable that students, who wish to conduct a study in a thesis format, select a problem relevant to Catholic education and work under the close advisement of a faculty member. The thesis should contain the following structure:

> **Title Page**
>
> **Table of Contents**
>
> **Chapter I: Introduction**
> > Statement of the Problem
> > Background and Need for the Study
> > Purpose of the Study
> > Research Questions
> > Methods (research method, instrumentation, participants, pilot study, analysis of data)
> > Definition of Terms (if needed)
> > Limitations
> > Summary
>
> **Chapter II: Review of the Literature**
>
> **Chapter III: Findings**
>
> **Chapter IV: Discussion, Conclusions and Recommendations**
>
> **References**
>
> **Appendix**

Option IV: Portfolio Synthesis
The student who selects this option will include three practica/projects from three core areas* that he or she determines to be particularly relevant to the future of Catholic education. It is expected that these practica will have been refined and expanded for full implementation in a Catholic educational setting and will exhibit a common theme. The accompanying synthesis paper should contain the following structure:

> **Title Page**
>
> **Table of Contents**
>
> **Part I: Introduction**
> Description of contents of portfolio, that is, the three practica, and rationale for selection.
>
> **Part II: Catholic Philosophical and Theological Foundations**
> Discussion of Catholic philosophical and theological foundations that advocate the design and implementation of the three practica.
>
> **Part III: Current Literature**
> Review of current educational theory and research (minimum of 10 works) that support the educational value of the practica.

Part IV: Assessment
Consideration of methods of assessment. If already implemented, discussion of strategies incorporated to assess intended outcomes and their results, noting revisions made for future practice. If not yet implemented, identification of assessment strategies.

References

Appendix

*The core areas for the M.A. in Catholic Educational Leadership are: History and Principles of Catholic Education, Private School Law, Moral Development, Curriculum and Instruction Leadership, Catholic Leadership and Educational Administration, Business and Finance for Catholic Schools, and Personnel Leadership in Catholic Schools.

For the M.A. in Catholic School Teaching, the core areas are: History and Principles of Catholic Education, Moral Development, Curriculum & Instruction Leadership, Methods & Materials in Teaching Religion in Catholic Schools, Spirituality of the Educator, Learning and Teaching (TED), and one additional Curriculum and Instruction course (TED).

Certificate of Advanced Studies (CAS) in Catholic Educational Leadership

This 12-unit program is specifically designed for Catholic school leaders who already have a master's degree. Those whose degree is in educational administration from a secular university would gain a distinctly Catholic perspective. Those whose master's is in a subject area other than educational administration would benefit from the program, as well. Post-master's units may be applied to the doctoral program. Required courses include:

CEL-641 PRIVATE SCHOOL LAW
      See description above.

CEL-640 HISTORY AND PRINCIPLES OF CATHOLIC EDUCATION
      See description above.

CEL-650 CATHOLIC LEADERSHIP AND EDUCATIONAL ADMINISTRATION
      See description above.

CEL-651 BUSINESS AND FINANCE FOR CATHOLIC SCHOOLS
      See description above.

California Preliminary Administrative Services Credential

CEL collaborates with the Organization and Leadership Program to provide a California Preliminary Administrative Services Credential to those students who possess a Certified State Teaching Credential and who are working toward their M.A. in Catholic Educational Leadership. At the beginning of the master's or doctoral program of studies, students should meet with their advisors to establish a study plan integrating the credential with their degree coursework. Students should file an application for admission to the credential program with the Dean's Office, as well as set up an appointment with the Coordinator of the Administrative Credential Program to discuss the credential requirements. The Preliminary Administrative Services Credential is composed of nine courses (27 units), four of which are ICEL offerings:

CEL-644 CURRICULUM AND INSTRUCTION LEADERSHIP IN CATHOLIC SCHOOLS (3
      units)
      See description above.

CEL-650 CATHOLIC LEADERSHIP AND EDUCATIONAL ADMINISTRATION (3 units)
      See description above.

CEL-651 BUSINESS AND FINANCE FOR CATHOLIC SCHOOLS (3 units)
      See description above

CEL-653 PERSONNEL LEADERSHIP IN CATHOLIC SCHOOLS (3 units)
      See description above.

(Continued)

The five non-CEL courses, offered through the Organization and Leadership Program, pertain to specific domains of content and competence and include 6 units of supervised field experience:

O&L-615   INFORMATION SYSTEMS IN EDUCATIONAL MANAGEMENT (3 units)
This course examines the uses of information in the management of educational institutions and issues administrators face in the management of this information including collection, storage, and dissemination. Focuses on integration and communications of information for decision-making. Includes an introduction to validity and reliability in tests and measurements; use of specific tools, such as school schedulers and pupil records; and human, technological, and legal issues in sharing information. Students will work in teams to develop "hands-on" projects. Prerequisite: Ability to use any personal computer for word processing or other tasks.

O&L-622   EDUCATION LAW
A survey of the American governmental structure with its levels of law and authority systems is applied to primary and secondary education. The topics covered are: (1) parental role in the education of minor children; (b) educational policy and its enforcement; (c) church/state issues in public and private schools; (d) state and local educational bodies, their governing authority and practices; (e) topics in tort liability; (f) educational law and educational professionals; (g) educational law and the minor student; (h) race and disability issues in primary and secondary education.

O&L-654   SCHOOL, COMMUNITY AND SOCIETY (3 units)
This course focuses on the following areas: roles of the school, parents and community in the educational process; economic, socio-cultural and political aspects of school community relations; concepts for authority, power, and influence; roles of federal, state, and local agencies and professional organizations.

O&L-648   FIELD EXPERIENCE I (3 units)

O&L-649   FIELD EXPERIENCE II (3 units)

California Teaching Credential/M.A.

The University of San Francisco offers a credential/master's option for Catholic school teachers who wish to earn a California preliminary teaching credential, specially designed to serve the needs of Catholic school educators in the San Francisco Bay Area. The program, co-sponsored by the Teacher Education Department and the Catholic Educational Leadership Program, offers Catholic school teachers the opportunity to earn a California Single or Multiple Subject, CLAD or BCLAD Emphasis Preliminary Credential and a Master of Arts in Teaching with a Concentration in Catholic Education.

Courses Required for the Optional Master of Arts in Teaching with a Concentration in Catholic Education

For candidates who complete all teaching credential program requirements at USF, the M.A. in Teaching may be obtained by successfully completing the following three core courses (9 units). In addition, it is expected that Teacher Education Candidates will complete full-time student teaching (Student Teaching II/III, totaling 8 units) in a Catholic school (K-12).

CEL-640   HISTORY AND PRINCIPLES OF CATHOLIC EDUCATION (3 Units)

CEL-642   MORAL DEVELOPMENT (3 Units)

CEL-648   SPIRITUALITY OF THE EDUCATOR (3 Units)

Doctor of Education in Catholic School Leadership

The doctoral program consists of 60 units, 12 of which are in the General Education core (GEDU), 18 core and 6 elective units in a major specialization (CEL), 12 elective units from CEL or other School of Education programs/departments, and 12 units in dissertation development, research, and writing. Consult the School of Education Doctoral Handbook for more detailed information on the doctoral program. For descriptions of all courses, please refer to USF Course Catalog.

Major Specialization in Catholic Educational Leadership: Students are required to take a total of 24 CEL units (21 core units and <u>3 elective units</u>)

> **Required: The following 21 units are required of all CEL students**
> CEL 740   *History and Principles of Catholic Education* (3 Units)
> CEL 741   *Private School Law* (3 Units)
> CEL 742   *Moral Development* (3 Units)
> CEL 744   *Curriculum & Instruction Leadership in Catholic Schools* (3 Units)
> CEL 750   *Catholic Leadership and Educational Administration* (3 Units)
> CEL 751   *Business and Finance in Catholic Schools* (3 Units)
> CEL 753   *Personnel Leadership in Catholic Schools* (3 Units)

Additional Electives: Twelve (12) additional elective units may be taken from CEL courses, GEDU 725, and any other graduate program in the School of Education with the approval of the student's doctoral advisor.

Dissertation Requirements: The following 12 units are required of all doctoral students and are associated with the development, research, and writing of a doctoral dissertation.

> CEL-700   *Introduction to Doctoral Research: Catholic Education* (3 Units)
> CEL-709   *Dissertation Proposal Seminar* (3 Units)
> CEL-790   *Dissertation Proposal Development* (3 Units)
> CEL-791   *Dissertation Research & Writing* (3 Units)

Doctoral Portfolio Review Process

Initial admission to the CEL doctoral program is a conditional one. To receive permanent status in CEL's doctoral program, students must complete CEL's four required portfolio courses, and submit CEL's four-part portfolio requirements to their doctoral advisor. The four required portfolio classes are to be the first 12 units students take in their CEL program.

Students' portfolios will then be reviewed and evaluated by the CEL Portfolio Committee, who will then make its recommendation to the Dean concerning the students' future status in the program. After reviewing the recommendation of the committee, the Dean will send students a letter informing them of his decision, which could be that permanent status has been granted, permanent status is granted with conditions, or that permanent status has been denied. Students whose portfolios are not of passing quality

may not continue to take course work and are not eligible to apply to another department.

The four requirements for the CEL portfolio are as follows:
- o A current study plan
- o A transcript showing the final grades received for the four portfolio courses
- o A three to five page literature review pertinent to the student's doctoral topic or topic of choice
- o An essay relative to: 1) student's reasons for pursuing a doctorate, and 2) the perceived contribution(s) the study would make to Catholic educational research.

Portfolio due dates will be after the completion of the first four courses and prior to subsequent class registration.

Portfolios are to be submitted in hard copy to the Doctoral Advisor. Portfolios will not be returned to students.

Academic Guidelines and Requirements

Students should consult the School of Education M.A. or *Doctoral Student Handbook* for a more detailed outline of policies. Many of the forms described below may be obtained by visiting the School of Education website: http://usfca.edu/soe/ (under "Resources," click on the following link: "Student Handbooks and Forms.")

Advising/Study Plan

It is required that all CEL students create and file a complete study plan with their advisor. Students should refer to this plan when contacting their advisor. All M.A. and doctoral students are to meet with their advisor **each semester** to review and update their study plans so that they are kept both current and accurate.

Dr. Doreen Jones- doctoral students
Dr. Ralf Metts, S.J.- M.A. students

Course Registration

Students register online once they have received the approval of their advisor for the courses they wish to take. Students use their USFconnect account to register online. For doctoral students, dissertation courses must also be authorized by the Doctoral Program Assistant prior to registering.

Attendance Policies

Students must be registered to attend courses within the ICEL program. Attendance and punctuality for all CEL courses is mandatory. ***Absences should be for major illness or family emergencies ONLY.*** In such instances, students are responsible for contacting the course instructor and completing work missed due to absence.

Students who are absent for more than the following amounts of time will not receive credit for a course:
    1-unit course=2 hours
    2-unit course=4 hours
    3-unit course=6.25 hours

Students who exceed the maximum amount of absence time allowed will be required to withdraw from a course, re-enroll, and pay course tuition again in a subsequent semester.

Transfer Units

Students may transfer up to 6 graduate units into the M.A. program (12 for the doctorate) from another university if the courses are related to the current areas of study, the units have not already been applied toward another graduate degree, and were taken within the past seven years, with a minimum grade of B. These transfer units must be approved by the student's advisor and the Associate Dean. Transfer forms are available in the program areas or the Dean's Office. A copy of the page of the university/college catalog description of the course(s) being transferred must accompany the form and an official transcript must be sent to the School of Education.

Petition to Enroll at Another Institution (PEAI)

Students who wish to take a course at another college or university while earning a degree at USF may do so upon completion of a *Petition to Enroll at Another Institution* (PEAI) form and approval from the Dean's Office. Under normal circumstances, the course must be one not offered by USF. CEL doctoral students may petition to take a class that will contribute to their dissertation in a significant way. Students may not take CEL core courses at another university.

Directed Study
Directed studies must be developed in consultation with a full-time faculty member; the learning objectives must be clearly defined, the nature of outcomes described, and a specific schedule of meetings with the professor established to obtain the guidance required. Directed studies may not be used to substitute for courses regularly provided in the curriculum.   Masters students may earn up to 6 units of directed study and doctoral students may earn up to 9 units. Use the *Directed Study Registration* form.

Course Waiver
A waiver of a core course excuses the student from a particular required course, but not from the total units required for a degree. Foreign students are often excused from taking School Law if they will not use it in their ministry. A waiver form must be filled out by the advisor and approved by the Dean. This form is not issued to students.

Declaring a Minor
Minors are usually reserved to doctoral students. However, a master's student may take a minor with the advice and consent of his or her advisor, and an advisor in the minor area in any program in the School of Education. CEL doctoral students may have minors in other departments within the School of Education. At least 12 units must be taken in the minor area. Students must file a *Petition to Declare a Minor* with the Dean's Office.

Scholarships and Grants
Limited scholarships are offered through the Dean's Office, but they generally cover the fall and spring semesters, and not the summer. Graduate Merit Assistantships are awarded annually through the Dean's Office. Interested applicants may contact Associate Dean, Shabnam Koirala-Azad (skoirala@usfca.edu). Additional inquiries may be made at Financial Aid in the One-Stop Office (Lone Mountain).

Special Student Status
Special Student Status is for students who have not formally applied to the CEL degree programs. Ordinarily, students may not register for Special Student Status for more than two semesters, nor may they accumulate more than twelve units of credit. Special Student Status pay full tuition.

Grading Policy
Instruction in the various courses for each program is offered either by full-time faculty members in the School of Education or by highly qualified adjunct instructors, many of them practitioners in the field. Students are expected to attend all classes, participate fully in class activities, and to fulfill, in a scholarly and professional manner, the requirements of each course. Students must maintain a "B" average in all work undertaken in the degree and credential programs of the School or be subject to academic probation. The grading policy of the School is designed to provide feedback on the quality of the student's work. Symbols A, B, C, F, I, and IP 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 (+)**   Does not show graduate level mastery of the full range of knowledge and skills; the course must be repeated.

> **F**   Inadequate work, the absence of work or plagiarized work.

> **I**   An Incomplete (I) grade is only assigned when required student work is not completed before the end of the course, and there is a reasonable expectation that such work can be completed in a timely manner over the following semester.

Incomplete grades may only be issued after consultation with, and approval by, the instructor. An Incomplete Grade/Course Completion Form must be filled out, signed by both the student and instructor, and submitted to the Dean's Office. Incomplete (I) grades will automatically be changed to a Failing (F) grade after one full semester unless the Incomplete Grade/Course Completion Form stipulates a longer period of time. If the Incomplete Grade/Course Completion plan is not completed before the agreed upon deadline, the Failing (F) grade will stand, and the student must re-enroll in the course and pay tuition. **Students who exceed the maximum number of hours for absences in a course ARE NOT ELIGIBLE to receive an Incomplete grade** (see *Attendance Policies,* page 27).

P "Pass" (issued for courses that are graded on a Pass/Fail basis).

IP Work for the course is "In Progress" due to the nature of the particular course or course schedule. (Allowed only for Master's Culminating Project, Dissertation Proposal Development, and Dissertation Research & Writing courses)

W "Withdrawal." A course dropped after the University census date.

NR Grade "Not Reported" by instructor within 15 days after the examination period. 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" put on transcript when the Bursar cancels registration due to nonpayment 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. If a student has other course-related problems, such as a difficulty with the classroom instruction or assignments, or disagreement with the instructor over grading, the issue should be discussed with the instructor.

Students whose cumulative grade point averages fall below 3.0 for any semester are put on academic probation.

Incomplete and In Progress Grades
An instructor may submit an "incomplete" if the student has not completed required work by the specified deadline. This "I" turns into "F" after one semester. Adjunct professors should fill out a special "Change of Grade" form at the time of issuing the "I," so that it may be easily completed and turned in to the instructor when the student has completed the work. Students enrolled in 790 or 791 may be assigned an "IP" or "in progress." This "IP" remains an "IP" on the report card until the instructor changes it. Instructors should fill out a special "Change of Grade" form when an "IP" is given.

Plagiarism
What is Plagiarism? 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 .

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.

["What is Plagiarism?" provided by Turnitin.com and Research Resources. Turnitin allows free distribution and non-profit use of this text in educational settings.]

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. (All students entering USF sign the following Honor Pledge.)
   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.

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.

For more information, visit https://www.usfca.edu/catalog/policies/honor/

Transcripts
Students may access their unofficial transcript through their USFconnect account. They may also order an official copy from the registrar for a small fee.

Instructor Evaluations
Students evaluate professors on a university-initiated survey at the end of each course. Additionally, students are asked to evaluate the SummerWest program each year. This evaluation is instrumental in designing future SummerWest programs.

Please do not wait for evaluation forms to provide feedback. It is important to know both strengths and weaknesses, particularly weaknesses, as soon as they become evident.

Petition to Graduate
Students must fill out a *Petition to Graduate* form online at http://usfca.edu/Graduation/Students/Students/ before February 1 for a May graduation or September 1 for a December graduation. Consideration should be given on how the student's name appears on the diploma. Once the petition has been submitted, the name will be included in the commencement program. The student will be sent appropriate notices regarding the graduation, regalia, and invitations.

Graduation and Diploma
The diploma is mailed by the Graduation Center of the One-Stop Office after fulfillment of the degree requirements has been verified and all outstanding balances (tuition, fees, library fines, etc.) have been paid. The verification and processing of the diploma may take several weeks. One-Stop is located in Lone Mountain 251, phone (415) 422-2020.

Degrees are posted for the date (December or May) that follows the completion of all degree requirements. Transcripts may be ordered online.

Additional Academic Guidelines and Requirements for CEL Doctoral Students

Doctoral students should consult the current *Doctoral Student Handbook*, published through the Dean's Office. *The Doctoral Student Handbook* provides comprehensive material on doctoral academic policies, research procedures and guidelines, services available, as well as additional valuable information for the doctoral student.

Full Admission to the Doctoral Program
The Catholic Educational Leadership requirements for full admission to the doctoral program are as follows:

1) Successful completion of the following four courses (12 units):

CEL-700	Introduction to Doctoral Research
GEDU-706	Applied Educational Statistics
GEDU-708	Research Methods in Education
CEL-7xx	Any CEL core course

2) Review by the CEL faculty and approval of the Associate Dean of a *Doctoral Admission Portfolio* (See p. 25)

Residency Requirement and 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) units 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 units. 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 units. In the early and intermediate phases of the program, students should enroll for six to nine units a semester. The unit load for Intersession is three units. Concurrent registration for Summer Session is limited to six units. Students wishing to register concurrently for more than six units must obtain the approval of the Associate Dean. A doctoral student may register for a maximum of 12 units a semester.

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

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

Dissertation
The doctoral dissertation is a work of original, independent research in an area of educational significance. In CEL, this piece of research must represent a contribution to the knowledge base in the field of Catholic education.

Pre-Proposal Defense Meeting
The doctoral student meets with his or her doctoral committee members during the CEL-790 (Dissertation Proposal Development) course after the student has sufficiently conceptualized his or her dissertation study, but within ample time to integrate any needed adjustments prior to the actual proposal defense. This is an opportunity for committee members to weigh in and provide their feedback on the following: the research problem, purpose of the study, research questions, theoretical rationale, and methodology. Students are to submit a 1-2 page summary of these areas to their committee members one week prior to the meeting. Usually, the session is of a one-hour duration.

Dissertation Proposal
Students must present completed Chapters I, II, and III of the dissertation at the time of the proposal defense: the Research Problem, Review of the Literature, and Methodology. Students should consult the *Doctoral Student Handbook* and their 709 instructor for further details. Prior to the proposal defense, students should:
- Submit the IRB application (where required)
- Set a defense date, time, and format of defense after consultation with and approval by the chair (see below)
- Schedule a room with the Doctoral Program Assistant
- Submit copies of the proposal to committee members three weeks before the defense date

APA
The approved style of citations for use at the School of Education is the American Psychological Association format. The *APA Manual* (6th Edition) is available in the USF Bookstore.

Dissertation Committees
Students select the chair they believe will be most beneficial to them in consideration of their particular dissertation topic. The additional two readers are chosen after consultation with the chair. Where appropriate, one reader may be from the USF faculty outside the School of Education.   If the chair is not a CEL faculty member, the student must petition for a policy exception to the Doctoral Program Policies Committee. If approved, two of the readers must be from the CEL faculty.

Change of Committee
Should a need to change dissertation committee members occur, the student should consult the dissertation chair or the Associate Dean for the proper procedure.

Institutional Review Board for the Protection of Human Subjects
The Institutional Review Board for the Protection of Human Subjects (IRBPHS) has a website that contains details, requirements and downloadable forms: http://usfca.edu/soe/students/irbphs/

Statisticians and Editors
A student may consult a competent statistician as an expert to ascertain the most effective statistical treatment for arriving at answers to research questions. The doctoral student is expected to design the methodology but may discuss it with a statistician. A statistician may also run the data. The student should be able to defend the choice of the statistical method(s) and analysis and be able to explain them at the time of the proposal defense. The student may also consult the statistician about the most appropriate wording when reporting the statistical findings. The School of Education has statistical assistance available. Contact: stathelp@usfca.edu .

A student may employ the services of an editor to proofread and make suggestions about the clarity, choice and use of words, sequence, placement, sentence structure, punctuation, etc., but the writing must be that of the doctoral student.

Scheduling the Dissertation Defense
It is the student's responsibility to coordinate details of a defense (date/time) with the chair and committee members, then reserve the room with the Doctoral Program Assistant. Students and committee members will receive a confirmation email of the day, time, and room. Allow two hours for each defense. Committee members are to receive the proposal three weeks before a proposal defense, and the complete dissertation four weeks before a dissertation defense.

Signature Forms
After the proposal defense, the committee members sign the *Results of Dissertation Proposal Review* form (available at www.usfca.edu/soe/students/handbooks_forms/). For the final defense, students create a signature form to bring to the defense with the names of committee members typed out and ready for their signatures. See the *Doctoral Student Handbook* for the proper format. The form is given to the chair before the defense begins.

Prayer and Opening Statement
Please consult with the chair for content and format.

Guests
Students must first seek the approval of their chair and committee members before extending any invitations to the defenses. If approved, guests should be introduced to committee members. They do not participate in the defense. Students and guests leave the room before the committee begins its deliberation.

After the Proposal and Final Defense
For both the proposal and dissertation defenses, students receive signatures of the chair once all necessary corrections are made and the final document is submitted. Other members of the committee may sign off at the conclusion of the defense. Consult the *Doctoral Student Handbook* and the *Final Procedures Packet* for submission procedures.

Abstract and Acknowledgements
The abstract and acknowledgements are written after a successful dissertation defense. Consult the *Doctoral Student Handbook* regarding the abstract. Regarding acknowledgments, you may wish to consult other dissertations for samples.

Dissertation Purchases
Copies of dissertations may be purchased from University Microfilms International (UMI) Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106. Call the toll-free number: 1-800-521-0600, or order on-line through the USF website (Gleeson Library). It is customary to present a bound copy of the dissertation for inclusion in the Newman Library.

Campus Services

Communications
- **Change of Address/Phone/Email:** Changes to students' address, phone, or email should be done online using their USFconnect account. Please also notify the ICEL office of any changes.

- **Email:** All matriculating USF students have an e-mail account. Non-matriculating students may obtain a temporary account by contacting the Center for Instruction and Technology (CIT). The CIT (located in the SOE basement), as well as the computer lab in the University Center and computer stations in Gleeson library, are equipped for USFconnect and e-mail access.

- **Student Mail Folders:** Each student is given a file folder for departmental and personal communications. File folders are located in a file cabinet in Room 210 of the School of Education, in proximity to the CEL Program Assistant's office area. There is a file in the cabinet for every CEL student. Students are encouraged to leave their communications for fellow students in their file folders. **Do not leave confidential information in these folders.**

Graduate Student Association
The Graduate Student Association (GSA) consists of graduate students from all departments, both M.A. or Ed.D. students, and serves as a liaison between the students and various parts of the University.

Bookstore
The bookstore is located on the ground floor of the University Center. Phone: 422-6493. Visit the USF Bookstore website to find posted hours of operation, required texts for courses, and to order online directly through the bookstore: http://usfca.edu/bookstore/ .

One-Stop Enrollment and Financial Services Office
The One Stop office is located on Lone Mountain in Room 251 and the phone number is 415-422-2020. One Stop houses the former offices of the Registrar, Bursar, and Financial Aid. Please visit the One Stop office's website for office hours and an accurate listing of services that they provide: http://usfca.edu/onestop

Computer Centers
Macintosh computers and PC's are available for use in the Center for Instruction and Technology (CIT) (basement-level of the School of Education). Phone: 415-422-2223. Computers are also available in the Cowell 225/226, Gleeson Library, and McLaren 131/133. The main number for Information & Technology Services (ITS) is: 415-422-6668. Please visit the ITS website for an accurate listing of services that they provide: http://usfca.edu/its/help/students/

SummerWest 2013 Liturgies:
Mass will be held for our SummerWest students on the following dates:

Mon, June 16…………… Noon at Presentation Chapel
Wed, June 25…..……..... Noon at Presentation Chapel
Thurs, July 3……………. Noon at Presentation Chapel
Mon, July 7……………... Noon at Presentation Chapel
Wed, July 16…..............… Noon at Presentation Chapel
Thurs, July 24……...……. 6:30p at St. Ignatius Chapel

Gleeson Library/Geshke Center
A valid USF ID is needed to enter the Gleeson Library. Phone: 415-422-2660. Reference Department is 415-422-2039. Visit the Gleeson Library/Geshke Center website for hours of operation and an overview of the services the Library provides: http://usfca.edu/library/ .

Post Office
The post office is located in the Hayes-Healy Hall, lower level. (Entrance is via outside of building facing the baseball field.) Services include stamp and money order sales. Hours: Monday-Friday, 10:00 a.m. to 3:00 p.m. Phone: 415-422-6341.

ATM Machine
ATM machines (Bank of America) are located along the driveway onto main campus between the War Memorial Gym and University Center building.

One-Card Office
The One Card Office issues/validates student I.D.'s and sells DonsDollars$. The office is located in Lone Mountain, Room 130. Office Hours are Monday through Friday from 9:00 a.m. to 5:00 p.m. Phone: 415-422-7663.

Counseling and Psychological Services
Counseling and Psychological Services assists students in developing greater self-understanding and in resolving problems that may interfere with their ability to function in an optimal manner. All counseling is confidential. After an initial assessment is made, the counselor may recommend session-limited individual, couple, or group counseling. When the concern requires longer-term counseling or a more specialized approach, an appropriate referral will be made. The office is located in the lower level of Gillson Hall. For more information, call (415) 422-6351 or visit: http://usfca.edu/counseling/

Public Safety
The Department of Public Safety helps create a safe and secure environment where faculty, staff, students and campus visitors can pursue positive work and educational experiences. The Department works collaboratively with the USF community to solve safety and parking/transportation problems, and increase personal and institutional preparedness for natural and other disasters. Most importantly, Public Safety issues parking permits. It is located in University Center and office hours are Monday through Friday from 9:00 a.m. to 5:00 p.m. For **Non-Emergencies, call: 415-422-4222. The 24-Hour Emergency Number is 415-422-2911.**

Parking
To park on campus requires a validated parking permit. (A valid permit DOES NOT permit parking everywhere on campus.) At the time of purchase, permit holders will be told in which lot(s) they may park. The City of San Francisco requires residential parking permits on residential streets near campus. This limits vehicles without permits to two-hour parking increments during the hours of 8:00 a.m. and 8:00 p.m., Monday through Friday. The residential parking restriction does not include the campus side of adjacent streets. **Please check all posted signs before parking your car!**

Laundry Facilities: Loyola Village (2014 SummerWest)
Each building within the Loyola Village complex has laundry facilities available within the building.

Koret Health and Recreation Center

The Koret Health and Recreation Center is a modern facility containing a fully-equipped weight room, aerobics room, five racquetball courts, a cardiovascular exercise area, and a multi-purpose pavilion that accommodates basketball, volleyball and badminton courts, and the largest indoor swimming pool in Northern California. Adjunct Faculty must pay a fee to use this facility. Matriculating students may use the center with a valid USF I.D. Phone: 415-422-6821.

Appendix A:
Faculty Addresses and Telephone Numbers   (✔Indicates preferred means of contact)

Nancy Barrett
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2l30 Fulton Street
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✔ jlopez@shschools.org

Ralph Metts, S.J.
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San Francisco, CA 94117
(415) 422-5741
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Diana Murray
Bishop O'Dowd High School
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Oakland, CA 94605
✔ (510) 915-2747
✔ dmurray@bishopodowd.org

Sarah Wannemuehler
3759 Montgomery Way
Smyrna, TN 37167
(919) 468-6152
(919) 889-5546
wannemuehl@aol.com

Appendix B:
CEL Doctoral Dissertation Titles

Sister Ann Muckerman, SSND   **(1981)**
A Study Relating Social Dynamic Patterns to Gemeinschaft in Two Parochial Schools in San Francisco

Rev. Carl Schipper   **(1982)**
A Study of the Perceptions of Catholic Schools by Priests of the Archdiocese of San Francisco

Rev. Ted Wojcicki   **(1982)**
Role Perception and Role Expectations of Pastors in Catholic Parish Elementary Schools as Perceived by Pastors, Principals, and Teachers

Denis Bartlett   **(1984)**
The Evolution of the Philosophical and Theological Elements of the Jesuit Ratio Studiorium: A Historical Study, 1954-1959

Sister Alice (Liam) Buckley, CCVI   **(1984)**
The Relationship Between Readiness to Change in Elementary Catholic Schools and the Faculty's Perception of the Leader Behavior of the Principal

Raymond John   **(1984)**
The Relationship of Diocesan Priests, Elementary School Principals, and School Parents of the Archdiocese of San Francisco Toward Lay Administrators and Lay Teachers in the Catholic Elementary Schools

Clifford Dougherty   **(1985)**
Reasons Given By Parents Representing Various Ethnic and National Origin Groups for Enrolling Children in Christian Schools

Rev. Patrick Lee, S.J.   **(1985)**
The Birthright of Private Education: Pierce V. Society of Sisters

Brother Kelvin Canavan, S.M.   **(1986)**
Perceptions and Expectations of Roles, Services, Structures and Goals of the Sydney Catholic Education Office Held by School Principals and Catholic Educational Office Professional Staff

Rev. Sean Sheehy   **(1986)**
A Study of the Perceptions of Pastors, Catholic Elementary School Principals, and Teachers Regarding the Catholic Elementary School Teacher as Minister

Brother Stan Sobczyk, FSC   **(1986)**
The Relationship between Teacher-Student Personality Type Alignment and Teacher-Assigned End-of-Semester Grades

Francisco Grijalva   **(1986)**
Factors Influencing Computer Use by Music Educators in California Independent Elementary and Secondary Schools

Brother Kevin Convey, FSC   **(1987)**
A Comparison of Attitudes of Avowed Religious and Lay Teachers and Parents Toward Avowed Religious and Lay Principals in the Christian Brothers High Schools in the St. Louis District

Terrence Knight McAteer   **(1987)**
The Role of the Catholic Elementary School Principal in Receiving Chapter I Services Since the 1985 Felton Decision [6]

Rev. Dane Radecki, O. Praem   **(1987)**
The Identification and Analysis of Factors Contributing to Lay Teacher Attrition and Retention in Catholic High Schools

Sister Martha Rolley, SNJM   **(1987)**
The Identification of Computer Competencies Considered Most Important by Parochial Elementary and Secondary Schools

Sister Kevina Keating, CCVI   **(1988)**
A Comparative Analysis of Expectations Held for Beginning Catholic Elementary School Teachers by Catholic College/University Teacher Educators and Catholic Elementary School Principals

Rev. Michael Kurimay, S.J.   **(1988)**
The Teacher in the Jesuit Tradition: An Ideal Type Analysis

Rev. Matthew Costello, OSB   **(1988)**
The Effects of a Training Program in Active Parenting on the Self Concept of the Child Care Workers and Their Adolescent Charges

Susan Vignes Hahn   **(1989)**
An Analysis of the Effect of the WCEA/WASC Accreditation Process on the Elementary Schools of the Archdiocese of San Francisco as Perceived by Administrators, Teachers, and Team Members

Sister Agnes Vieno, CSC   **(1989)**
The Institute for Catholic Educational Leadership: An Analysis of Student Expectations and Goal Achievement, 1976-1988

Sister Mary Katherine Hamilton, IHM   **(1989)**
A Critical Examination of Education Professionalism: Openings for a Fusion of Horizons Within A Catholic Tradition

Rev. Michael Ojiego Okpara, Jr.   **(1989)**
A Study of the Perceptions of the Catholic School by Diocesan Parish Priests and Their Assistant Priests in the Orlu Diocese, Nigeria

Sister Regina Paulino, SSND   **(1990)**
A Comparison of the Religious Beliefs and Values of Catholic School Teachers and Educational Leaders in the Catholic Schools in Guam

Rev. Thomas Bourque, TOR   **(1990)**
Manager or Visionary: Leadership of Third Order Regular Franciscan-Sponsored Colleges as Perceived by the Presidents and their Administrative Staffs

Janet Graeber   **(1990)**
The Effects of Planning and Writing Environment on the Quality of Expository Essays Written by Seventh Grade Catholic School Girls

Brother Michael Anthony Collins, FSC   **(1991)**
A Comparison of Racial Attitudes among Students, Teachers, and Parents Toward Blacks in Selected Christian Brothers' Schools

Larry D. Daugherty   **(1991)**
A Study of the Relationship Between Enrollment Changes and Select Factors in the Private Secondary Schools in the San Francisco Bay Area

Sister Mary Walter Duval, SSND   **(1991)**
The Effects of a Value Centered Curriculum on the Attitudes of Catholic High School Seniors Toward the Role of Women, Economic Poverty, and Racial Injustice

Ann Meyers Manchester   **(1991)**
A Comparative Study of Eighth Graders in Catholic Elementary and Middle School in the Areas of Reading Achievement, Self Esteem, and Attitude Toward School

Martin Mayer   **(1991)**
Gay, Lesbian, and Heterosexual Teachers: An Investigation of Acceptance of Self, Acceptance of Others, Affectional and Lifestyle Orientation

Mary Patton   **(1991)**
Perceptions of Secondary Social Studies Teachers as Moral Educators Regarding Moral Issues in the Curriculum [1]

Michael James Steinbrecher   **(1991)**
A Comparison between Female Graduates of Single-Sex and Coeducational Catholic High Schools and the Attainment of Career Leadership Positions

Catherine Quinn Thomson   **(1991)**
Parents' and Principals' Perceptions of Parental Involvement in Catholic Elementary Schools

Brother James Wisecaver, S.M.   **(1991)**
The Relationship Between Leadership Style and Religious Atmosphere in Hawaiian Catholic Schools

Jeannette Holmes Dorsey   **(1992)**
The Role of the Catholic School Teacher as Model of Gospel Values

Wade Cogan   **(1992)**
Enrollment Management Structures and Activities in Assemblies of God Colleges

Sister Jeanne Bessette, OSF   **(1992)**
Women Catholic Secondary School Principals as Pastoral Leaders of School Communities: A Participatory Study

Brother Anthony Lazzetti, FMS   **(1992)**
The Relationship of Self Esteem and Learning Style Preferences among Selected Students in Catholic High Schools in the Archdiocese of New York

Sister Mary Mullaly, FSC (1992)
A Study of the Viability of the Preventive System of St. John Bosco for the Youth of Today in Salesian Sisters' Schools [1]

Rev. Thomas Maikowski (1992)
Criteria Used Altering the Grade Structure of Catholic Secondary Schools to Include Grades Seven and Eight, as Perceived by Diocesan Superintendents and Secondary School Principals

Margaret Purcell (1992)
The Relationship between Leadership Style of Principals and the Religious Atmosphere of Parochial Elementary Schools

Ogden Michael Forbes (1993)
The Political Evolution of American High-performance Computing and Communications Culture: A Legislative History of Public Law 102-194: (1986-1991)

Marcella Louise Fox (1993)
A Comparison of Female Student Leaders in Single Gender and Coeducational High Schools [1]

James R. Heyman (1993)
The Relationships Between Family Structures as Defined by Parental Marital Status, Family Structure Histories, Gender, and Various Academic Outcomes for Seventh Grade Students in Private Schools

Virginia Hodel Shimabukuro (1993)
Profile of an Ideal Catholic School Teacher: Content Analysis of Roman and American Documents, 1965-1990

Larry W. Smith (1993)
An Assessment of the Effectiveness of Christian School Training as Perceived by Graduates of Selected Schools

Gregory Alan Brandao (1994)
Faculty Perceptions Regarding Practice of Brothers of the Sacred Heart New Orleans Province Charism in Community-Owned Secondary Schools

Diane Ball Cooper (1994)
An Evaluation of the DeBusk Enrichment Center for Academically Talented Students Summer Enrichment Program as Perceived by Gifted Student Participants and Their Parents

Young Soon Jun (1994)
An Analysis of the Effectiveness of the Korean Montessori Teacher Training Program as Perceived by Montessori Teachers and Parents of Montessori-Educated Children

Rev. Jose Ferreira Ribeiro, S.J. (1994)
Private Secondary School Principals' Perceptions of Their Role and of the Changes in the Legislation Regarding Private Education in Portugal between 1974-1989

Mary Fox Webb (1994)
The Impact of Winning the United States Department of Education Blue Ribbon School Award in Catholic Elementary Schools

John Collins (1995)
Parent, Student and Student Personnel Understandings of the Parent-Catholic Secondary School Relationship in Light of Magisterial Principles

Aine Donovan (1995)
The Philosophy of Moral Education and the Cultivation of Virtue: An Inquiry into Teachers' Perceptions of Themselves as Moral Educators

Brother Ed Englund, OSB (1995)
The Charism of the Rule of Benedict upon the Characteristics of the Secondary Schools of the American Cassinese Congregation

Mathew M. Heersche (1995)
International Students' Perception: Transitional Needs and Adjustment Processes at International Catholic Secondary Schools in California

Matilda Ignacio (1995)
Lay Women Principals of Catholic Coeducational Secondary Schools

Rev. Marcellus Auja Kawasonga (1995)
The Pastoral Role of Catholic School Teachers as Perceived by Priests and Teachers in the Archdiocese of Kisumu, Kenya

Sister Patricia M. McCormack, IHM (1995)
Catholic Elementary Schools as Agents of Parent Formation Needs as Perceived by Parents

Sister Maureen Schaukowitch, OSF (1995)
Women in Jesuit Higher Education Administration and Their Unique Contributions to the Ignatian World View of Education

Rev. Steve Shafran, SDB (1995)
The Educational Method of Saint John Bosco as School Culture in the Salesian High Schools in the United States

Charles Edward White (1995)
Expectations of the Beginning Catholic Elementary School Teacher Held by Catholic School Principals and Catholic College/University Teacher Educators

Sharon Lynn Pace Anderson (1996)
The Transference of Multicultural Teaching Strategies from Teacher Training Programs to the Classroom

Rev. Cyril Omo-Osagie Apassa (1996)
Perceptions of Pastors, Principals, and Teachers of the Catholic Identity of the Roman Catholic High Schools in Owerri Archecclesiastical Province, Nigeria

Lydia A. Blecksmith   (1996)
Distinguishing Characteristics of Catholic Identity in Catholic Elementary Schools

Sister Louis Aline Castillon, OSU   (1996)
The Impact of Winning the U.S. Department of Education Recognition Award on Catholic Secondary Schools

Brother John L. Cummings, FMS   (1996)
The Impact of Non-Catholic Students on the Perceived Catholic Identity of Catholic Secondary Schools

Eileen Faherty Gorman   (1996)
Fostering the Holistic Development of the Child Through Catholic School Parent Education Programs: Areas of Concern to be Addressed by Parents, Administrators, and Teachers

Sister Margaret Lynn Lester, BVM   (1996)
The Effects of the Geometer's Sketchpad Software on Achievement of Geometric Knowledge of High School Geometry Students

Lucille Joan Pendola   (1996)
The Relationship between Scores on the SRI Gallup Catholic School Principal Perceiver Interview and Leadership Effectiveness of Practicing Catholic School Principals

Sister Christina Heltsley, O.P.   (1996)
A Content Analysis of the Explicit and Implicit Values Implanted in Microcomputer Software in Catholic Elementary Schools

Margaret Aldridge-Morris   (1997)
Nine-Month Traditional School and a Modified 45-15 Plan Year-Round School in Northern California: A Comparative Study of Academic Achievement and Absenteeism

Mary Elizabeth Depp-Blackett   (1997)
An Analysis of Legal Issues Affecting the Inclusive Education of Children with Special Needs in Catholic Schools

Rev. Geoffrey Russell Dillon, S.J.   (1997)
Catholic Secondary-School Principals' Perceptions of Their Involvement in School-Initiated Student Referrals for Psychological Evaluations

Brother Francis J. David, S.C.   (1997)
An Ideal Type Analysis of the Teacher in the Educational Charism of the Brothers of the Sacred Heart

Rev. Joseph H. Lackner, S.M.   (1997)
Components of Marianist Educational Culture: A Content Analysis of the Published Works of William Joseph Chaminade and the Phenomenological Interviews of Persons Designated as Best Experienced in Marianist Education

Gustavo Ramirez Barba, FSC   (1998)
Part-time Faculty and Student Perception of the Usefulness of Student Ratings Feedback for Improving Instruction at LaSalle University, Campus Ciudad Obregon, Mexico

Mary Dennehy White   **(1998)**
A Comparison of Perceptions Regarding Curriculum Among Catholic School Principals and Teachers in California [1]

Michael Dale McCambridge   **(1998)**
An Investigation of the Growth of Moral Development in Eighth Grade Students through Process of Drama

Julia Elizabeth Beck Sieger   **(1998)**
Role Perceptions and Role Expectations of Pastors in Lutheran Elementary Schools as Perceived by Pastors, Principals and Teachers

Sr. Marie de Montfort Breaux, SSF   **(1999)**
The Charism of the Sisters of the Holy Family as Perceived by Pastors, Principals, Faculty, Staff and Parents

Sister Michele K. Dvorak, PHJC   **(1999)**
An Analysis of the Principles of Catholic Social Teaching as Applied to Inner City Catholic School Closures

Elena Carsariego Hines   **(1999)**
An Investigation of Lay Catholic Elementary School Principals' and Superintendents' Perceptions of Lay Catholic School Principals' Formation for Faith Leadership, Current Needs and Superintendents' Role in this Formation

William Wasko Macatee   **(1999)**
The Impact of Sexual Orientation on the Process of Identity Formation in Adolescents as Measured Through Imaginary Audience and Personal Fable Ideation

Lillian Kathleen Matan   **(1999)**
A Profile of the Effective High School Administrator of Inner City Schools

Nancy Oberle Taylor   **(1999)**
Principals' Perceptions Regarding the Importance of Faith Formation in Catholic Preschools

Ned Vanders   **(1999)**
Catholic School Superintendents: An Investigation of Motivation and Job Preparation

Doreen Ferreira Jones   **(2000)**
The Perceptions of Teacher Educators Regarding the Preparation of Elementary School Teachers as Facilitators of Student Moral Development

Rev. James Stuart Prehn, S.J.   **(2000)**
The Motivational Factors of Recently-hired Lay Teachers in the Secondary Schools of the Detroit Province of the Society of Jesus

Susan Rothman Seeley   **(2000)**
Non-Catholic Students in a Catholic Secondary School: A Participatory Case Study

Sister Jeanne Hagelskamp, S.P.   **(2000)**
The Effect of Teaching Critical Thinking By Infusion, With Focus on Transfer of Skills, On the Moral Judgement and Critical Thinking of Secondary School Students

Holly Peterson   **(2000)**
Relationship of the Educational Pedagogy of Luigi Giussani to the American High School of the 21st Century

Rev. Michael Caruso, S.J.   **(2000)**
The Mission and Culture of Jesuit Higher Education: A Comparison of Strategies with the Walt Disney Company

Sister Bridget Connor, GNSH   **(2000)**
The Catholic School Secondary Teacher: A Relationship Study of Personality, Gender, And Moral Development

Rev. Jean Pierre Bongila   **(2001)**
Funding Strategies for Institutional Advancement of American Private Universities: Application for Congolese/African Universities

Rev. Augustine Joseph Kuzhikannamthadattil (2001)
Teacher Efficacy and Preparedness of the Religion Teachers of Catholic High Schools: A Study in the Context of the Archdiocese of Vancouver

Rev. Ryan Maher, S.J.   **(2001)**
A Rationale for Interscholastic Athletics in Jesuit High Schools in the United States

Matthew Hanson Barmore   **(2001)**
Keeping the Jesuit Tradition Alive: Lay Faculty understanding and Implementation of the Ignatian Identity

Rev. Stephen Jensen   **(2001)**
Traits of the Early Church Community Reflected in Catholic Schools: Perceptions of Teachers

Josie Louise Maxwell   **(2001)**
Faculty Perceptions of Community in Online and Traditional Courses at Catholic Colleges.

Brother Michael Alan Tidd, FSC   **(2001)**
An Examination of the Effectiveness of formation Programs in Fostering the Values of Lasallian School Culture in Lay Educators in Lasallian Secondary Schools.

Edward E. Tywoniak   **(2001)**
A Content Analysis of Lasallian pedagogy and Its Ontological Application to the Contemporary Culture of Technology.

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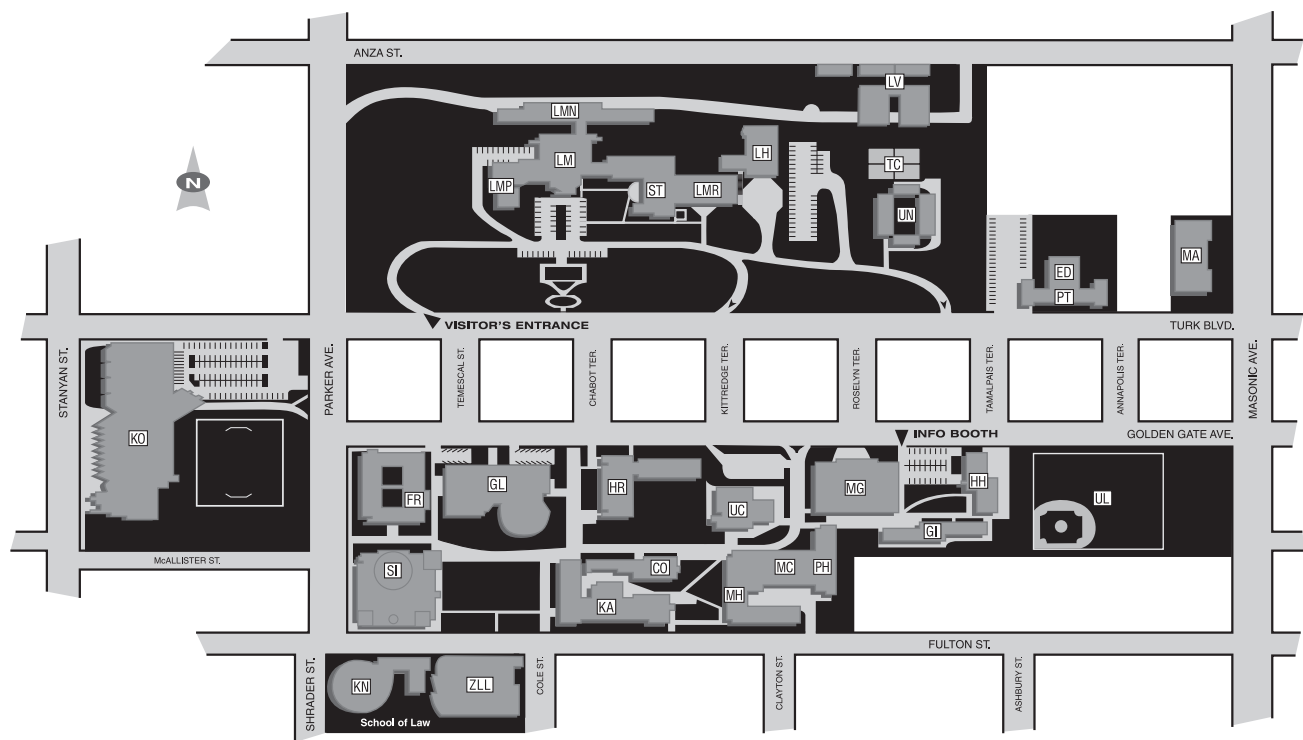
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FR   Fromm Hall
GI   Gillson Hall
GL   Gleeson Library
HH   Hayes-Healy Hall
HR   Harney Science Center
KA   Kalmanovitz Hall
MC   McLaren Conference Center
MG   Memorial Gymnasium
MH   Malloy Hall
PH   Phelan Hall
SI   Saint Ignatius Church
UL   Ulrich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

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Harney, 240

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