

Joint Doctoral Program in Special Education Student Handbook

University of California, Berkeley and San Francisco State University

Supplement to the Graduate School of Education
Handbook for Advanced Degree Students

Revised August 2017

Introduction

The handbook will provide you with information about the procedures, regulations, and requirements for completing a Ph.D. through the Joint Doctoral Program in Special Education. It is to be used as a supplement to the University of California, Graduate School of Education's *Handbook for Advanced Degree Students*, which contains policies and procedures governing doctoral degrees offered through the Graduate School of Education.

The *Handbook for Advanced Degree Students* is on the Graduate School of Education's website and can be found at: [Handbook for Advanced Degree Students](#)

We welcome any suggestions you may have to improve the communication of policies and regulations.

Campus Contacts

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History

The Joint Doctoral Program in Special Education between the University of California, Berkeley and San Francisco State University began in 1967. It was the first such program approved by the State of California Joint Graduate Board.

In 1960, Assemblywoman Dorothy Donahue, from Bakersfield, introduced a legislative resolution to allow the University of California and the State Colleges (now the California State University System) to set up the Joint Graduate Board. This Board had the power to authorize joint programs of study between the two systems of higher education. Assemblywoman Donahue, who had a physical disability, felt that programs for persons with disabilities required the best in administrative research and development.

The first group of students was admitted to the Joint Doctoral Program in Special Education in 1968. Over the nearly 50-year history of the program, 133 students have graduated and assumed high-ranking positions as leaders in the field of Special Education.

Objectives

The program is aimed at preparing leaders in research, teaching, administration and supervision for the variety of professional needs facing children, youth, and adults with disabilities. It integrates the resources of the University of California, Berkeley and San Francisco State University and provides an opportunity for students to combine theoretical interests with applied practices in a broad spectrum of specializations within Special Education.

Degree Offered

Students in the Joint Doctoral Program pursue a Doctor of Philosophy (Ph.D.). As described in the Graduate School of Education's *Handbook for Advanced Degree Students*, the Ph.D. degree is intended for individuals who wish to conduct original theory-based research on educational issues, and who intend to pursue careers in research and university-level teaching. Specific requirements relative to the Ph.D. (including academic preparation, areas of specialization, coursework, prequalifying and qualifying examinations, and the dissertation) are also described in the *Handbook for Advanced Degree Students*.

In general, Ph.D. students should be prepared for research leadership and the exploration of conceptual frontiers. The doctoral dissertation must make an original contribution to the body of knowledge in Special Education.

The Joint Doctoral Program in Special Education resides in the Graduate School of Education (GSE) at the University of California, Berkeley (UCB) and in the Department of Special Education within the Graduate College of Education at San Francisco State University (SFSU). Two directors, one on each campus, jointly administer the Joint Doctoral Program in Special Education. The program meets the scholastic requirements of the Graduate Divisions of both institutions.

Members of the faculty from SFSU are from Special Education, who represent multiple areas relating to individuals with disabilities. Faculty from related departments (e.g., Communicative Disorders, Elementary Education, Secondary Education, Instructional Technologies, English, Ethnic Studies, History, Disability Studies, Physical Therapy, Counseling) may participate in the Joint Doctoral Program.

The majority of the Berkeley faculty members are in the Graduate School of Education and they include faculty from each of the following areas of study: Culture, Development, and the Learning Sciences; Critical Studies of Race, Class, and Gender; and Social Research Methodologies. In addition, faculty from several associated fields at UC Berkeley such as Psychology, Public Health, Linguistics, Public Policy, Social Welfare, and Anthropology participate in the program.

Registration

Registration on both campuses is done electronically. It is important for students to obtain email accounts at both universities early and check them frequently as it is the ONLY form of communication used by the campus to notify students of important information such as registration and fee payment deadlines.

The SFSU Registrar notifies all students, through email, about their pre-registration appointment for the upcoming semester. Check My SFSU online for registration timelines and fee schedule:

<https://www.sfsu.edu/online/login.htm>.

Registration at UC Berkeley consists of two steps: enrolling in classes and the payment of fees. Students enroll in classes and pay fees through Cal Central, where you will access all of your student information about admissions, financial aid, advising, enrollment, billing and payment: <https://calcentral.berkeley.edu>.

Students are required to register on both campuses each semester, but payment of registration fees alternates between campuses each year. Payment of fees on one campus permits the student to enroll in classes and use the facilities of the other campus at no additional charge. Students may elect courses from any department or school on either campus.

Program assistants from both campuses will work closely with you: Caron Williams, caronw@berkeley.edu (510) 642-4202 and Steven Macaris, smacaris@sfsu.edu (415) 338-1271.

General Information

The following instructions pertain to procedures used at both campuses. Each semester you will enroll in courses at both universities. It is important that you understand and follow the procedures for both campuses in order to ensure that you have fulfilled all requirements for completion of the degree.

There are some important special conditions related to each campus:

Students are enrolled full-time throughout their doctoral studies. Each student in the Joint Doctoral Program must enroll in at least 12 units at UCB and a minimum of 9 units at SFSU each semester. After coursework is completed, it is expected that students will be actively engaged in research and writing. This normally takes the form of registering with one's advisor for EDUC 299 independent study units for at least 8 units at UCB, and the corresponding units (SPED 908 when completing prequalifying and qualifying requirements, or SPED 998 during the dissertation phase) with one's advisor at SFSU.

After advancing to Candidacy, students may enroll in EDUC 299 units at UCB.

The *Doctoral Completion Fellowship* (DCF) was created to provide incentives for students in selected programs to complete their degree no later than one year (two semesters) beyond their major's Normative Time to Degree. The DCF applies only to students admitted in Fall 2010 or later, in specific programs eligible for the fellowship. The fellowship pays in-state tuition and a stipend for two semesters. A student is subject to work limitations while receiving this fellowship; i.e., only one 25%-time Graduate Student Instructor (GSI) or Graduate Student Researcher (GSR) position may be held during one of the two semesters of the fellowship. No other positions or appointments may be held.

If you are receiving financial aid from UCB in a year that you are scheduled to pay fees at SFSU, you may request an exception to pay fees at UCB instead. The Financial Aid Office at UCB needs to be informed of course work being taken at SFSU.

If you receive financial aid from SFSU you must inform the financial aid office of your status as a joint doctoral student to determine where fees must be paid.

If you are appointed as a GSI or GSR at UCB, you must pay registration fees at UCB because your GSR or GSI appointment provides fee remission at UCB.

Faculty

Faculty Advisors

Planning a program of study for the doctoral program begins during the first semester with discussions of interests and ideas with the Co-Directors of the Joint Doctoral Program. Prior to enrollment a preliminary session is held with the Director of each campus.

Students will enter the PhD program assigned to one UCB faculty member and one SFSU faculty member. The faculty advisor from UCB must be a Graduate School of Education faculty member, and the faculty advisor from SFSU must be a Department of Special Education faculty member.

Faculty advisors function as the student's primary intellectual mentor and a source of guidance in all matters concerning the academic program. It is the responsibility of all students to keep their advisors informed of their progress and to meet program deadlines. Faculty advisors are responsible for assisting students in developing their individual programs of study and guiding their studies and research. Faculty members eligible to serve as advisors must be members of the Academic Senate on their respective campuses; emeritus faculty and lecturers are not eligible to serve.

Faculty Listings

Faculty members in the joint doctoral program come from various areas of specialization. Specific faculty members become involved with the program through coursework and research and student interest in their

specializations; they are available for advisement, instruction, and service on qualifying examination and dissertation committees.

University of California, Berkeley

Dor Abrahamson, Associate Professor of Education: Develops theoretical models of student cognition and classroom participation through designing and implementing mixed-technology learning tools that tap and foster students' mathematical/scientific intuitions.

Lisa Garcia Bedolla, Associate Professor of Education: Civic engagement, community activity, and educational success of racial/ethnic groups in the United States, with a particular focus on the intersections of race, class, and gender.

Prudence Carter, Dean and Professor of Education: Youth identity and race, class, and gender; urban poverty; social and cultural inequality; the sociology of education and mixed research methods.

Anne Cunningham, Professor of Education: The teaching and learning of literacy and human development across diverse settings with a particular focus on the cognitive and motivational processes underlying reading ability and development, and early childhood education in high poverty urban schools.

Michael Dumas, Assistant Professor of Education: Research sits at the intersection(s) of the cultural politics of Black education, the cultural political economy of urban education, and the futurity of Black childhood(s).

Bruce Fuller, Professor of Education: Educational policy, school organization, and comparative politics.

Bernard Gifford, Professor of Education: Policy analysis, technological education.

Kris Gutiérrez, Professor of Education: Learning sciences; literacy and new media; design-based and qualitative research methods.

Susan Holloway, Professor of Education: Family socialization in cultural context, early childhood education, and achievement motivation.

Glynda Hull, Professor of Education: Literacy in and out of school, multimedia and multimodality as new literacies, writing, learning at work and adult literacy, and globalization and education.

Zeus Leonardo, Professor of Education: Critical social thought in education, the study of ideologies and discourses in education with respect to change, and the relationship between schooling and social relations such as race, class, culture, and gender.

Marcia Linn, Professor of Education: Teaching and learning of complex scientific concepts in school settings; how students develop and organize knowledge, how technologically based curricula enhance learning, and how classroom practices such as cooperative learning contribute to understanding; new directions for science and computer science curriculum design for assessment of student learning and for enhancing opportunities for women in science and mathematics.

Jabari Mahiri, Professor of Education: Technology, equity, and culture for high-performing schools: a research initiative that collaborates with urban schools and community partners on uses of new media for increasing student achievement and educational equity, and for improving teacher professional development.

Erin Murphy-Graham, Associate Adjunct Professor of Education: Gender and international education.

Larry Nucci, Adjunct Professor of Education: Child development.

Zachary Pardos, Assistant Professor of Education: Education data science, learning analytics, online learning, education technologies.

P. David Pearson, Professor of Education: Early literacy education and reading assessment.

Daniel Perlstein, Associate Professor of Education: History of Education, urban education, progressive education.

Sophia Rabe-Hesketh, Professor of Education: Educational statistics, multilevel and latent variable modeling.

Michael Ranney, Professor of Education: Reasoning, learning and cognitive science.

Geoffrey Saxe, Professor of Education: Mathematical cognition in children.

Alan Schoenfeld, Professor of Education: Psychology of mathematical thinking, metacognition, belief systems; mathematical teaching and learning; diversity in mathematics education.

Janelle Scott, Associate Professor of Education: Relationship between education, policy, and equality of opportunity.

Anders Skrandal, Adjunct Professor of Education: Educational statistics, psychometrics, statistics, biostatistics, applied econometrics.

Laura Sterponi, Associate Professor of Education: Language and literacy socialization; reading practices; communication in children with an autism spectrum disorder.

Tina Trujillo, Associate Professor of Education: Potential of policy and administrative levers to help create more equitable educational systems for traditionally underserved student populations.

Elliot Turiel, Professor of Education: Social and moral development, morality and cultural contexts, social and moral opposition to inequalities and social injustices.

Michelle Wilkerson, Assistant Professor of Education: Explores how youth learn with and about scientific computing tools such as simulations, data visualizations, and modeling environments.

Mark Wilson, Professor of Education: Psychometric models appropriate for complex measurement situations: performance assessment, stage-like development, use of differential strategies, educational statistics.

Frank Worrell, Professor of Education: Psychosocial development in adolescents, academic talent development, racial and ethnic identity and educational outcomes.

San Francisco State University

Yvonne Bui, Professor of Special Education: Mild/moderate disabilities, English learners, culturally responsive pedagogy, differentiated instruction, universal design for learning, learning strategies, behavior management.

Amber Friesen, Assistant Professor of Special Education: Early intervention, family-centered services, inclusive practices, early literacy.

Marci Hanson, Professor of Special Education: Early childhood, early intervention, family systems and services, policy, culturally responsive practice, preschool inclusion.

Tsai-Hsing (Summer) Hsia, Associate Professor of Special Education: Early childhood, assessment, culture, family, intervention strategies, service delivery.

Pam Hunt, Professor of Special Education: Inclusive education, severe intellectual disabilities and autism, augmentative and alternative communication, social supports, and instructional technology.

Janelle Lawson, Assistant Professor of Special Education: Mild/moderate disabilities, teacher preparation, and measures of teacher efficacy.

Kathleen Mortier, Assistant Professor of Special Education: Inclusive education, severe intellectual disabilities, and instructional technology.

Philip M. Prinz, Professor of Special Education: Typical and atypical first and second language acquisition; language and literacy issues; sign language acquisition, assessment for deaf school-age students.

Gloria Soto, Professor of Special Education and Communicative Disorders: Physical/multiple disabilities, augmentative and alternative communication, aided language acquisition, and cultural issues.

Ting Siu, Assistant Professor of Special Education: Visual impairments, universal design for learning, technology and instructional design.

Pamela Wolfberg, Professor of Special Education: Autism spectrum disorders, peer socialization, play and imagination, childhood culture, inclusive practices, qualitative (ethnographic) research methods.

Betty Yu, Associate Professor of Special Education and Communicative Disorders: Language disorders, second language learning, and autism.

Pre-Candidacy

Overview

The first two years of the program are devoted to coursework designed to give the student competence in developing and implementing a research project, and in critically reviewing and interpreting professional and research literature. Basic requirements for all students include work in statistics, research methodology, and cognition and learning development, along with seminars regarding contemporary issues in special education and public policy relating to individuals with disabilities. In addition, the student will take course work in his or her selected areas of specialization. It is expected that the student's course work will be approximately equally divided between San Francisco State University and UC Berkeley.

Academic Residence

A minimum of two full years of academic residence is required on both the Berkeley and San Francisco campuses. To fulfill the academic residency requirement at UC Berkeley, a minimum of four units of credit in each of four semesters in 100 and/or 200 series courses must be completed with a passing grade. One summer session may be counted if it precedes or follows a regular term and if the student registered for at least four units in the 100/200 series. At San Francisco State University, a minimum of three units must be completed in each of four semesters in graduate courses. Core courses at SFSU are completed within the first two years.

Ph.D. Preparation

It is expected that each area or program would normally require its Ph.D. students to take two or more courses outside the Graduate School of Education at Berkeley. Students with an academic master's degree relevant to their doctoral work may be exempted from academic preparation, but will still be expected to take two courses outside the Graduate School of Education at Berkeley. Additional requirements regarding academic preparation may be set by program faculty.

Basic requirements for all students include: statistics and research methodology; professional seminars concerned with contemporary issues, policy, and research pertaining to disabilities; and an advanced graduate course in learning, development and disabilities. The specific courses include the following:

Core Courses

Required of all students:

SFSU

SPED 902	Seminar in Program Development and Policy
SPED 903	Research in Special Education: Program Design & Analysis
SPED 905	University-Level Teaching Internship (recommended)
SPED 906	University-Level Research Internship (optional)
SPED 907	Learning and Development: The Influence of Disabilities
SPED 908	Directed Study Special Topics (Faculty Advising)
SPED 909	Current Issues in Special Education Policy & Practice

UCB

EDUC 214	Human Development and Education Seminar
EDUC 200A	Culture and Cognitive Development: Theoretical Perspectives OR
EDUC 205	Instruction and Development
EDUC 275B	Data Analysis in Educational Research II
EDUC 275L	Educational Data Analysis Laboratory II
EDUC 290C	Special Topics Seminar (Section 6)
EDUC 293A	Data Analysis in Educational Research
EDUC 293L	Educational Data Analysis Laboratory
EDUC 299	Special Study and Research (Faculty Advising)

Areas of Specialization

In addition to the general core course requirements above, students in conjunction with their primary advisors will select a course of study that is congruent with their own professional development goals and previous coursework and experiences. Additionally, students are required to meet with their primary advisors in selecting three areas of specialization or emphasis. A **minimum of three courses or nine units** is required in each area of specialization, not including directed or independent study.

Each student's program is individually designed and includes work in both a special education sub-specialization and an academic specialization for doctoral studies. Faculty and program resources on both campuses are used to develop advanced knowledge of theory and research competence in an area of exceptionality. Among the academic specializations that can be pursued with respect to an area of exceptionality are human development, early childhood education, educational and administration, public policy, vocational education, language and literacy, bilingualism, mathematics, science and technology, mild/moderate disabilities, moderate/severe disabilities, autism, deafness and deaf education, vision impairments, and other areas selected by students in consultation with faculty advisors.

Milestones

First Year Evaluation

The first year evaluation takes place during a student's third semester in the doctoral program. The purpose of the first year evaluation is to provide feedback for students regarding their progress. The faculty in GSE and SFSU Special Education, in conjunction with the Joint Doctoral Program co-directors, review the student's performance in the program and make appropriate recommendations.

Procedures

Maintain regular contact with your faculty advisor on the SFSU and UCB campus. Arrange with your faculty advisor to discuss your academic progress early in the second semester. A program assistant will contact you at the beginning of your third semester with information about the first year review, including a form for summarizing your academic progress.

The UCB Graduate School of Education *Handbook for Advanced Degree Students* provides information on each of the stages listed below. The instructions noted here are *supplementary* to Berkeley's Graduate School of Education *Handbook for Advanced Degree Students*. Students in the Joint Doctoral Program should use forms designed specifically for the Joint Doctoral Program and *not* those used by other Graduate School of Education doctoral degree students.

Outline of Program

By the end of the first year of study, the three initial areas of specialization or emphasis related to the fields of study are identified with the assistance of the student's advisors and faculty co-directors. These will continue to be refined in the next year. A prospective list of courses to be taken should be compiled including program core courses and electives. By the end of the fourth semester, you need to file the Outline of Program form on which you list the courses you have taken and any remaining to be taken in preparation for the doctorate.

Procedures

Obtain an Outline of Program form from the Student Academic Services Office on the UCB campus.

Complete both sides of the form in consultation with your faculty advisor. Obtain the approval signature of your faculty counselors at both San Francisco State University and the University of California, Berkeley.

File form with the Graduate Assistant in the Student Academic Services Office. When the Outline of Program is approved by the Head Graduate Advisor, a copy will be placed in your student file in the Student Academic Services Office.

Additional forms you may need such as Position Paper Milestones and Qualifying Examination and Dissertation committees are described in the *Handbook for Advanced Degree Students*, Graduate School of Education, UCB.

Prequalifying Review

In this step you will bring together your graduate education — coursework, research, directed studies — into a coherent whole. You will be expected to relate what you have learned to issues of concern in your areas of specialization, and to be able to defend positions on these varying issues. Preparation for the Prequalifying Review, the necessary step that precedes admission to the Qualifying Examination, requires completion of three scholarly position papers. At least one paper must present an empirical study. The other two areas may also be empirical in nature, or may involve the review, synthesis, and analysis of the literature in an area of interest to you.

The position papers should be scholarly and contain the following information:

- Clear, concise specification of the issues or problems with sharp distinctions drawn among competing points of view.
- Application of the relevant and/or competing theories and further elaboration of the issue or problem.
- Review of empirical findings supporting one or more theories relating to the issue or problem including a critique of methodological approaches.
- Statement of position arrived at by the student with respect to the issue or problem including a rationale for the position taken.

Each position paper will be read and approved by one GSE faculty member who is also a member of the UC Berkeley Academic Senate. With approval from the Graduate School of Education, non-senate faculty may be readers. (See Appendix A in the *GSE Handbook for Advanced Degree Students* for a current list of faculty eligible to serve as readers) and a faculty reader from SFSU, selected in conjunction with the student's advisors. A total of at least three different faculty members must be represented among the readers of the two papers.

The dissertation prospectus is a preliminary version of the dissertation proposal and is usually five to ten pages in length. It is a statement of preliminary work (pilot studies, prior research findings, research goals, hypotheses and methodology) as well as the theories, strategies, and analyses that will be used in the dissertation research.

Check program requirements for the style in which the prospectus is to be written. The satisfactory completion of your dissertation prospectus is reported on your Prequalifying Review form.

Procedures

Obtain a Report on Prequalifying Review form from the Graduate School of Education's Student Academic Services Office.

Your faculty advisors on both campuses will review your preparation and completed work and your advisors and the UCB and SFSU co-directors will sign the Report on Prequalifying Review form indicating approval of the prerequisite position papers.

The completed form is then filed by the UCB Joint Doctoral Program in Special Education administrative assistant with the Graduate Assistant in the Student Academic Services Office.

When you have completed the Prequalifying Review and required course work listed on your Outline of Program, you are ready to apply to take the Qualifying Examination. In the semester in which you take your Qualifying Examination you must have completed, or be enrolled in, the last of the courses listed on your Outline of Program.

Qualifying Examination (Orals)

The Qualifying Examination represents the means of evaluating and certifying the adequacy and appropriateness of your preparation for the doctorate. This is an oral examination of approximately three hours in duration. The purpose of the Qualifying Examination is: (1) to test eligibility of the student for admission to candidacy for the degree of Doctor of Philosophy in Education; and (2) to evaluate the student's ability to complete a satisfactory doctoral dissertation. Before taking the Qualifying Examination, students must successfully complete the Prequalifying Review (i.e., position papers) and all required coursework. The topics delineated for the Qualifying Examination should clearly define the **three** areas of specialization or emphasis described on the Outline of Program and listed on the Qualifying Examination Application Form.

Qualifying Examination Committee

The Qualifying Examination Committee is comprised of four faculty members as follows: one from the Graduate School of Education, one Academic Senate Representative from outside the Graduate School of Education, and two from the SFSU the Department of Special Education. Members of the Qualifying Examination Committee are nominated by the student in consultation with the faculty advisors. Committee members must be approved by the Head Graduate Advisor at UCB as well as the Dean of the Graduate Division on both campuses. The chair of the committee may be from either campus. The chair of the Qualifying Examination cannot serve as the chair of the dissertation committee. For additional information regarding the composition of the committee see the section on "Appointment of Committee" in the Graduate School of Education (UCB) *Handbook for Advanced Degree Students*.

Procedures

Make an appointment to meet with the GSE Graduate Student Advisor in the semester you intend to take the Qualifying Examination (the sooner, the better, but at least six weeks prior to submitting your application) to discuss the process and to determine any outstanding requirements to be completed.

After all prerequisites (i.e., Prequalifying Examination and coursework) have been satisfied, complete the Qualifying Examination application in consultation with your faculty advisor and obtain the approval signature of the faculty member who will serve as the "professor in charge of research" (usually the faculty advisor).

Contact the proposed committee members to set a date and time for the examination. Notify the program administrative assistant and he or she will reserve a room for you. You are responsible for sending a reminder notice to your committee members as you get close to the date of your qualifying examination.

At least one month in advance of the Qualifying Examination, submit the application for the Qualifying Examination to the Graduate Assistant in 1603 Tolman Hall (UCB).

When the Qualifying Examination Application is approved by the Head Graduate Advisor it will be forwarded to the Dean of the Graduate Division (UC Berkeley) for approval. Once approved by the Graduate Division Dean, a Notice of Admission to the Qualifying Examination will be forwarded to the student and the Head Graduate Advisor.

After passing the Qualifying Examination, the student will be Advanced to Candidacy and submit a dissertation proposal for review. For additional information, see the section on "Advancement to Candidacy" in the UCB Graduate School of Education *Handbook for Advanced Degree Students*.

Advancement to Candidacy

The dissertation committee is normally composed of three members, two of whom must be from UC Berkeley. The dissertation committee *must* have one GSE Berkeley Academic Senate member, one SFSU Special Education faculty member and one "outside member" who is a Berkeley Academic Senate member in a department other than the Graduate School of Education.

The chair may be a faculty from UC Berkeley, or the committee may be co-chaired by a UCB faculty member and an SFSU faculty member. The SFSU faculty member may serve either as an "inside" member or as the co-chair on the dissertation committee.

The Committee Chair from UCB should be a UC Berkeley Academic Senate faculty member from the Graduate School of Education and the Academic Senate Representative must be an academic senate faculty member from a department other than Education at UCB. The student nominates members of the committee, who must be approved by the Head Graduate Advisor at UCB as well as by the Dean of the Graduate Division on BOTH campuses. For additional information, see the "Advancement to Candidacy" and "Graduate Division Regulations for Faculty Membership on Committees" sections in the *Handbook for Advanced Graduate Degree Students*.

Procedures

Complete the Application for Doctoral Candidacy Form as well as a one- to three-page statement outlining your proposed research and demonstrating the appropriateness of the proposed dissertation committee members.

Human Subjects Protocol – If you will be conducting research using human subjects, you are required to take the UCB online Collaborative IRB Training Initiative (CITI) course (citiprogram.org/default.asp) and submit a copy of the CITI Course Completion Record with the candidacy application. For more information, contact the Committee for the Protection of Human Subjects at: <http://cphs.berkeley.edu/>.

Institutional Review Board (IRB) approval is required from both campuses prior to initiation of the dissertation research. Information on this process at SFSU is found at: <http://research.sfsu.edu/protocol>

Obtain the approval signature of the proposed dissertation chair on the Application for Candidacy and the one- to three-page statement.

Submit the above materials, and the application fee in the form of a check in the amount of \$90.00 made payable to "U.C. Regents," to the Graduate Assistant in the Student Academic Services Office.

When the Application for Candidacy is approved by the Head Graduate Advisor it will be forwarded to the Dean of the Graduate Division for approval. Once approved by the Graduate Division Dean, a Notice of Advancement to Candidacy will be sent to you, the members of your dissertation committee, and the Graduate Assistant. Once Advanced to Candidacy, the UCB Graduate Division gives students a total of five years in candidacy beyond the Qualifying Examination in which to complete their dissertations. At the end of this time (ten semesters), if a dissertation is not filed with the Graduate Division, candidacy is subject to lapsing and eventual termination.

Proposal Review

Procedures

Prepare your dissertation proposal. This should be a document of about 20 pages, plus a title page and an abstract. Guidelines for the proposal are available from the Student Academic Services Office, as is the "Application for Dissertation Proposal Review" form.

Circulate your proposal to your dissertation committee, giving each member an opportunity to read your proposal carefully. When each member of your dissertation committee has had an opportunity to review your proposal, you can schedule the *mandatory* Proposal Review meeting. The program administrative assistant will help you in securing a room for this meeting.

It is essential that all members of your dissertation committee attend the meeting and sign the "Report of Proposal Review" form. Your committee members can use this form to include their comments and revisions to your proposal based on this meeting.

When the Proposal Review meeting has concluded the signed form should be returned to the Graduate Assistant in the Student Academic Services Office. The completion of your Proposal Review will be noted on the permanent record card in your file. You may keep the copy of your proposal.

CPHS (Committee for Protection of Human Subjects)

The Committee for the Protection of Human Subjects (CPHS) serves as the Institutional Review Board (IRB) for the California Health and Human Services Agency (CHHSA). The role of the CPHS and other IRBs is to assure that research involving human subjects is conducted ethically and with minimum risk to participants. You are required to submit a protocol to the UCB Committee for Protection of Human Subjects or the Animal Use and Care Committee prior to beginning your research. Guidelines for writing a protocol, as well as a list of Committee meeting dates, are available on the CPHS: website <http://cphs.berkeley.edu> and the Animal Use and Care website: <http://www.acuc.berkeley.edu/>.

For assistance and guidelines you can call, email or visit the CPHS office in person. The office is located in the PowerBar Building at 2150 Shattuck Avenue, Suite 313 in downtown Berkeley. Their telephone phone number is: (510) 642-7461, the office is open Monday through Friday from 8:00 am to 5:00 pm, and their email address is: ophs@berkeley.edu. Please check their website for current in-person and drop off hours.

IRB approval is required from BOTH campuses prior to initiation of the dissertation research. Information on this process at SFSU is found at: <http://research.sfsu.edu/protocol>.

Report on Progress in Candidacy

The Graduate Division requires all doctoral degree candidates to meet with the chair of their dissertation committee and one other committee member regularly throughout the academic year to discuss progress on the dissertation and to outline plans for completing the degree. Please refer to the UCB Graduate School of Education *Handbook for Advanced Degree Students* for procedures.

Filing the Dissertation

The procedure for filing your doctoral dissertation at UC Berkeley can be found on the UC Berkeley Graduate Division's website: Dissertation Writing and Filing (<http://grad.berkeley.edu/academic-progress/dissertation/>). It is never too early to read this information so you meet all the requirements to file.

A signed copy of your dissertation is also filed with the Graduate Office at San Francisco State University.

Diplomas

Approximately four months after your graduation date, you may obtain your diploma in person from the UC Berkeley, Office of the Registrar, 120 Sproul Hall. If you prefer to have your diploma mailed to you go to Office of the Registrar's website: <http://registrar.berkeley.edu/Records/diplomas.html>, click on the "Diploma Request Form," then follow the instructions to have your diploma mailed to you.