



Graduate School of  
EDUCATION

# STUDENT HANDBOOK AND CATALOG

August 1, 2023 - July 31, 2024

## High Tech High Graduate School of Education

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## Notices and Disclosures

**Regional Accreditation:** The High Tech High Graduate School of Education is accredited by the WASC Senior College and University Commission (WSCUC), 1001 Marina Village Parkway Suite 402, Alameda, CA 94501, (510) 748-9001. WSCUC is an accrediting agency recognized by the United States Department of Education.

**License to Operate:** The High Tech High Graduate School of Education is a private institution approved to operate by the Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations (CEC 94909(a)(2) and CEC 94897(1)(1)(2). Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at: 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834  
Phone: (888) 370-7589 Fax:(916) 263-1897 Website: [www.bppe.ca.gov](http://www.bppe.ca.gov)

**Title IV:** High Tech High Graduate School of Education is approved by the U.S. Department of Education to participate in federal Title IV programs. HTH GSE students are eligible to apply for William D. Ford Federal Direct Loans (Unsubsidized), Federal Graduate PLUS Loans, and Federal Work Study.

### Notices:

This document references “students” to include all M.Ed. graduate students and teaching credential candidates.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

In accordance with 5, CCR 74112 (d)(3) (A)(i) graduates may be employed in a job classification under the following United States Department of Labor’s Standard Occupational Classification codes:

- M.Ed. Teaching & Learning
- 25-2000 Preschool, Elementary, Middle, Secondary & Special Education
- 25-3000 Other Teachers & Instructors
- M.Ed. Educational Leadership
- 25-2000 Preschool, Elementary, Middle, Secondary & Special Education
- 25-3000 Other Teachers & Instructors
- 11-9032 Education Administrators, K-Secondary
- 11-9033 Education Administrators, Post Secondary
- 11-9039 Education Administrators, All Others

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

The High Tech High Graduate School of Education does **not** have a pending petition in bankruptcy, is **not**

operating as a debtor in possession, has **not** filed a petition within the preceding five years, and has **not** had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

The HTH GSE Student Handbook is updated annually as part of the Institutional Review Process. A copy of the catalog is available to all students digitally on the program website or in print upon request.

As English proficiency is a requirement for admission to the GSE, Enrollment Agreements and other written information will not be provided in any languages other than English. All course instruction will occur in English.

### **Notification of Rights under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day High Tech High Graduate School of Education receives a request for access. A student should submit to the registrar at the program office, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask HTH GSE to amend a record should write to the registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the HTH GSE decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the HTH GSE discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

# TABLE OF CONTENTS

<b>I. GSE ORIGINS, MISSION, AND VALUES</b>	<b>6</b>
<b>II. GENERAL POLICIES AND PROCEDURES</b>	<b>7</b>
A. ADMISSIONS	7
B. ATTENDANCE	8
C. CAMPUS SAFETY AND SECURITY	8
D. CANCELLATION AND REFUND POLICY	10
E. COST OF ATTENDANCE	11
F. DEVIATION FROM THE COURSE SEQUENCE	12
G. ENTITLEMENT TO EDUCATIONAL ASSISTANCE	12
H. FACILITIES AND EQUIPMENT	12
I. FINANCIAL AID	13
J. FINANCIAL AID: RETURN OF TITLE IV FUNDS	13
K. LEAVE OF ABSENCE REQUEST	15
L. STUDENT TUITION RECOVERY FUND (STRF)	15
M. STUDENT INFORMATION AND RECORDS	16
N. STUDENT HOUSING	16
O. STUDENT SERVICES	16
P. STUDENT GOVERNANCE	17
Q. TRANSFER OF CREDIT	18
R. TUITION PAYMENT SCHEDULE	18
<b>III. ACADEMIC POLICIES</b>	<b>20</b>
A. ADVISING	20
B. CA CREDENTIALING PROGRAMS STUDENT TEACHING	22
C. CREDIT HOUR POLICY	22
D. DISMISSAL FOR FAILING TO MAKE SATISFACTORY ACADEMIC PROGRESS AND ACADEMIC PROBATION POLICIES	25
E. GRADING POLICY	26
F. INSTITUTIONAL REVIEW BOARD PROCESS	27
G. LIBRARY RESOURCES AT THE GSE	30
H. RESEARCH AND INNOVATION AT THE GSE	33
<b>IV. CREDENTIALING INFORMATION</b>	<b>35</b>
A. APPROVED PROGRAMS	35
B. CA TEACHER CREDENTIALING REQUIREMENTS	35
C. GLOSSARY	36
<b>V. RULES OF OPERATION AND CONDUCT</b>	<b>38</b>
A. CODE OF ACADEMIC INTEGRITY	38
B. ALCOHOL AND DRUG POLICY	39
C. EQUAL OPPORTUNITY	41

D. NON-DISCRIMINATION POLICY HARASSMENT	42
E. SEXUAL HARASSMENT POLICY	42
F. INTELLECTUAL PROPERTY STATEMENT	43
G. INTERNET AND ELECTRONIC MAIL USAGE POLICY	44
H. STUDENT GRIEVANCE POLICY	45
I. STUDENT CODE OF CONDUCT AND DISCIPLINE POLICY	50

**VI. COURSE CATALOG**

- A. COURSE DESCRIPTIONS
- B. FACULTY

<b>APPENDIX</b>	<b>61</b>
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## I. GSE ORIGINS, MISSION, AND VALUES

The High Tech High Graduate School of Education (GSE) opened in September 2007 on the Point Loma, San Diego campus of High Tech High, a public charter school management organization. The mission of GSE is to prepare reflective practitioner leaders to work with colleagues and communities to develop innovative, authentic, and rigorous learning environments for all students. This shared vision is embedded in our Institutional Learning Outcomes:

- **Practice Thoughtful Inquiry & Reflection (IR)**

*Graduates of the HTH GSE are able to pursue scholarly inquiry and reflective practice that contributes to broader understandings of teaching and learning.*

- **Design Equitable Learning Environments (D)**

*Graduates of the HTH GSE are able to design learning environments that offer access and challenge to all learners.*

- **Engage in Leadership for School Change (L)**

*Graduates of the HTH GSE are able to build supportive learning communities to transform teaching and learning.*

### *Leading with Innovative Practice*

Like the nationally recognized HTH K-12 schools, the HTH GSE is committed to providing its students with learning experiences that are personalized, authentic, and relevant. Our graduate students create personal learning plans, pursue a project-based curriculum, explore their own questions through action research and other forms of inquiry, and share their work with authentic audiences. HTH GSE programs lead with practice and provide ample opportunities for students to apply theory to real-world teaching and learning contexts.

### *Challenging Common Assumptions*

For over 75 years the American high school has followed three critical operating instructions that are so ingrained in the culture by now as to seem natural:

- Segregate students by class, race, gender, language ability, or perceived academic ability.
- Separate academic from technical teaching and learning.
- Isolate adolescents from the adult world they are about to enter.

High Tech High K-12 schools overturn these tenets by grouping students heterogeneously, integrating the curriculum, and placing students in the adult world of work and learning. In turn, the GSE prepares educators both to design and to assume leadership in such programs, driven by a commitment to equity, rigor, and relevance for all students. The HTH K-12 schools serve as clinical sites for our GSE and are recognized internationally for their innovative pedagogy and focus on 21st century skills. As an institution we have an explicit reform agenda and are committed to supporting our graduate students, and other educators who work with us, in their efforts to transform schools.

### *A Culture of Collaboration*

From the beginning, our first priority has been to help schools become better places for students and adults. We believe that the quality of the *adult learning community* in schools has a direct impact on students' experience and achievement, as well as educator's commitment to the profession and to school change efforts. We also believe that educators and K-12 students alike benefit from a *project-based pedagogy* that emphasizes reflective practice, collaboration, the creation of work for authentic audiences, the integration of theory and practice, and the passionate pursuit of inquiry.

GSE faculty are committed to providing educators with ample opportunities to work and learn together across grade-levels, disciplines, and diverse schooling structures. We believe that learning is a social enterprise, and occurs most deeply in communities where people are surrounded by caring, committed colleagues. To that end, our programs are selective and built on a cohort model, ensuring that all GSE students are known well and are surrounded by peers who encourage them to think deeply, take risks, and take action to create positive change in their schools.

### *Scholarship at the HTH GSE*

As a graduate school of education embedded within its K-12 schools, the GSE offers a laboratory of teaching and learning for all its members. Consistent with our commitment to apply theory to real-world contexts, GSE graduate students conduct research and develop action projects focused on issues arising from their own practice and experience as educators. They present their work in a variety of formats and are supported in preparing articles and presentations for peer-reviewed journals and conferences.

## **II. GENERAL POLICIES AND PROCEDURES**

### **A. <https://hthgse.edu/admissions/funding-financial-aid/>**

The High Tech High Graduate School of Education Admissions Policy sets forth two basic criteria for admission:

- 1) Earned BA/BS from a regionally accredited university with a minimum cumulative GPA of 3.0. Applicants with a lower GPA include an explanation of their academic qualifications in their application.
- 2) Be a citizen, permanent resident, or hold legal status in the United States, or hold an approved, valid student visa.
- 3) The program requires a strong command of written and spoken English prior to entry. Applicants whose native language is not English are required to achieve a minimum score on the Test of English as a Foreign Language (TOEFL) of 550 on the paper-based version, or 216 on the computer based version, or 80 on the internet-based version (iBT). TOEFL scores must be no more than two years old at time of application.

The GRE is not required for admission to the HTH GSE.

International students can apply for a F-1 study visa to participate in the M.Ed. program. International students must submit the materials included in the application process described below as well as fulfill the visa requirements. The institution will vouch for student status and any associated charges for any admitted international students. Students can consult the *Study Guide to the States*, for more information: <http://studyinthestates.dhs.gov/guides/studyguidetothestates>

To be considered for acceptance to the GSE, all applicants must submit a completed application as described in the application instructions. Applications should include:

- Completed HTH GSE application, including a cover letter and two essay responses.
- Official transcripts (with B.A./B.S. posted) sent to the HTH GSE admissions office.
- One confidential reference

### **Program Admission**

M.Ed. in Educational Leadership: Three years prior experience working in schools is strongly preferred.  
M.Ed. in Teaching & Learning with Preliminary Credential: Must meet state-mandated eligibility criteria under [Credential Information](#).

GSE has entered into an articulation agreement with both High Tech High Teacher Center District Intern Program and San Diego County Office of Education Preliminary Administrative Services Credential Program. For more information, please see section Q. Transfer of Credit.

### **B. ATTENDANCE**

There will be a strict adherence to program attendance policies. If a candidate misses more than twenty percent of a course, she or he will be required to take the course the following year. In some cases, a time extension may be granted to a candidate who is not able to complete the program on time.

### **C. CAMPUS SAFETY AND SECURITY**

The High Tech High Graduate School of Education is committed to crime prevention and considers the personal physical safety of its students, faculty, and staff necessary for a successful learning environment.

Educational campuses, like all other communities, are not immune to crime. Members of the HTH GSE community are encouraged to take personal responsibility for their conduct and safety. Adopting a posture of individual responsibility will enhance the quality of life for all on campus. The cooperation and involvement of students, faculty, and staff in campus safety is essential to minimize criminal activity and injury.

#### **1. Campus Crime Reporting**

In accordance with the Federal Student Right-To-Know and Campus Security Act of 1990, Public Law 101-542 amended into the Jeanne Clery Act of 1998, crime statistics are available to all students and staff.



By October 1st of every year, a notice is sent to all enrolled students, faculty, and staff that provide the website link to this report. Copies of the report may also be obtained by contacting the GSE Program Manager by calling (619) 398-4902.

## **2. General Crime Prevention Measures**

Part of crime prevention is individual safety consciousness and awareness of personal environment. HTH GSE suggests the following crime prevention measures, which can contribute to the safety and security of the HTH community.

- When using a personal vehicle, keep the doors locked at all times. Before entering a vehicle, always look under the vehicle and in the back seat.
- Keep personal keys (car, apartment, home, etc.) in your possession at all times.
- At night, travel in well-lit areas and in pairs if possible. Avoid shortcuts and deserted areas.
- Notice and be aware of suspicious persons and conditions.
- Do not leave valuable items in your car, including personal items and school related materials such as textbooks.
- Do not park in isolated areas.
- Do not prop doors open.
- Leave items of high monetary value at home.
- Do not leave personal property unattended.
- Do not carry more cash than necessary and certainly do not advertise what you have.
- Keep your purse, backpack, or briefcase close to your body.
- Avoid giving out personal information or making appointments with strangers over the phone.
- Mark personal items that you bring on campus. This includes marking textbooks, laptops, and calculators with your name or some other traceable identification.
- Do not bring any kind of firearms, dangerous weapons, explosives, or lethal materials onto campus property. Unauthorized use, possession, or storage of these or other potentially dangerous items on HTH GSE premises or at HTH GSE activities, whether or not a federal or local license to possess the same has been issued, is strictly prohibited and subject to discipline and/or criminal prosecution.
- If anything makes you feel unsafe or threatened, dial 9-1-1.

## **3. Reporting of Crimes**

The HTH GSE encourages students, faculty and staff to report all criminal activity and emergencies that have occurred at a HTH GSE location or at any HTH school to the local authorities as well as to the HTH Facilities Manager.

San Diego Police Department: (619) 531-1540

San Diego Harbor Police: (619) 686-6570

Universal Protection Service/ Liberty Station Community Association: (619) 488-9064

Paul Dooley, Facilities Director: (858) 354-8692

## **4. Emergency Response and Evacuation Procedures**

The HTH GSE community is committed to the safety and security of all its members. In times of emergency, the college will provide an appropriate campus-wide response to assure everyone's safety and

to minimize losses.

Information regarding HTH GSE emergency response and evacuation procedures can be found in the Emergency Preparedness Manual, which is available on the website and provided to all entering students. The manual is intended to assist all faculty, staff, and students in responding to emergencies which may occur while they are on a HTH GSE campus. Such emergencies can occur at any time and without warning, but their effects may be minimized if proper emergency procedures are followed. Students are encouraged to read and become familiar with the contents of the guide before an emergency occurs.

#### **5. Crime Log and Timely Warning Policy**

HTH GSE is required by the Department of Education to publish Campus Crime Statistics and a Security Crime Survey by October 1st of each year. The survey statistics are available to the public at <http://ope.ed.gov/security> (OPE ID 04217400). In addition, HTH GSE must provide a timely warning of crimes reported to campus security and local police agencies in a manner that is intended to prevent similar crimes from recurring and to protect the personal safety of students and employees.

#### **6. Campus Security Contact Information**

Paul Dooley, Facilities Director: (858) 354-8692 / [pdooley@hightechhigh.org](mailto:pdooley@hightechhigh.org)  
San Diego Police Department: 3750 Sports Arena Boulevard #3 / (619) 531-1540  
San Diego Harbor Police: 3380 N Harbor Dr. / (619) 686-6570  
Universal Protection Service/ Liberty Station Community Association: (619) 488-9064

### **D. CANCELLATION AND REFUND POLICY**

A student may cancel their enrollment agreement with HTH GSE, without any penalty or obligations by the seventh calendar day after the first class session as described in the *Notice of Cancellation* form. Any notification of withdrawal must be made in writing by the seventh calendar day after the first class session. The effective date for the cancellation will be the last date of attendance.

Should a student choose to cancel, they must submit the form to the HTH Graduate School of Education via email: [gseadmissions@hthgse.edu](mailto:gseadmissions@hthgse.edu) or to the following mailing address:

2861 Womble Road  
San Diego, CA 92106

After the end of the cancellation period, return of funds will be awarded according to the schedule below. The refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund.

Period of attendance is 12- week term

Week of instruction is counted as 7 calendar days

Days	1-7	8-14	15-21	22-28	29-35	36-42	43-49	50-51	52+
Percent Returned	100%	70%	65%	60%	55%	50%	45%	40%	0%

Failure to attend class does not constitute official course drop/withdrawal. After the 51st day of the term, or the 60% point, all tuition charges are earned and no return of funds will be awarded.

### Calculation of Pro Rata Refund

HTH GSE will calculate the earned and unearned tuition as of the date the student stops attending up through the 60% point in each payment period. The pro-rata schedule is calculated as follows:

The total institutional charge for the period of attendance (term), divided by the number of calendar days in the program, multiplied by the number of calendar days a student attended or was scheduled to attend prior to withdrawal.

### E. COST OF ATTENDANCE

#### M.Ed. in Educational Leadership:

	Year 1 (Part-time)	Year 2 (Part-time)	Full-Time
Housing & Food*	16,578	16,578	18,420
Personal Expenses*	6,894	6,894	7,660
Transportation*	3,060	3,060	3,400
<b>Total</b>	<b>35,532</b>	<b>35,532</b>	<b>48,525</b>

*\*Estimated expenses based on the cost of living in San Diego*

#### M.Ed. in Teaching & Learning with Preliminary Credential:

	Year 1 (Full-time)	Year 2 (Part-time)
Exam & Credential Fees**	1,400	0
Housing & Food*	18,420	16,578
Personal Expenses*	7,660	6,894
Transportation*	3,400	3,060
<b>Total</b>	<b>42,880</b>	<b>36,532</b>

*\*Estimated expenses based on the cost of living in San Diego*

*\*\* Estimated fees based on the exams required by the California Commission on Teacher Credentialing*

**Total Institutional Charges and Fees**

**M.Ed. Educational Leadership**

2-year Part-time Program	\$9,000/per year
1-year Full-time Program	\$18,000
<b>Total Charges for Entire Program</b>	<b>\$18,000</b>

**M.Ed. Teaching & Learning**

Year 1	\$12,000
Year 2	\$10,000
<b>Total Charges for Entire Program</b>	<b>\$22,000</b>

**Fees:**

Late Payment Fee	\$25
Registration Fee	\$0 (non-refundable)
Student Tuition Recovery Fund (STRF)	\$2.50/per \$1,000 in institutional charges

**F. DEVIATION FROM THE COURSE SEQUENCE**

Course instructors will provide students with a syllabus at the beginning of every course and inform candidates of the expectations for their performance and the criteria used to evaluate individual competency. As HTH GSE is a small school by design, only one section of each course is offered each year. Therefore, students must enroll *and receive a passing grade* in every class offered for their program in order to graduate on time. Under certain circumstances, students may take a leave of absence. These requests will be evaluated by the Program Director and the Dean of HTH GSE on an individual basis.

**G. ENTITLEMENT TO EDUCATIONAL ASSISTANCE**

In accordance with U.S. Code § 3679(e), the High Tech High Graduate School of Education permits for veterans and eligible students receiving Title 38 benefits to begin their course of study and attend classes upon receipt of a certificate of eligibility for entitlement to educational assistance. Eligible students will have access to all courses, materials, and institutional facilities upon their enrollment and will not be charged any late fees for tuition due to a delayed disbursement of payment for educational benefits.

Eligible students receiving Title 38 benefits must submit a written request to use educational assistance benefits to the Program Office upon acceptance of admission to the program. In addition, eligible students receiving Title 38 benefits must submit a certificate of eligibility prior to the first day of class.

**H. FACILITIES AND EQUIPMENT**

Course activities will take place on the High Tech High Campus in Point Loma, San Diego. There are 6 school buildings on the campus, with a total of 119 classrooms in 199,623 square feet of building space.

All facilities are accessible. Candidates will need access to internet-connected computers for the purpose of participating in course activities and completing their work. There is no other special equipment needed for full participation in the GSE's programs.

## **I. FINANCIAL AID**

HTH GSE adheres to the Higher Education Act of 1992, which requires institutions that participate in Title IV programs to have an equitable and fair refund policy.

The responsibility for returning unearned Title IV aid is shared between HTH GSE and the student. It is allocated according to the portion of disbursed aid that could have been used to cover GSE charges, and the portion that could have been disbursed directly to the student once those charges are covered. HTH GSE will distribute unearned aid back to the Title IV programs, as specified by law. The student will be billed for the amount that s/he owes to the Title IV programs, as well as any amount due to HTH GSE, as a result of Title IV aid that was returned that would have been used to cover HTH GSE charges.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

Students should also be aware that under federal regulations, any refund due as a result of withdrawal from the GSE must first be applied to repay in-eligible federal loans and grants with any remaining credit refundable to the student. In compliance with these regulations, refunds would be attributable in the following order:

1. Unsubsidized Federal Stafford Loan
2. Graduate PLUS Loan

## **J. FINANCIAL AID: RETURN OF TITLE IV FUNDS**

HTH GSE is required to determine the earned and unearned portion of Title IV aid as of the date the student ceases attendance based on the amount of time the student spent in attendance. Up through the 60% point in each payment period a pro-rata schedule is used to determine the amount of Title IV funds the student earned at the time of withdrawal. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned.

After the 60% point in the payment period a student has earned 100% of the Title IV funds they were scheduled to receive during the period.

Financial Aid reviews the student's scheduled classes to determine if the student has completed a loan period or the term for which she/he was recently awarded Title IV funds.

- If the loan period is not at the end of the term based on the add/drop Date Calendar, or the student reduces his/her course load below the 4.5 credits or half time status then a return to Title IV calculation and worksheet are completed for the student.

- The percentage of Title IV payment period is determined by recording the days completed by the total scheduled days.
- If the percentage is 60% or greater - 100% of the aid is earned
- If the percentage is less than 60% - a prorated portion of the aid is earned
- HTH GSE must determine if there is late disbursement eligibility. If appropriate the student will be notified and must provide the school with authorization to disburse the aid.
- If grant or loan funds are unearned they must be returned to the Title IV program.
- If aid must be returned, institutional charges that were previously paid by federal student aid might become a debt that the student will be responsible for paying.

HTH GSE has 45 days to return to the Title IV program any unearned funds for which it is responsible. The 45 days are counted from the date that HTH determines that the student withdrew.

If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over the period, the institution must assume that the student has unofficially withdrawn and follow the Return to Title IV Funds process.

### **1. Federal Work Study Program**

Federal Work-Study (FWS) is a federally funded program by both the Department of Education and the HTH GSE. This program provides part-time jobs for graduate students with demonstrated financial need and is administered by the Financial Aid Office, in accordance with the law, federal regulations, and with instructions from the United States Department of Education. Students who participate in the program have an opportunity to work off-campus at the High Tech High K-12 schools clinical sites, in order to earn money to help with school expenses while gaining valuable work experience. Participation in the FWS program can be beneficial for students in the following ways:

- Help pay for education and other related expenses
- Encourage community service and work related to a student's field of study
- Gain valuable work experience and build relationships in school communities
- Improve time management, communication, organizational and budgeting skills
- Reference or recommendation for future employment

FWS awards vary annually as a result of federal and institutional funding levels, and by the student's demonstrated financial need. Students are notified by the Office of Financial Aid of FWS eligibility each year that they demonstrate federal eligibility and meet the filing deadlines for financial aid applications and verification documents (if applicable) with their financial aid award letter. Funding is allocated from the federal government annually and student awards are subject to change at any time.

For the Federal Work Study handbook with a description of all policies and procedures, please see [here](#).

### ***Eligibility Requirements***

In order to be eligible for a FWS award, students **must**:

- Meet ALL institutional financial aid application and document deadlines
- Submit the Free Application for Federal Student Aid (FAFSA)

- Meet all federal financial aid eligibility regulations as required by the Department of Education
- Have his/her financial aid file verified by the Office of Financial Aid, and receive confirmation of an approved FWS award
- Maintain Satisfactory Academic Progress standards as required by the HTH GSE and the Department of Education
- Not have defaulted on or owe a repayment to any federal aid program received for study at another institution
- Complete all employment authorization forms, identification and tax documents as required by state and local government agencies

**K. LEAVE OF ABSENCE REQUEST**

A candidate that desires a temporary leave of absence from the program, with the intent to re-enroll at a later date, should send a written request to the M.Ed. program director.

**L. STUDENT TUITION RECOVERY FUND (STRF)**

**5 CCR §76215(a)(b)** The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834  
(916) 574-8900 or (888) 370-7589

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the

closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

#### **M. STUDENT INFORMATION AND RECORDS**

Students are responsible to keep their personal information (legal name, address, phone number, email) updated with the HTH GSE Program Office. Any changes must be submitted to the Program Office in writing.

Student records (application materials, transcripts, Leave of Absence contracts, etc) are maintained in the HTH GSE Program Office for five years and credential records are maintained for an additional two years to meet accreditation requirements, both are available upon written request by the student. Transcripts are maintained permanently and are available upon written request.

#### **N. STUDENT HOUSING**

HTH GSE does not provide housing to students and does not assist students in securing housing. HTH GSE has no dormitory facilities under its control. It is entirely the responsibility of the student to secure housing in the San Diego area prior to beginning of the school year. There are apartments available to rent in the San Diego area.

The San Diego housing market is above average in price. Within a 20 minute driving distance to the HTH GSE campus, studio to one-bedroom apartments can be rented from \$650 and up. Check



[www.apartments.com](http://www.apartments.com) or <http://sandiego.craigslist.org/> for more information. HTH GSE provides the following relocation information to students: [San Diego Relocation Information](#).

## **O. STUDENT SERVICES**

Due to the small number of students enrolled in the HTH Graduate School of Education, our programs will be highly personalized. Unlike traditional graduate schools of education, HTH GSE will not have a range of student affairs offices that handle a variety of students' needs. Instead, we will meet the academic and non-academic needs of our students through two means: the individual attention of program faculty and a structured mentoring/advising program.

Because the size of HTH GSE is small by design, program faculty can dedicate significant time to each student in the program by monitoring their progress through formal and informal means. Should a student have needs or concerns of a more personal nature (counseling, substance abuse, etc.), the HTH GSE maintains a list of external agencies to which we can refer students. HTH GSE also has a student grievance policy, described in detail in this handbook.

The HTH GSE does not offer job placement services.

## **P. STUDENT GOVERNANCE**

GSE students inform the design of the master's programs, and learning experiences within, through weekly exit cards, course evaluations, an annual program survey and the annual student and faculty design retreat. Student voice is also incorporated into faculty meetings, hiring processes and program events, such as orientation and graduation. Additionally, students have the opportunity to design and facilitate adult learning experiences offered through the Center for Research on Equity and Innovation and through the Professional Education arm of the GSE.

The Council of Students (COS) is an open-membership graduate student organization focused on making life and learning better for students at the GSE.

The COS serves the following three core functions:

1. Improving the quality of students' experiences\*
2. Promoting, funding and facilitating student-initiated programs
3. Serving as advocates for the incorporation of student voice in decision-making

*\*academic, professional, social and/or personal development*

Through their focus on diversity, equity and integration, the COS works collaboratively with GSE faculty to foster a strong sense of belonging, purpose and self-efficacy for *all* students.

COS efforts may include, but are not limited to:

- communication with program faculty and staff on behalf of student interests
- support for the formation and facilitation of affinity or advocacy groups, or student clubs
- coordination of program events, such as orientation, the annual design retreat or graduation

- facilitation of student representation within faculty meetings, hiring committees, etc.
- integration of graduate students into GSE professional education offerings
- organization of social events or field experiences in the broader community

## **Q. TRANSFER OF CREDIT**

HTH Graduate School of Education (HTH GSE) does not grant equivalency for any M.Ed. coursework, whether it be through external coursework or prior experiential learning with the exception of coursework completed through the High Tech High Teacher Center District Intern Program and San Diego County Office of Education Preliminary Administrative Services Credential Program.

### **M.Ed. Teaching & Learning**

Through a Memorandum of Understanding (MOU) between HTH GSE and HTH Teacher Center, course completion through the District Intern Single and Multiple Subjects CA Preliminary Teaching Credential program will be applied to the M.Ed. in Teaching & Learning program as a pathway into Year 2 of the program beginning with the Fall 2019 cohort. Candidates must submit transcripts from the HTH Teacher Center along with completed application materials to the HTH GSE Program Office to be considered for this pathway.

### **M.Ed. Educational Leadership**

Through a Memorandum of Understanding (MOU) between HTH GSE and SDCOE, course completion through the PASC program will be applied to the M.Ed. Educational Leadership program as a 10-month pathway. Candidates must submit transcripts from the PASC program along with completed application materials to the HTH GSE Program Office to be considered for this pathway.

For veterans and eligible students receiving Title 38 benefits, evaluation of prior education and training will be evaluated for equivalency with the enrolled program. Students may submit a written request and official transcripts at the time of enrollment to the Program Office to be reviewed by the Program Director. The Program Director will evaluate prior credit and determine equivalency. A written record will be maintained by the Program Office that clearly indicates credits awarded, enrollment period, and final grades in accordance with CFR 21.4253(d)(3).

### *NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION*

The transferability of credits you earn at The High Tech High Graduate School of Education is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the M.Ed. in Educational Leadership program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the High Tech High Graduate School of Education to determine if your credits or M.Ed. will transfer.

## **R. TUITION PAYMENT SCHEDULE**

### **High Tech High Employed Candidates**

As an employee of HTH, tuition will be automatically deducted from the candidate's paycheck each pay period (2 times per month) for each of the 20 pay periods. The first deduction will occur on the August 15th paycheck and the final payment will be deducted out of the May 31st paycheck.

### **External & Credential Candidates**

HTH GSE candidates from outside of the High Tech High network will pay annual tuition in ten equal monthly installments on the last business day of each month from August through May. Tuition is payable via check or automatic payments through the HTH business office with a major credit card: Visa, MasterCard, or American Express. Candidates will be invoiced and contacted via email in advance of the payment due dates. A \$25.00 late fee will be assessed if payment is not made within 5 days of the due date. The GSE program manager can provide support and more information about payments, including alternate payment schedules.

### **Delinquent Accounts**

Accounts become delinquent if the payment is 30 days overdue. If this occurs, the student must contact the GSE Program Manager to develop an alternative payment plan. Students with a past due account balance may be prohibited from registering for classes. In the case of a student's failure to agree or adhere to a payment plan, delinquent accounts may be turned over to a collections agency.

### **III. ACADEMIC POLICIES**

#### **A. ADVISING**

Both M.Ed. and Credential program students are assigned a GSE advisor at the beginning of the program, but may request to change to a different advisor by submitting a request to the Program Director.

#### **M.Ed Advisor Responsibilities**

*Serve as a thought partner and resource* to help advisees navigate the program requirements and complete their capstone Master's Project.

*Respond in a timely manner* to advisees' questions and requests for conversation and feedback.

*Meet with advisees to discuss their Personalized Learning Plans (PLPs)* and how to support them in working toward their goals. Meetings should occur at the beginning of the program, at several points throughout, and at the end of the program, with the advisees' self-assessments driving the conversations.

*Review and give feedback on the advisee's digital portfolio and Master's Project proposal.* For students in the one-year Master's program, the advisor reviews and provides feedback on the final version of the proposal before the student sends it to their graduate committee in November. For students in the two-year program, this happens in November of their second year.

*Review and give feedback on drafts of the advisee's Master's Project* at multiple points while completing the project. The advisor reviews and provides feedback on the final version before the student sends it to their committee in early June.

*Serve as Chair of the advisee's graduate committee.* Facilitate the Presentation of Learning (POL) at the end of the academic year.

*Assess the final Master's Project* with the other committee members to determine if the student has met the capstone requirements.

#### **M.Ed. Advisee Responsibilities**

*Monitor their own learning and request time to meet with their advisor* and other mentors throughout the program.

*Complete a Personalized Learning Plan (PLP)* and meet with advisor to discuss the PLP and/or personal goals and progress at the beginning of the program, at several points throughout, and at the end of the program, with the advisees' self-assessments driving the conversations.

*Compose their graduate committee prior to November of the year they are completing their Master's Project.* Complete the committee form and gather signatures for all members, ensuring that they agree to

the responsibilities outlined on the form.

*Solicit feedback on drafts of the Master's Project proposal and final product(s) from advisor on a regular basis.* Incorporate advisor's feedback and suggestions into subsequent versions as appropriate. The advisor reviews the final version of these documents before advisees send them to their committees for review.

*Communicate with committee members* regarding end-of-the-year Presentations of Learning (i.e. logistics, format, prep work they need to do, how to access the digital portfolio).

### **M.Ed. Fieldwork Supervision**

Critical friends serve as fieldwork supervisors and support M.Ed. students in planning and reflecting on their leadership fieldwork in their school setting. Students in the School Leadership (SL) concentration have a HTH critical friend, who is the director of the school where they are embedded. Students in the Teacher Leadership (TL) concentration have a critical friend who is a teacher leader at their school site.

Every six weeks, students design and implement one leadership activity connected to the California Professional Standards for Educational Leaders (CPSEL) if they are in the TL concentration and two leadership activities if they are in the SL concentration. Critical friends meet with their partner once/week to support students in designing, implementing and reflecting on this leadership work. At least once every six weeks, critical friends guide a formal observation and coaching conversation. Formal observations include a pre-observation meeting to learn more about the context for the work and to identify a dilemma question the student would like feedback on. After the observation, critical friends guide a reflective coaching conversation to support students in reflecting on their work.

Students are also required to collect data from students, colleagues and/or families impacted by the leadership fieldwork via surveys, exit cards, interviews or focus groups. Critical friends use the weekly meeting time to help students design these data collection tools, and then analyze and reflect on the data once it is collected. Every six weeks, students submit a Fieldwork Reflection and Fieldwork Log. As part of the reflection, students incorporate feedback from the formal observation and coaching conversation with their critical friend, as well as feedback from their GSE advisor and other stakeholders involved in the leadership work.

Critical friend responsibilities:

- meet once/week with students to support planning of leadership fieldwork activities and provide feedback,
- conduct six formal observation and coaching sessions related to students' leadership fieldwork over the course of the year (e.g. pre-observation meeting, observation and debrief)
- attend two critical friend trainings per year (fall and spring)
- complete a critical friend survey once every six weeks (as do students)
- attend students' Presentation of Learning (POL) at the end of the year in June

### **B. CA CREDENTIALING PROGRAMS STUDENT TEACHING**

Candidates enrolled in a program leading to either a Preliminary Multiple or Single Subject Teaching Credential must complete a minimum 600 hours of student teaching under the supervision of a cooperating teacher. The High Tech High GSE Fieldwork Adviser determines placements with consideration of the following:

- provides a diverse learning environment (including K-12 students with identified special needs, english language learners and underserved populations)
- matches the content area and grade level of credential sought
- cooperating Teacher is recommended by school director, has five years of satisfactory teaching experience, holds a Clear CA Teaching Credential and an EL authorization

Cooperating Teacher Responsibilities:

- meet once/week with students to support planning of fieldwork activities and provide feedback,
- conduct six formal observation and coaching sessions related to students' fieldwork over the course of the year (e.g. pre-observation meeting, observation and debrief)
- attend two trainings per year (fall and spring)
- complete a survey once every six weeks (as do students)
- attend students' Presentation of Learning (POL) at the end of the year in June

### C. CREDIT HOUR POLICY

The HTH GSE credit hour policy reflects federal regulations for accredited institutions. As a professional practice-oriented graduate school, the HTH GSE views education as personal, collaborative, experiential and transformative. HTH GSE programs address the practical and theoretical foundations of teaching, learning, leadership and inquiry through a close integration of coursework and field experiences.

The HTH GSE, like most American graduate schools, has adopted a variant of the traditional "Carnegie Unit" as a measure of academic credit. This unit is the primary academic measure by which progress toward a degree is gauged, with one semester or trimester credit hour equating to 45 total hours. Similar to other institutions of higher education around the country, the HTH GSE has embraced a modified definition of the classical Carnegie unit, which has traditionally stipulated that one semester or trimester credit hour be awarded for 15 hours of classroom lecture and 30 hours of outside preparation by the student. While 45 hours still equate to one unit, there are many types of educational experiences for which credit hours may be properly associated, such as online, instructor facilitated forums or coaching guided by fieldwork supervisors outside of class.

For both seminar courses and fieldwork related courses, faculty must account for **45 total hours per credit hour** through **face-to-face instructional time**, **out-of-class instructional time** and/or **out-of-class work** and state this calculation on each course syllabus.

1) ***Face-to-face instructional time*** is either in person or through video conferencing and facilitated by an instructor.

2) ***Out-of-class work*** is traditional homework, such as reading materials, completing assignments,

conducting research or completing a project. These activities are not instructor-led and do not require on-going instructor and/or peer feedback.

3) **Out-of-class instructional time** requires the instructor's presence via questioning, synthesizing or other feedback. Additional assignments fulfilled individually or through a group process without the instructor playing a role are not sufficient. For a learning experience to qualify as out-of-classroom instructional time, the discussion, activity, presentation, project, debate, critique, case study, fieldwork, tutorial activity, etc. must include both instructor and student engagement in ways that require them to respond, reply, reflect, analyze, evaluate, synthesize or provide ongoing feedback to one another. This out of class instructional time must be documented to provide evidence of both student learning and instructor engagement.

### **Examples of Out-of-Class Instructional Time**

- **Discussions** - Asynchronous or synchronous instructor facilitated discussions related to course learning outcomes can occur through online forums, chat rooms, or other communication tools. Discussions have a specified time frame and expectations for thoughtful participation and dialogue. Students and the instructor are expected to be present throughout the discussion at various points, critically responding both to the questions posed and to one another's responses. Discussions may be in response to texts, video, websites, and/or the learner's experience.
- **Learning Activities** - Activities are instructor guided assignments related to specific course learning outcomes. These activities, such as case studies, debates, presentations, problem solving or design-related tasks, reflections integrating theory and practice, individual or group projects, etc., may be developed, discussed and critiqued by both the instructor and students through different communicative and collaborative tools, such as blogs, wikis, forums, Google+ communities, workgroups, etc.
- **Field Experiences** - Instructor guided field experiences are aligned to course learning outcomes and designed to integrate theory, practice and craft knowledge. Field experiences include field trips, school visits, shadows, and other related fieldwork. Instructor and student discussion and reflection of experience may be shared before, during and/or after the experience.
- **Experiential Learning** - Experiential learning refers to applied learning within HTH clinical school sites or outside the organization that integrates theory, practice and craft knowledge, aligns with program and/or student learning outcomes and is an integral part of the program of study. Full time residency practicums/internships, as well as other related work experience, can constitute experiential learning if supervised by an instructor and connected to the program of study.
- **Site-based Tutorials** - Observation and critique from an assigned mentor or fieldwork supervisor at the clinical site must be documented with clear evidence of feedback and dialogue aligned to program and/or course learning outcomes.

- **Advisor Tutorials** - Advisor tutorials may include critical feedback for the capstone masters project, personal learning plan, observation and reflection cycles, and/or mastery of the program learning outcomes. These activities must be documented with clear evidence of instruction, critique and feedback.
- **Independent or Group Study** - Individual or collaborative study connected to program and/or course learning outcomes that is supervised by an instructor qualifies as out-of-class instructional time. The guiding instructor is responsible to give initial guidance, critique, and assessment of student work and/or performance.

### ***Credit Hour Calculations for Courses***

#### **Seminar Courses**

Seminar courses include traditional face-to-face instructional time, as well as out-of-class instructional time and out-of-class work. For every one credit hour faculty must account in their syllabi for 45 hours total. Out of class instructional time should not exceed face to face instructional time, and the combined face-to-face and out-of-class instructional time should amount to a minimum of 33% of the total 45 hours.

For example, the following scenarios are possible for seminar courses:

#### **1.5 unit seminar course (6 weeks) = 67.5 hours total**

- 18 hrs of face-to-face instructional time
- 13.5 hrs of out-of-class instructional time
- 36 hrs of out-of-class work

#### **3 unit seminar course (12 weeks) = 135 hours total**

- 36 hrs of face-to-face instructional time
- 27 hrs of out-of-class instructional time
- 72 hrs of out-of-class work

#### **Fieldwork Courses**

Fieldwork courses include experiential learning related to teaching or leadership, such as residency placements in the High Tech High clinical sites for full-time students or other related work experience in schools for part-time students. Each unit represents 45 hours of supervised and documented fieldwork, which must be submitted by the student and approved by the advisor to receive credit.

#### ***Credit Hour Oversight***

Course instructors must articulate their credit hour calculations on each course syllabus and have these approved by the M.Ed. Program Director. It should be clear how much of each semester or trimester credit hour—45 hrs total for one credit—has been allocated toward face-to-face instructional time,



out-of-class instructional time and out-of-class work. During each program review cycle, which occurs every four years, the program review committee is responsible for reviewing syllabi to ensure that the assignment of credit hours conforms to the HTH GSE credit hour policy and to accepted practice in higher education.

GSE course credit hours will be reviewed every year as part of the Institutional Review Process; Credit Hour review is a specific measure for the Academic Functional Area Plan.

#### **D. DISMISSAL FOR FAILING TO MAKE SATISFACTORY ACADEMIC PROGRESS AND ACADEMIC PROBATION POLICIES**

##### **SATISFACTORY ACADEMIC PROGRESS**

Federal regulations require that schools monitor the academic progress of each applicant for financial assistance and that the school certify that the applicant is making satisfactory academic progress towards earning their degree. Financial aid & VA benefits recipients must maintain satisfactory progress in the areas listed below:

1. Passing Grades in all Courses
2. Timely Progress toward Graduation

It is the student's responsibility to stay informed of the institution's Satisfactory Academic Progress (SAP) standards and to monitor their progress. For SAP purposes, student's academic records are reviewed by the HTH GSE Program Office after each payment period for one-year Resident students and at the end of each academic year for two year, part-time students.

Students who are not meeting one or more of the Satisfactory Academic Progress Standards are put on academic probation. Enrolled status may be regained by resolving all deficiencies.

For veterans and eligible students receiving Title 38 benefits, grading and attendance records are reviewed at the conclusion of each term. Final grades will be recorded for each course attempted or completed during the term and a Satisfactory Academic Progress Review is completed (see more below). If coursework results in a Withdrawal the last day of class attendance is recorded. Students who are out of compliance with one or more of the satisfactory academic progress standards will be put on probation until all deficiencies are remedied. No more than two terms on probation will be permitted. At the conclusion of the first probationary term, if a student is not making satisfactory academic progress they will become ineligible for further Title 38 benefits.

##### **Passing Grades in Courses (Qualitative)**

To remain enrolled, students must receive a grade of "passing" in all courses. Incomplete courses, with contracts signed by the student and Advisor will allow students to maintain enrolled status. Otherwise, students are placed on probation.

### **Timely Progress toward Graduation (Quantitative)**

To remain eligible for financial aid students must be enrolled in the program. Students repeating courses with the approval of their advisor are considered to be making progress toward graduation. Students taking a leave of absence must formalize this in writing and are not eligible for Financial Aid during that period. Students may not be enrolled in a GSE Master's degree program for more than three years.

### **Annual Satisfactory Academic Progress Reviews**

After each payment period for one-year Resident students and at the end of each academic year for two year, part-time students a review is completed, and students who are out of compliance with one or more of the satisfactory academic progress standards become ineligible for further financial aid until all deficiencies are remedied. The HTH GSE Program Office sends written notification of ineligibility to students at their permanent addresses as listed in official records.

Satisfactory Academic Progress and eligibility for financial aid are determined each academic year after the spring term grades are available. To remain eligible for financial aid, students must receive a grade of "passing" in all courses. Incomplete courses, with contracts signed by the student and Advisor will not disqualify students from financial aid eligibility.

### **Appeals**

Federal regulations allow for certain special cases in which the institution may waive the standards. Appeals for the waiver may be considered if a student's failure to comply with one or more areas of Satisfactory Academic Progress is due to events beyond the student's control, such as a student's extended illness, serious illness or death in the immediate family, or other significant life experience and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred. Eligibility may be regained by appeal for a term. Contact the HTH GSE Program Office to obtain a *Petition for the Reinstatement of Eligibility for Financial Aid*. This form needs to be submitted to the HTH GSE Program Office, and the M.Ed. Program Director will render the decision.

### **Dismissal**

Students may be dismissed from the program:

- after more than one term on probation without progress toward resolving deficiencies
- after 30 days if they stop attending class and do not contact the Program office

## **E. GRADING POLICY**

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. HTH GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

Pass: In order to earn a passing grade, students must achieve the learning outcomes stated in the course syllabus. Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. The final product meets both the

assignment parameters and the standards set by the class. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE Attendance Policy, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year.

## **GRADUATION REQUIREMENTS**

Students persisting to graduation for a conferred M.Ed. degree must receive passing grades in their required courses with a minimum of 30 credits earned. All graduate students will produce and submit a Master's Capstone Project to be reviewed by a committee and evaluated for meeting the required criteria. Students in the M.Ed. Educational Leadership program must present their Capstone Project through a Presentation of Learning. Students in the M.Ed. Teaching & Learning program must present their work through a Portfolio Defense. Students must earn passing marks on their Capstone Project to meet the requirements to graduate.

### **F. INSTITUTIONAL REVIEW BOARD PROCESS**

HTH GSE students are required to engage in course-related research that involves gathering data from other people. This research must comply with the *High Tech High Institutional Review Process*, which follows the Guiding Ethical Principles for HTH GSE Educational Research.

#### **GUIDING ETHICAL PRINCIPLES FOR HTH GSE EDUCATIONAL RESEARCH**

The approach taken in this framework is to guide and evoke thoughtful actions based on principles. The principles that follow have been widely adopted by diverse research disciplines and express common standards, values, and aspirations of the research community.

**Respect for Human Dignity:** The cardinal principle of modern research ethics is respect for human dignity. This principle aspires to protecting the multiple and interdependent interests of the person—from physical to emotional to cultural—and ensuring that as teacher-researchers, we act in ways that preserve people's dignity and reputation. In conducting our research and sharing what we have learned with others, we approach/ portray our colleagues and students with respect. This principle forms the basis of the ethical obligations in research that are listed below.

**Respect for Free and Informed Consent:** Individuals are generally presumed to have the capacity and right to make free and informed decisions. In practical terms, this translates into the dialogue, process, rights, duties and requirements by which teacher-researchers obtain free and informed consent by the research participants. Informed consent requires that participants are aware of the risks and benefits of their participation, and that they may choose—with no negative consequence to themselves—whether to participate in research activities (those beyond "normal" teaching) or not. They should also understand what kinds of documents/presentations will be generated from the research, the audiences with whom

these will be shared, and the purpose behind sharing with those audiences.

**Respect for Vulnerable Persons:** Respect for human dignity entails high ethical obligations towards vulnerable persons—those whose diminished competence and/or decision-making capacity make them vulnerable. Children, institutionalized persons or others who are vulnerable are entitled to special protection against abuse, exploitation or discrimination. Ethical obligations to vulnerable individuals in the research enterprise will often translate into special procedures to protect their interests.

**Respect for Privacy and Confidentiality:** Respect for human dignity also implies the principles of respect for privacy and confidentiality. In many cultures, privacy and confidentiality are considered fundamental to human dignity. Thus, standards of privacy and confidentiality protect the access, control and dissemination of personal information. In doing so, such standards help to protect the mental or psychological integrity of participants.

**Respect for Justice and Inclusiveness:** Justice connotes fairness and equity. Procedural justice requires that the HTH GSE have fair methods, standards, and procedures for reviewing research protocols. Justice also concerns the distribution of benefits and burdens of research. On the one hand, this means that no segment of the population should be unfairly burdened by the research or exploited for the advancement of knowledge. On the other hand, this imposes duties neither to neglect nor discriminate against individuals and groups who may benefit from our research activities. As teacher researchers, this means that we aspire for all students to benefit from our learning. Thus, teacher researchers do not employ methodologies based on control groups or hypothesis testing, where potentially beneficial actions are purposely denied to some students.

**Minimizing Harm:** As teachers and researchers, we have the duty to avoid, prevent or minimize harms to others. Research participants must not be subjected to unnecessary risks of harm. In teacher research where the work is shared with others at our school or in the public domain, the greatest risks to participants are to their privacy and their reputation. Researchers need to inform participants of the potential harms and benefits to their participation, and proceed through the research process in ways that preserve participants' privacy and reputation. Where applicable, teacher researchers may need to refer data and tentative interpretations back to the participants to check accuracy, obtain additional consent, and possibly include their perspectives in the report. These steps hold the researcher accountable for making accurate claims about the data and ensuring that participants are comfortable with how they are portrayed, particularly where identities may be recognized.

**Maximizing Benefit:** Another principle related to the harms and benefits of research is beneficence. The principle of beneficence imposes a duty to benefit others and, in research ethics, a duty to maximize net benefits. The principle has particular relevance for teacher researchers. Action research is intended to produce benefits for the participants themselves, but also for other individuals or society as a whole, or for the advancement of knowledge. Teacher researchers have the responsibility to view their research in the context of professional commitments to students, to parents, and to the community.

**Cultural Sensitivity:** Recognizing that no researcher is culturally neutral, teacher-researchers should report and reflect upon their own race, gender, and class whenever they apply such categories to others. In

addition, teacher researchers should acknowledge how their own identity and possible bias have contributed to their interactions with research participants and to their findings.

### **Institutional Review Board**

The HTH GSE's Institutional Review Board (IRB) was created to ensure that all research conducted by GSE students and faculty meets legal and ethical requirements, as determined by the United States Department of Health and Human Services. The IRB's primary concern is to protect all human participants from harm, whether physical or psychological, and to see that all research respects human dignity and upholds its duty to maximize benefit for individuals as well as the community. The HTH GSE IRB has been approved for Federalwide Assurance (FWA) by the Office for Human Research Protections (OHRP). All faculty and students conducting research with human subjects must be approved by the IRB committee prior to beginning their research. Applications are reviewed once submitted and notification of IRB approval typically takes one to two weeks.

Our IRB is in accordance with the following guidelines:

[The Belmont Report](#)

[The Code of Federal Regulations](#)

In addition, all research conducted by HTH GSE students and employees should abide by the [High Tech High Graduate School of Education Human Subjects Policy](#).

The HTH GSE's IRB is comprised of a minimum of five members whose areas of expertise are varied. In addition to members from within the HTH community, the IRB includes at least one member from another institution.

### **Current IRB Members**

Ben Daley, EdD, HTH GSE

Stacey Caillier, PhD, HTH GSE

Heather Lattimer, PhD, University of San Diego

Robert Riordan, EdD, HTH GSE

Kelly Wilson, MA, HTH GSE

### **Procedure**

1. Prior to conducting research, all students and employees must complete the following Human Subjects Research/IRB Tutorial:<https://www-rohan.sdsu.edu/~gra/login.php>[ 1 ]. Upon successful completion of this tutorial, please print and scan the **CERTIFICATE OF COMPLETION** (or take a screen shot) and attach this to the IRB application.
2. Obtain permission, as needed, from the director, principal, or school district of the location where the study will take place. For High Tech High employees, a signed letter from the school's director is sufficient. Please see a sample **ADMINISTRATOR PERMISSION LETTER** on the IRB Application and Forms page (link below).

3. Complete the **IRB APPLICATION** on the IRB Application and Forms page (link below).
4. Attach all **DATA COLLECTION INSTRUMENTS** (surveys, questionnaires, interview protocols, etc.). If unsure of what data collection instruments to include, please read **THE HTH GSE GUIDE FOR EDUCATIONAL RESEARCH**.
5. Include **RECRUITMENT MATERIALS**, such as flyers, verbal scripts, and cover letters that you will use to recruit participants, if applicable.
6. Include **CONSENT LETTERS** for all participants, as well as their parents if participants are under the age of 18. Please see the IRB Application and Forms page (link below) for sample consent letters. Be sure to include *all required language* in the consent forms (see sample letters).
7. Utilize the **IRB CHECKLIST/RUBRIC** on the IRB Application and Forms page (link below) to assemble your IRB submission packet. IRB committee members will utilize the IRB Checklist/Rubric to review your work. Be sure that your IRB submission packet includes the items above in the following order:
  - Human Subjects Research/IRB Tutorial Certificate of Completion
  - Completed IRB Application
  - Data Collection Instruments
  - Recruitment Materials (if applicable)
  - Consent and Permission Letters
  - Signed Administrator Permission Letter
8. Include all of the above in one document (with the possible exception of a scanned, signed Administrator Permission Letter and scanned IRB/Human Subjects Tutorial Certificate of Completion) and email it to [gse-irb@hightechhigh.org](mailto:gse-irb@hightechhigh.org).

## **IRB APPLICATION AND FORMS**

### **G. LIBRARY RESOURCES AT THE GSE**

As a member of the San Diego community, you have access to many libraries and their on-line/print resources. To access full text articles from online journals and databases, you will need to go to the actual library. From there, you can search databases, download articles to the library's computer, and print them for a minimal fee. Several libraries also offer cards, for a minimal yearly fee, that allow you to check out books. Below is a brief synopsis of each library location and availability.

	<b>UC San Diego</b>	<b>San Diego State University</b>	<b>Point Loma Nazarene University</b>	<b>San Diego County Libraries</b>
<b>Summary</b>	The UC library system is one of the most extensive print and on-line collections in the country. Offers a free library card and access to professional librarians and educators.	This library has a great collection of resources geared toward teacher education and professional development. Professional librarians and information specialists are on hand to assist.	Small, easy to navigate, and close to HTH village. Librarians and information specialists are available to assist.	Several locations in SD. Offers a free card and can order books from several universities. On-line/journal resources limited.
<b>Address</b>	9500 Gilman Drive #0175  La Jolla, CA 92093	5500 Campanile Drive San Diego, CA, 92182	3900 Lomaland Drive San Diego, CA 92106	multiple
<b>Website</b>	<a href="http://www.libraries.ucsd.edu">www.libraries.ucsd.edu</a>	<a href="http://infodome.sdsu.edu">http://infodome.sdsu.edu</a>	<a href="http://phineas.ptloma.edu">http://phineas.ptloma.edu</a>	<a href="http://www.sdcl.org">www.sdcl.org</a>
<b>Electronic Resources</b>	<b>Full access</b> to all electronic databases/journals while <i>in</i> the library. You can download full text articles to the library computer (or your own laptop) and print them for 10 cents a page.	<b>Full access</b> to all electronic databases/journals while <i>in</i> the library. You can download full text articles to the library computer and print them for 10 cents a page.	<b>Full access</b> to all electronic databases/journals while <i>in</i> the library. You can download full text articles to the library computer and print them for 5 cents a page.	<b>Full access</b> to all electronic databases/journals while <i>in</i> the library. You can download full text articles to the library computer and print them for 5 cents a page.

<b>Print Journal Resources</b>	<b>Full access</b> to print journals. Copy cards can be purchased for \$1.	<b>Full access</b> to print journals. Copy cards can be purchased for \$1.	<b>Full access</b> to print journals. Can copy articles for 5 cents a page.	<b>Full access</b> to print journals, but few available. Can copy articles for 5 cents a page.
<b>Book Checkout and Interlibrary Loan (ILL)</b>	Current public school teachers can obtain a <b>free “limited use” community card</b> , which allows them to check out <b>up to 25 books</b> and order books from other libraries in the UC system via <b>Interlibrary Loan (ILL)</b> .	<b>No free book checkout</b> or ILL. With purchase of a community card, can borrow <b>up to 5 books</b> , but no ILL privileges.	<b>No free book checkout</b> or ILL. With purchase of a community card, can borrow <b>up to 5 books</b> , but no ILL privileges.	<b>Connected to the “SD Circuit,”</b> which allows you to order books from CSU San Marcos, SDSU, UCSD, and USD. Books will be delivered to your local library.
<b>Card Information</b>	To obtain a free community card, bring a picture ID and a letter from the HTH GSE (confirming that you are an educator) to the circulation desk at the Geisel Library.	Can purchase a community card for \$60 per person. Or HTH can order 5 cards for \$150 via a corporate account (\$30 per person).	Can purchase a community card for \$20 per person.	To get a free card, bring the application, photo ID, and proof of address to any local branch.
<b>Handy Tips</b>	1) <b>Bring your laptop</b> and ask the circulation desk for a temporary password. You	1) Most of the education information is on the <b>4<sup>th</sup> floor</b> . Journals are on the <b>1<sup>st</sup> floor</b> .	1) <b>Parking</b> – free visitor parking by the coast view lot (ask at the entrance gate)	<b>For all libraries: Bring a USB flash drive to save downloaded</b>



	<p>can search the databases, download articles to your laptop, and print them later.</p> <p>2) <b>Parking</b> – various (\$1/hour)</p>	<p>2) <b>Parking</b> - near corner of Hardy and 55<sup>th</sup> (\$1/hour).</p>		<p><b>articles. Then you can print them at home/school.</b></p>
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**ONLINE RESOURCES:**

- [ERIC Institute of Education Sciences](#)
- [EBSCO Host](#)

**H. RESEARCH AND INNOVATION AT THE GSE**

**Statement on Scholarship and Innovation**

The High Tech High Graduate School of Education (GSE) aspires to be recognized as a hub of progressive practice related teaching, learning, and leading, and as a model of transformative graduate education that has a direct impact on K-12 schools. This aspiration reflects the GSE's unique capacity—as a graduate school embedded in highly effective and innovative K-12 schools—to bridge the worlds of theory and practice, of scholarship and action. GSE faculty and students conduct scholarly research, share their work with academic and professional audiences, and support innovative practice in the larger education community. These efforts serve four interconnected functions:

*Integrating theory and practice*

GSE research is grounded in the lived experiences of students, educators, schools, and communities. We merge professional practice and craft knowledge with diverse theoretical perspectives to explore and expand each. GSE faculty and students put theory to practice, and in doing, empower educators to contribute to the growing knowledge base of teaching, learning and leading as both practitioners and theory-builders.

*Supporting equitable and engaging learning environments*

The GSE is committed to scholarly work and practice that supports the creation of equitable, engaging learning environments for both young people and adults. The High Tech High K-12 schools are widely recognized for approaches to teaching and learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners. The GSE provides resources and support for educators and policymakers to create such environments, throughout the country and around the world.

*Serving schools and communities*

The GSE aims to develop understandings of teaching and learning that are actionable and of value to the

communities we serve. In studies of learning environments and communities, we espouse an ethic of mutual vulnerability wherein researchers and participants engage as collaborators in the pursuit of deeper understanding. GSE faculty and students share their evolving understandings with research participants, invite participants to co-construct meaning, and facilitate dialogue that leads to constructive action.

*Engaging scholars and practitioners*

As scholars engaged in communities of practice, GSE faculty and students share our work with both professional and academic audiences, and seek opportunities for collaboration with educators and scholars from other institutions. Furthermore, the GSE serves as a convener of critical conversations, hosting residencies for educators from around the world and publishing UnBoxed, a peer-reviewed journal of adult learning in schools.

**Academic Freedom Statement** (from the *HTH GSE Faculty Handbook*)

The principles of academic freedom that follow are in place for all GSE faculty members.

*As a teacher*, each faculty member is free to teach and discuss in his/her classes any aspect of the subject being taught.

*As a scholar*, each faculty member is free to carry on research and to publish the results.

*As a faculty member*, each faculty member is free to speak as an authority in his/her own field of study.

*As a citizen*, each faculty member is free to speak in his/her capacity as a citizen without institutional censorship or discipline.

With these freedoms come responsibilities. Thoughtful, reflective behavior is vital to the health of our academic learning community and to our work with educators.

*As a teacher*, each faculty member has a responsibility to exercise discretion and good judgment in the presentation and discussion of classroom material.

*As a scholar*, each faculty member has a responsibility to give full attention to the adequate performance of his/her primary academic duties (teaching and advising) and to the guidelines in place for conducting research with human subjects.

*As a faculty member*, each faculty member has a responsibility to avoid introducing into his/her teaching controversial matters that are unrelated to the subject.

*As a citizen*, each faculty member has a responsibility to convey clearly that opinions are one's own and not those of the GSE and to recognize that, as a member of an academic community, the public may judge his/her profession and institution by those utterances.

## IV. CREDENTIALING INFORMATION

### A. APPROVED PROGRAMS

The High Tech High Graduate School of Education is approved by the California Commission on Teacher Credentialing to offer teacher preparation programs leading to the following California credentials:

<b>Elementary</b>	Authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K–12, or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting.
CA Preliminary Multiple Subjects Teaching Credential	
<b>Secondary</b>	Authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K–12, or in classes organized primarily for adults.
CA Preliminary Single Subject Teaching Credential	
Content areas: Art, English, Mathematics, Music, Physical Education, Science, Social Science and World Languages	

### B. CA TEACHER CREDENTIALING REQUIREMENTS

Prior to recommending a candidate for a credential, the GSE Program Director and Credential Analyst will verify that the candidate has met all legal requirements for the credential being sought. In addition to GSE admission requirements, educators must provide proof of meeting the following credentialing requirements at prescribed points in the program:

Requirement Areas	<i>Period of Validity</i>	<u>Program Entrance</u>	<u>Student Teaching</u>	<u>Program Exit</u>
1) <a href="#">Basic Skills</a>	<i>Does not expire</i>	Satisfy	Satisfy	Satisfy
2) <a href="#">Subject Matter Proficiency</a>	<i>ten years</i>	Satisfy	Satisfy	Satisfy
3) <a href="#">Fingerprint Clearance</a>	<i>Term of document</i>	Satisfy	Satisfy	Satisfy
4) <a href="#">TB Screening</a>	<i>Four years</i>	Satisfy	Satisfy	Satisfy
5) <a href="#">CPR Certification</a>	<i>Two years</i>	NA	NA	Satisfy
6) <a href="#">US Constitution</a>	<i>Does not expire</i>	NA	NA	Satisfy
7) <a href="#">Teaching Performance Assessment</a>	<i>Does not expire</i>	NA	NA	Satisfy

8) <a href="#">Reading Instruction Competency Assessment</a> *	<i>Five years</i>	NA	NA	Satisfy
* Only for educators pursuing a CA Preliminary Multiple Subjects Credential				

### C. GLOSSARY

**Basic Skills Requirement** measures basic reading, mathematics, and writing skills. Most will meet this requirement by passing the CA Basic Education Skills Test ([CBEST](#)). See Commission Leaflet [CL-667](#) for additional methods of meeting this requirement.

**CPR Certification Requirement** accounts for successful completion of a cardiopulmonary resuscitation training which meets the criteria of the American Heart Association or the American Red Cross for infant, child, and adult.

**Fingerprint Clearance Requirement** accounts for professional fitness to work in a CA Public School or Charter. Most will meet this requirement by applying for a Certificate of Clearance (instructions [CL-900](#)). Educators who hold a valid CTC issued credential or permit have already met this requirement.

**Program Entrance** is defined as acceptance into the GSE and verification of admittance requirements.

**Program Exit** is defined as satisfactory completion of all required coursework, program specific and state mandated credentialing requirements. Upon verification by credentialing staff a recommendation for credential will be made to the CTC for credential. The educator is then responsible to complete the online application and pay the processing fee.

**Reading Instruction Competency Assessment ([RICA](#))** measures credential knowledge, skill, and ability relative to effective reading instruction (required for those pursuing a Multiple Subject Credential only).

**Student Teaching** provides instructional opportunities under the supervision of a master teacher. Settings will be assigned in alignment with the credential area sought and will include a breadth of experiences; spanning grade levels, methodologies and diverse learning environments.

**Subject Matter Proficiency Requirement** measures a specific set of knowledge, skills, and/or abilities reflecting the subject area taught. Most will meet this requirement by passing the appropriate CA Subject Examinations for Teachers ([CSET](#)) series of subtests. Educators seeking a single subject credential may meet this requirement by completion of a Commission-approved Subject Matter Waiver Program.

**TB Screening Requirement** is to prevent the transmission of tuberculosis in CA public schools and charters. Educators must provide negative TB results or TB Assessment administered by a healthcare professional.

**Teaching Performance Assessment (TPA)** measures knowledge, skills and ability with relation to California's Teaching Performance Expectations (TPEs), including demonstrating ability to appropriately instruct all K-12 students in the Student Academic Content Standards. High Tech High has selected the [EdTPA](#) as its TPA model.

**US Constitution Requirement** accounts for the passage of coursework or an exam covering the principles of the US Constitution.

## **V. RULES OF OPERATION AND CONDUCT**

### **A. CODE OF ACADEMIC INTEGRITY**

The students of HTH GSE, united in a spirit of mutual trust and fellowship, mindful of the values of a true education and the challenges posed by the world, agree to accept the responsibilities for honorable behavior in all academic activities, to assist one another in maintaining and promoting personal integrity, and to follow the principles and procedures in this Code of Academic Integrity.

Any of the following, without full acknowledgment of the debt to the original source, counts as plagiarism:

- Direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, web site, another student's assignment, etc.;
- Duplication in any manner of another's work during an exam;
- Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- Piecing together sections of the work of others into a new whole;
- Submitting one's own work that has already been submitted for assessment purposes in another subject;
- Producing assignments in conjunction with other people (e.g. another student, a tutor) that should be your own independent work.

Students are responsible for following the code with all assignments and in all disciplines. For San Diego Teacher Residency program students, calTPA submissions are also included in the Code of Academic Integrity and must be original work.

Commensurate with the offense, consequences may include one or more of the following:

- Student (1) receives a zero (failing grade) on the assignment/project and (2) professor contacts advisor and the Dean of the GSE;
- A meeting is scheduled with student and the Dean of the GSE, during which additional consequences will be determined;
- Student receives a failing grade in the course;
- Suspension or expulsion in accordance with the HTH GSE Student Code of Conduct and Discipline Policy.

### **B. ALCOHOL AND DRUG POLICY**

GSE strives to provide a safe and productive learning environment for all community members. GSE recognizes that inappropriate drug and alcohol use is highly detrimental to the healthy culture of the organization. Thus, GSE has established a policy against the improper and/or unlawful use of alcohol and drugs.

For purposes of this policy, "drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, opioids, etc.), controlled substances, marijuana (including medicinal marijuana, CBD, THC products, etc.), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession,

manufacture, distribution, dispensation, purchase, or sale of drugs. “Under the influence” means that the employee is affected by alcohol and/or drugs in any detectable manner.

The 1986 Higher Education Amendments include a stipulation that schools and colleges take action to prevent alcohol and drug addiction on their campuses. This policy is distributed annually to all students and employees pursuant to Public Law 101-226 (The Drug-Free Schools and Communities Act Amendment of 1989).

An individual who is determined to be impaired or who becomes impaired (impaired meaning that the individual’s normal physical or mental abilities have been detrimentally affected by the use of substances) while on HTH or GSE property is in violation of institutional policy and is subject to severe disciplinary action. Disciplinary action can include suspension, dismissal, termination, or other penalty deemed to be appropriate under the circumstance.

Use, possession, transfer, or sale of any illegal substance on HTH or GSE property is prohibited and violators are subject to severe disciplinary action including the notification of appropriate authorities and are subject to academic probation, suspension or expulsion.

Pursuant to this policy, GSE prohibits the following:

- Reporting to GSE or HTH school sites, under the influence of, or while using drugs or alcohol (including consuming alcohol during school hours, during lunch or break periods, in course meetings, while on field trips, or while traveling with students on school trips).
- Use, possession, distribution, sale, dispensation, purchase, or manufacture of any alcohol, drugs, or drug paraphernalia by students or employees while on HTH or GSE premises, or as any part of institutional activities including coursework and fieldwork.
- Storing alcohol, drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on HTH or GSE premises.

The website of The Partnership for a Drug-Free America (<http://www.drugfree.org/>) educates students about the impact of both alcohol and other drug abuse. Excessive use of alcohol and other drugs is a serious health problem in itself and alcohol and drug abuse can also contribute to a host of other physical and mental health concerns.

**Drug Abuse & Addiction Information and Treatment**

National Institute on Drug Abuse	NIDA's mission is to lead the Nation in bringing the power of science to bear on drug abuse and addiction.	(888) 644-6432
National Drug & Alcohol Referral	Refers callers to area services that may be able to assist the caller with their addiction issues.	(800) 662-4357
County of San Diego	Provides an integrated system of	(888)

	community-based alcohol and other drug prevention, intervention, treatment, and recovery services throughout San Diego County via contracts with local service providers.	724-7240
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**Alcohol Abuse Information and Treatment**

Alcoholic Anonymous	Alcoholics Anonymous is a fellowship of men and women who share their experiences with each other that they may solve their common problem.	(619) 265-8762
National Council on Alcoholism and Drug Dependence, Inc. (NCADD)	The Vision of NCADD is to share the joy and knowledge of recovery; to break down barriers of ignorance, stigma and discrimination; to encourage individuals, families, companies and communities to seek help.	(800) 622-2255
Volunteers of America-Sobering Center	Founded in 1896, Volunteers of America is a nonprofit health and human services organization that assists less fortunate individuals and families by providing them with the tools to improve their quality of life.	(619) 232-9343

**Drug Conviction Notification and Imposed Sanctions**

Any employee, faculty or student must notify the HTH GSE of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such a conviction.

The HTH GSE will then notify the government contracting office of the reported violation within ten days after receiving the notice from the employee, faculty or student.

Within thirty days after receiving notice of an employee, faculty or student conviction, the HTH GSE will impose corrective measures on the employee, faculty or student.

The HTE GSE will take appropriate action against the employee, faculty or student up to and including expulsion or termination of employment and referral for prosecution and/or require such employee, faculty or student to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health, law enforcement or other appropriate agency.

**C. EQUAL OPPORTUNITY**

HTH GSE will make acceptance and admissions decisions without considering race, color, creed, national origin, gender, pregnancy, sexual orientation or preference, marital status, sex, religion, age, military



service or any other basis protected by law. All admission actions will be administered in a nondiscriminatory manner.

For qualified individuals with a disability, HTH GSE will provide reasonable accommodation. Any applicant or enrolled student who believes that they need an accommodation should contact his/her Program Director or Advisor.

Any student who believes that he/she has been subjected to unlawful discrimination should immediately contact his/her Advisor, the Dean, or the President. HTH GSE will keep such matters as confidential as possible and will disclose information only as necessary under the circumstances. HTH GSE will not retaliate against complainants or witnesses who provide any information or participate in an investigation.

Any employee, faculty, or student who is found to have engaged in inappropriate discriminatory or retaliatory behavior in violation of this policy may be subject to discipline, including the possibility of immediate termination of employment or expulsion.

#### **D. NON-DISCRIMINATION POLICY HARASSMENT**

HTH GSE maintains that it is critical that all members of the GSE community respect each other's rights, individuality, and differences. Courtesy, tolerance and mutual respect provide the platform for sharing, learning, innovation and personal development. Accordingly, it is the policy of HTH GSE to prohibit harassment of any kind, including harassment based on gender, race, color, creed, religion, national origin, age, disability, sexual orientation or of a sexual nature.

This Policy expressly prohibits retaliation for reporting or opposing discrimination or harassment, cooperating with an investigation of a discrimination or harassment complaint, or for advocating for a right protected by state and federal anti-discrimination laws. If you believe you or another student have been retaliated against, please report it to the Title IX Coordinator identified herein.

#### **E. SEXUAL HARASSMENT POLICY**

Consistent with Title IX of the Education Amendments of 1972, the HTH GSE does not discriminate against students, faculty or staff based on sex in any of its programs or activities, including but not limited to educational programs, admissions, recruiting, financial aid, discipline, and employment.. Sexual harassment, including sexual violence, is a kind of sex discrimination and is prohibited by the Title IX and by the institution.

The HTH GSE is committed to responding promptly and effectively when it learns of any form of possible discrimination based on sex. The institution responds to reports of sexual harassment, including sexual violence, as part of its efforts to stop the harassment and prevent its recurrence of possible sex discrimination. An individual who has questions or concerns regarding possible discrimination based on sex should contact the Title IX coordinator. An individual may also contact the U.S. Department of Education, [Office for Civil Rights](#) (OCR).

The High Tech High Graduate School of Education has designated a Title IX Coordinator to oversee the

institution's compliance with Title IX, including coordinating the investigation of and response to sex discrimination complaints, responding to inquiries concerning Title IX, tracking incidents and trends involving sexual misconduct, publicizing the institution's policies and providing training on preventing sex discrimination, sexual harassment, and sexual violence.

### **Contact Information for Title IX Coordinator**

Hayley Murugesan, Chief of Staff & Operations  
2150 Cushing Road, San Diego, CA 92106  
[hmurugesan@hthgse.edu](mailto:hmurugesan@hthgse.edu)  
619-398-4902

### **Sexual Harassment Defined**

Sexual harassment refers to behavior that, among other things, is not welcome, is personally offensive, or undermines or weakens morale. Sexual harassment includes any unwelcome verbal, physical, visual or electronic conduct that has the purpose and/or effect of creating or contributing to an intimidating, hostile or offensive environment or that unreasonably interferes with the recipient's educational progress or personal security.

Any person who believes that he/she has been subject to harassment or who believes that they have observed the same, should immediately inform the person engaging in the offensive conduct that the behavior is unwelcome and must stop. A student who believes that he/she has been subject to harassment or who believes that they have observed the same, should advise the Title IX Coordinator.

*Behavior constituting harassment as defined by this policy is subject to disciplinary action including the possibility of suspension and expulsion proceedings. Likewise, because a false report of harassment can have damaging effects on the reputations of innocent individuals, false accusations are also subject to the same form of disciplinary action.*

### **Reporting a Sex Offense**

If a student is a victim of a sex offense, the HTH GSE will immediately report it to law enforcement and campus safety personnel. It is extremely important to preserve any evidence for the proof of a criminal offense. The student has the option to notify appropriate law enforcement authorities, including the local police. If the victim would like the assistance of institutional personnel to notify the authorities, contact any member of Campus Safety and the student will be assisted immediately.

### **Disciplinary Action for a Sex Offense**

Following a conviction in a court of law or as a result of a Grievance Committee decision, if the perpetrator is a student or employee, that individual is subject to disciplinary proceedings by the HTH GSE. The institution may expel a student or terminate an employee if that individual is convicted of the offense of rape, acquaintance rape or any other forcible or non-forcible sex offense. During a Disciplinary Action of a sex offense both the accuser and accused are entitled to the same opportunities to have others present during a disciplinary proceeding. Both the accuser and the accused will be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense.

***Support & Assistance Referrals for Victims of Sexual Assault***

RAINN (Rape, Abuse & Incest Nat'l Network)	Provides support for sexual assault victims and their loved ones (online or telephone)	(800) 656-4673 <a href="http://www.rainn.org">www.rainn.org</a>
Center for Community Solutions	CCS operates the only 24-Hour toll free County-wide crisis line for crisis intervention and information referrals related to domestic violence and sexual assault in San Diego.	(888) 385-4657 <a href="http://www.ccssd.org">www.ccssd.org</a>
Women's Resource Center	The Women's Resource Center develops intervention and prevention programs designed to meet the needs of victims of sexual assault or domestic violence.	(760) 757-3500 <a href="http://www.wrcsd.org">www.wrcsd.org</a>

**F. INTELLECTUAL PROPERTY STATEMENT**

All intellectual property which is generated at school, or related to school, including, without limitation, all equipment, documents, books, computer disks (and other computer-generated files and data), and copies thereof, created on any medium and furnished to, obtained by, or prepared by any student in the course of or incidental to student matriculation at HTH GSE, should be provided to the public freely for the purpose of enriching others practice and contributing to the knowledge base and the profession.

**Commitment to Open Source**

HTH GSE is committed to being an open resource for educators across the state, the country, and the world. By including candidates' action research projects, work products, and reflections in their digital portfolios, and publishing these portfolios on the HTH GSE website, we intend for our work to become part of the public knowledge base for the education profession. As such, we hope that the digital portfolios serve as a source of inspiration, information, and guidance for other practitioners.

**G. INTERNET AND ELECTRONIC MAIL USAGE POLICY**

The High Tech High Village is wireless. We are pleased to offer the students of HTH GSE access to the school computer network at all times for electronic mail and the Internet. Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world.

HTH GSE students are responsible for their behavior on school computer networks just as they are everywhere in the school environment. Communications on the network are often public in nature.

General school rules for behavior and communications apply.

The network is provided for HTH GSE students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right. Access entails responsibility.

## **H. STUDENT GRIEVANCE POLICY**

A grievable action is an action that:

- Is in violation of written campus policies or procedures, or;
- Constitutes arbitrary, capricious or unequal application of written campus policies or procedures.

The policy does not apply to sexual harassment or discrimination complaints. Such complaints should be directed to the Title IX Coordinator. Proper procedures and options shall then be discussed with the student.

### **Informal Procedures**

HTH GSE's Student Grievance Policy relies on the good faith of all involved to achieve a reasonable resolution of grievable actions. Any student who believes that they have grounds for a grievance shall first make an attempt in good faith to resolve the problem through early informal discussion of the matter with the faculty, staff or administrator directly involved. If after ten (10) working days from the date of such informal discussion, the student is not satisfied, the student shall then attempt to resolve the grievance through either of the following channels:

- **Grievance Against a Faculty Member.** In the case of faculty, first contact the GSE Dean, and if resolution still cannot be attained, the student will then contact the President of HTH.
- **Grievance Against Staff Member or Administrator.** In the case of a staff member or administrator, the first point of contact is the employee's immediate supervisor, and if resolution still cannot be attained, the student will contact the Program Director, Dean or the President.

If a resolution is not reached through the program director or the employee's immediate supervisor, the student must then attempt resolution by submitting a written statement of his/her allegations to the Dean. The Dean or his/her designee shall investigate the allegations and reach a conclusion as to whether the student's allegations have merit and propose a resolution. If the student is not satisfied with the results of the investigation, the student may proceed with the initiation of a formal grievance.

### **Standing to File a Grievance**

Any person who at the time of filing a grievance is a student enrolled in a course or was such a student during the academic term prior to the time of filing, has standing to file a grievance under this policy, *provided* that person has attempted to resolve his/her complaint informally through those procedures discussed above.

### **Time Limit on Filing a Formal Grievance**

To be timely, a formal grievance must be filed with the HTH GSE Dean within forty (40) calendar days after the student learned or reasonably should have learned of the occurrence of the action on which his/her grievance is based.

### **Formal Procedures**

Students can file a formal grievance should they not find resolution through informal procedures described above. Students without an informal resolution can file a grievance with the HTH GSE Dean. In order to file a formal grievance, the student must make a written statement that includes a narrative of the complaint, a description of the means taken to informally resolve the grievance, and the signature of all involved parties attesting to the fact that informal means were taken to resolve the grievance but were unsuccessful. The only exception to this requirement shall be a showing by the student that good cause exists for not engaging in that stage.

The Dean of the HTH GSE shall determine grievability by ascertaining whether: (1) the grievant has standing to file a grievance; (2) the grievance has been filed within the timeline specified in this Procedure; (3) a grievable act, as defined by HTH GSE, has been alleged; (4) informal efforts as stated in this Procedure have been made to attempt to resolve the issue; and (5) the complaint is one for which this Procedure applies.

The Dean shall notify the student of their findings on the issue of grievability within ten (10) working days of having received the grievance in writing.

A finding that the student lacks standing, that the grievance was not filed within the specified timeline, that no grievable action has been alleged or that the complaint is one for which this Procedure does not apply shall conclude the proceedings.

If it is found that the student failed to engage in the informal stage of this Procedure, the student shall be given five (5) working days to either engage in such informal measures or to show good cause for not engaging in those measures. Failure to do either within that time period shall conclude the proceedings.

Any determinations/findings made by the Dean under this section shall be final.

### **A. Student Grievance Panel**

- 1) **Composition.** There shall be a standing Student Grievance Panel that shall be composed of the following three members: the Dean of the GSE, a member of the teaching faculty selected by the Dean, and a current student.
- 2) **Purpose of Student Grievance Panel.** The purpose of the Student Grievance Panel is to serve as the pool of individuals from which a Student Grievance Committee is selected to hear a grievance that proceeds to the hearing phase of this Procedure.
- 3) **Term of Service – Faculty.** Faculty members of the Student Grievance Panel shall serve for two (2) years. The two-year terms of these members of the Student Grievance Panel shall begin and end in the same timeframe established for Faculty committee sub-committees.
- 4) **Term of Service – Students.** Student members of the Student Grievance Panel shall serve for one (1) year. The one-year term shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup>, or upon completion of any hearing in progress as of that date.

- 5) **Vacancy in Student Grievance Panel.** In the event that a member of the Student Grievance Panel is unable to complete his/her term of office, a replacement shall be appointed to complete the unexpired term, following the original appointment procedures stated above in this Procedure.

## **B. The Hearing Procedures**

**Hearing by a Student Grievance Committee.** Each grievance that proceeds to the hearing phase of this policy shall be heard by a Student Grievance Committee selected from the Student Grievance Panel. Within ten (10) working days of determining grievability, the Dean shall select from the Student Grievance Panel one faculty member and one student member to serve as the Student Grievance Committee, along with the Dean, for that grievance. The Dean shall provide a copy of the Student Grievance Form to each member of the Student Grievance Committee as well as to the grievant and the party against whom the grievance is filed.

**Selection of Chair of the Student Grievance Committee.** Each Student Grievance Committee shall select its own chair.

**Notification of Composition of Student Grievance Committee.** Once a Chair of the Student Grievance Committee has been selected, the Dean shall notify both the grievant and the party against whom the grievance is filed of the names of the committee members as well as the chair of the Student Grievance Committee.

**Duties of the Chair of the Student Grievance Committee.** The duties of the Chair of the Student Grievance Committee include the following:

1. The Chair of the Student Grievance Committee shall notify the grievant and the individual against whom the grievance is filed of the date, time and place of the hearing.
2. The Chair of the Student Grievance Committee shall ensure that the conduct of the hearing conforms to the procedures prescribed herein.
3. The Chair of the Student Grievance Committee is responsible for maintaining order, and may establish such rules as are necessary or appropriate to conduct a fair hearing. The Chair shall not permit any person to be subjected to abusive treatment. The Chair may eject or exclude anyone who refuses to be orderly.
4. The Chair of the Student Grievance Committee shall arrange for and maintain custody of the records of the proceedings until the Student Grievance Committee has rendered its recommendation to the Dean, or his/her designee, after which the records of the proceedings shall be placed in the custody of the Registrar. Records shall be maintained for a period of four (4) years.
5. The Chair of the Student Grievance Committee shall see that copies of all statements and documents to be considered by the Student Grievance Committee are accessible to all members of the Student Grievance Committee and to each party of the grievance. The Chair shall also ensure that each party of the grievance shall have the opportunity to be present when testimony is given.
6. The Chair of the Student Grievance Committee shall ensure that the hearing is tape-recorded.
7. The Chair of the Student Grievance Committee shall decide all procedural issues that arise during the hearing with the concurrence of at least one member of the Student Grievance Committee.

8. The Chair of the Student Grievance Committee, on behalf of the Student Grievance Committee, may seek legal advice from the HTH General Counsel.

**The Hearing.** All hearings held under this policy shall be conducted according to the following:

1. The full three-member Student Grievance Committee must be present for the hearing to proceed.
2. The hearing shall be informal in nature, and conducted in a spirit of mediation and conciliation. The hearing shall be closed. In a closed hearing, only the principals in the action, the advisors, if any, and members of the Student Grievance Committee may be present. Witnesses are to be present only during the time in which they give their statement and shall remain outside the hearing room until called. The principals in the action shall be provided with the dates and times of all meetings and given the opportunity to hear any evidence presented.
3. Either party to the dispute may be accompanied by one advisor of his/her choice, provided that person does not function as an attorney and provided that prior notification of the intent to have an advisor is given to the Chair of the Student Grievance Committee and the other party. An advisor may act on the behalf of the party he/she represents. The exclusion of attorneys as advisors does not prohibit either party to the dispute from consulting an attorney.
4. Either party to the grievance may bring witnesses to a hearing. The names of the witnesses shall be provided to all parties prior to their appearance. Written statements may be permitted from witnesses unable to attend the hearing if the Chair of the Student Grievance Committee so rules with the concurrence of at least one other member of the Student Grievance Committee. Each witness shall be questioned first by the party presenting the witness, then by the other party, and finally by the members of the Student Grievance Committee.
5. Prior to the hearing, both parties shall have the right to examine and copy documentation pertinent to the grievance. Questions of pertinence shall be decided by the Chair of the Student Grievance Committee with the concurrence of at least one member of the Student Grievance Committee.
6. The hearing shall be conducted according to the order set forth above in this Procedure. The hearing shall not be conducted according to technical rules of evidence and witnesses. The Chair of the Student Grievance Committee shall admit the sort of evidence on which reasonable persons are accustomed to rely in the conduct of serious affairs and shall exclude evidence that is irrelevant, unduly repetitious or cumulative. Evidence relating to past actions may be admitted if shown to be relevant. No evidence other than that received at the hearing shall be considered by the Student Grievance Committee.
7. The hearing shall be conducted in the following order subject to recognition by the Chair of the Student Grievance Committee, with the Chair of the Student Grievance Committee ensuring that each party be allowed a maximum of thirty (30) minutes for all aspects of his/her presentation:
  - a) **Opening Statements.** Both parties may make opening statements. The grievant goes first. The respondent may reserve the opening statement until the evidence of the grievant has been presented.
  - b) **Presentation of Evidence.** The case of the grievant shall be presented first and then that of the respondent. Documents submitted as evidence shall be numbered by the Chair of the Student Grievance Committee. At the hearing, each side shall have sufficient copies of each document that s/he wishes to enter into evidence to ensure that each

member of the Student Grievance Committee and each side have a copy of the document presented.

c) **Presentation of Rebuttal Evidence.** Both parties may present rebuttal evidence. The grievant goes first.

d) **Closing Arguments.** After all the evidence has been presented, both parties may make closing arguments. The grievant goes first and shall have a final opportunity to rebut the closing argument of the respondent.

8. The hearing shall be tape-recorded. The Chair of the Student Grievance Committee shall record the date, time and place of the hearing and shall require all participants to identify themselves for the tape recording at the beginning of the hearing and when speaking during the hearing. The tape recording shall become part of the official record maintained by the Dean. Camera and video recorders shall not be permitted at the hearing. The grievant as well as the individual against whom the grievance is filed may, at his/her own expense, request a copy of such recording. No recording by the grievant or other persons at the hearing shall be permitted.
9. If the grievant does not appear within one half-hour of the time agreed upon for the hearing, the hearing shall be canceled and the charges dismissed, unless a valid excuse (as judged by the Student Grievance Committee) is presented within 48 hours. If the person grieved against does not appear, the hearing shall proceed without her/him. Failure of an advisor to appear for either party shall not constitute grounds for postponing or delaying the hearing.

#### **C. Recommendation of the Student Grievance Committee.**

1. Members of the Student Grievance Committee shall meet in executive session (with all other persons excluded) following the conclusion of the hearing. In this session, the Student Grievance Committee shall consider the evidence and reach its recommendation, basing that recommendation only on the evidence and exhibits received at the hearing, arguments made in accordance with this Procedure, and any opinions received from the graduate school's General Counsel.
2. The Student Grievance Committee shall determine by majority vote whether a preponderance of the evidence presented demonstrated that a grievable action was committed, and if so, shall recommend remedies. The Student Grievance Committee shall then prepare its written report which shall consist of the Student Grievance Committee's detailed findings of fact, any conclusions resulting from those findings, a finding for or against the grievant, and its recommendations for resolving or terminating the matter. A minority position may be expressed either as a section in the Student Grievance Committee's report or as a separate report.
3. Within ten (10) working days of the conclusion of the hearing, the Chair of the Student Grievance Committee shall ensure that the Student Grievance Committee's report is completed, and shall send copies to the parties involved in the grievance, the President, or his/her designee, and the Dean.
4. After the Student Grievance Committee report is sent to the President, or his/her designee, the Chair of the Student Grievance Committee shall submit the tape recording of the hearings and all written documentation provided to the Student Grievance Committee.

#### **D. President of HTH GSE Action.**



1. After reviewing the Student Grievance Committee's Report, the President, or his/her designee, may accept, reject or modify the recommendations of the Student Grievance Committee for reasons based on the record of the hearing, system policy or state or federal law.
2. A decision by the President, or his/her designee, on whether the grievance has merit is final.
3. If the decision by the President, or his/her designee, finds that the grievance has merit and the President decides that corrective action or disciplinary action is appropriate, the matter shall be referred for such corrective action or discipline.
4. The decision of the President, or his/her designee, shall be in writing and normally rendered within five (5) working days of receipt of the Student Grievance Committee's report. Copies of the decision of the President, or his/her designee, shall be delivered to the grievant, the person against whom the grievance was filed and the Dean.

At anytime, a student may contact the Bureau for Private Postsecondary Education at:

1747 N. Market Blvd. Ste 225 Sacramento, CA 95834

Phone: (888) 370-7589 or (916) 574-8900 Fax:(916) 263-1897 Website: [www.bppe.ca.gov](http://www.bppe.ca.gov)

## **I. STUDENT CODE OF CONDUCT AND DISCIPLINE POLICY**

At the level of individual student conduct, it is essential to understand the absolute centrality of ethical behavior in all phases of student life. Students are expected to use good judgment, treat each other with respect, support teaching and learning, and uphold the values of the school community at all times. Students shall engage in responsible social conduct that reflects positively upon the HTH GSE community and to model good citizenship in any community.

Students may be subject to disciplinary action for engaging in any of the following conduct determined by the HTH GSE Dean or their designee:

1. Cheating: Cheating includes fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.
2. Plagiarism: Plagiarism includes the use of intellectual material produced by another person without acknowledging its source, or the use of material you produced without acknowledgement that the material has been used previously.
3. False Information and Representation and Fabrication or Alteration of Information: Furnishing false information, failing to identify oneself honestly, fabricating or altering information and presenting it as legitimate, or providing false or misleading information to an instructor or any other HTH GSE official in an academic or professional context.
4. Appropriation of institutional resources for personal advantage.
5. Theft or Damage of Intellectual Property: Sabotaging or stealing another person's work, improper access to or electronically interfering with the property of another person or the HTH GSE, or obtaining a copy of an exam or assignment prior to its approved release.

6. Alteration of HTH GSE Documents: Forgery of an instructor's signature, submitting an altered transcript of grades to or from another institution or employer, or falsely altering a previously graded exam or assignment.
7. Discrimination or Harassment: engaging in discriminatory or harassing conduct that violates HTH GSE's nondiscrimination and sexual harassment policies.
8. Abuse of any person, including but not limited to physical abuse, threats, verbal intimidation, harassment, stalking, coercion and/or other conduct which threatens the health or safety of any person.
9. Attempted or actual theft or unauthorized use of the property of the HTH GSE, or property of any member of the HTH GSE community, or property being used for a HTH GSE event, or other personal or public property.
10. Damage to HTH GSE property, to property of any member of the HTH GSE community, to property being used for a HTH GSE event, or to other personal or public property.
11. Failure to comply with the direction of a HTH GSE official or law enforcement officer who is acting in performance of his or her duties.
12. Use, possession, manufacture, cultivation, or dissemination of illegal drugs or drug-related paraphernalia; being under the influence of illegal drugs; or the misuse of legal pharmaceutical drugs.
13. Unauthorized possession or use of a dangerous weapon on HTH GSE property or in connection with a HTH GSE activity.
14. Misconduct that arises on campus or off campus in which a student is detained, arrested, cited, or otherwise charged with violations of local, state, or federal laws that materially or adversely affect the individual's suitability as a member of the HTH GSE community.
15. Conduct that intentionally or recklessly threatens or endangers the health and safety of any person, including but not limited to, violating any health and safety requirements identified by the HTH GSE or by local and state officials.
16. Violations of any of the HTH GSE policies contained within this Handbook or otherwise published by HTH GSE and made available to students.

When students are found in violation of this policy, efforts shall be made to reconcile the student to the community via a multitude of sanction options listed below. In some circumstances a student's behavior warrants suspension or expulsion from the HTH GSE. The sanctions listed below may be applied separately or in combination.

1. Warning - A written or oral warning that certain conduct or actions are in violation of HTH GSE policies, rules, or procedures and that continuation of such conduct or actions may result in further disciplinary action.

2. Educational Sanctions- A requirement to conduct research, complete a reading and response paper, prepare and present a program, attend an educational program, seek counseling or engage in other educational activities related to the violation.
3. Community Service - The student may be directed to complete a specific number of hours to volunteer for educational, charitable, or public service organizations. Written confirmation by the person responsible for supervising the student that he or she worked satisfactorily for the specified number of hours will conclusively establish successful completion.
4. Fines and Restitution - Payment of a specific amount of money as determined by the circumstances of a particular case. This may include reimbursement for damage to, or misappropriation of property or cost of HTH GSE resources. This may take the form of monetary or material replacement not in excess of the loss incurred.
5. Loss of Privileges - Limitation on HTH GSE-related activities or services for a specific period of time, consistent with the offense committed.
6. HTH GSE Probation - A designated period of time which includes the probability of more severe disciplinary sanctions, including suspension or expulsion, if the student is found in violation of any institutional policy(s) during the probationary period.
7. Suspension- Separation of the student from the HTH GSE community for a designated period of time, which may include specific requirements that must be fulfilled prior to reinstatement within the HTH GSE community.
8. Expulsion- Permanent separation of the student from the HTH GSE with loss of all rights and privileges of HTH GSE students.

In addition to the sanctions listed above, individual faculty members and course instructors are vested with the power to determine an incomplete or no pass for a course product and for the course as a whole for academic dishonesty.

In the event HTH GSE is aware of possible misconduct, the Program Director shall meet with the student, faculty, or staff directly involved to determine if the situation can be resolved through informal procedures. If through the informal procedures, it is determined a student has engaged in misconduct, the Dean shall notify the student in writing of the alleged misconduct and proposed discipline. The student shall be afforded an opportunity to contest the proposed discipline by requesting a meeting with the Dean to explain what happened and share their side of the story. In cases where students are accused of discrimination or sexual harassment, the accused student shall be afforded due process in accordance with the [\*Discrimination and Harassment Complaints and Investigations Procedures\*](#). After considering the information and evidence presented by the student, the Dean shall notify the student in writing regarding the nature of the discipline to be imposed.

In cases where the Dean recommends that the student be suspended or expelled for misconduct, students shall also have the opportunity to contest the suspension or expulsion by requesting a due process hearing in front of either a panel of two objective faculty members and an administrator. In any case in which a

panel presides over the hearing, the panel may use the services of counsel or a hearing officer in ruling upon procedural questions, objections to evidence, and issues of law.

The due process hearing shall be subject to the following procedures:

- The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the student or hearing officer and the availability of counsel and witnesses. The parties shall be notified of the time and place of the hearing. The student shall be entitled to appear personally, produce evidence, and have an advisor or counsel.
- HTH GSE shall present evidence first and carry the burden of proof. After HTH GSE presents its evidence, the student shall have an opportunity to present his or her case.
- The hearing officer or panel shall not be bound by rules of evidence used in California courts. Informality in any such hearing shall not invalidate any order or decision made or approved by the hearing officer or panel. It is the intent of this policy that all student discipline hearings shall be resolved in one day or less.
- The hearing officer or panel will consider all the evidence presented during the hearing. After considering the information and evidence presented by the student and HTH GSE, the panel or hearing officer shall affirm, modify or revoke the recommended sanctions and then notify the student in writing regarding its decision and the nature of any discipline to be imposed.

Within seven (7) calendar days after receiving notice of a sanction, students have the right to appeal the sanction to the HTH GSE President. Students may appeal by submitting a written letter to the President explaining why they believe the sanction should not be imposed. The letter of appeal must be received by the HTH GSE President within seven (7) calendar days otherwise the student has waived his or her right to appeal. Within fourteen days, the President shall then either affirm, modify or revoke the recommended sanctions and then notify the student in writing regarding his or her decision and the nature of any discipline to be imposed. In all cases, the President's decision shall be final.

This policy shall apply only to admitted students whose executed enrollment agreement has been accepted by the HTH GSE.

This policy shall in no way restrict HTH GSE's rights to immediately remove a student from campus in cases where the student presents a danger to the health and safety of himself or others. Students who are recommended for suspension or expulsion may be immediately required to stay away from HTH property and activities pending their due process hearing.

**VI. COURSE CATALOG**

**Academic Calendar  
2023-2024**

August 7, 2023	Fall Term Begins for New Students
August 22, 2023	Fall Term Begins for Continuing Students
September 4, 2023	Labor Day Observed (no classes)
October 9, 2023	Indigenous Peoples Day (no classes)
November 10, 2023	Fall Term Ends
November 13, 2023	Winter Term Begins
November 20 - 24, 2023	Fall Break (no classes)
December 22, 2023- January 5, 2024	Winter Break (no classes)
January 15, 2024	Martin Luther King, Jr. Day Observed (no classes)
February 23, 2024	Winter Term Ends
February 26, 2024	Spring Term Begins
March 29 - April 5, 2024	Spring Break (no classes)
May 27, 2024	Memorial Day Observed (no classes)
June 7, 2024	Spring Term Ends
June 8, 2024	Commencement

## A. COURSE DESCRIPTIONS

### EDU 500: Foundations of Classroom Culture [1.5 credits]

This 6-week course is designed to support candidates in developing the tools that allow them to create and sustain a positive, inclusive, and safe classroom culture. Candidates will learn how to create and sustain productive learning environments which facilitate positive relationships between students and their peers, their teachers, their work, and their space. Candidates will begin to learn how to support students in their social emotional development while preparing candidates for classroom management in a student-centered classroom.

### EDU 555: Foundations of Student-Centered Teaching [1.5 credits]

This 6-week course is designed to support candidates in developing the foundations of effective instructional practice. Candidates will explore the processes by which students construct meaning and develop understandings of themselves, each other, and the world around them. Candidates will learn how to plan, facilitate, and reflect on “thinking routines” which engage all students in developing conceptual understandings.

### EDU 505 A/B: Justice I-II

I: Self, Schools, & Society [3 credits each]

II: Introduction to Culturally Responsive-Sustaining Pedagogy [1.5 credits each]

This two course series is designed to support candidates in developing and deepening their practice as anti-racist educators working in culturally and linguistically diverse classrooms. Candidates will develop deep understandings of how race and racism have shaped--and continue to shape--our society, our schools, and our own positionalities. Candidates will develop enduring commitments to undertaking anti-racist work in the context of their classrooms, schools, and lives. Candidates will encounter, practice, refine, and reflect on pedagogical tools which allow them to engage in anti-racist work in the context of their classrooms.

### EDU 530: Deeper Learning Via Lessons [1.5 credits]

This course is designed to support candidates in developing the foundations of effective lesson design and lesson facilitation. Candidates will understand that strong lessons are grounded in clear goals -- e.g. that strong lessons ensure that learners understand, know, feel, and/or can do something differently by the end of the lesson than at the beginning. Candidates will understand that backwards-designed lessons and lesson sequences help to ensure that students develop new knowledge, skills, and understandings while engaging in authentic projects. Candidates will be able to plan and facilitate lessons which use the “Launch, Explore, Drop your anchor” structure to engage students in experiences that center justice and deeper learning. Candidates will be able to use the SDTR lesson cycle rubrics as a tool to strengthen their lesson plans and to reflect on their teaching practice.

### EDU 540: Deeper Learning in Health and Physical Education [1 credit]

This course is designed to support Multiple Subject candidates in developing and demonstrating their ability to design and implement instruction in Physical Education and Health as educators working in culturally and linguistically diverse classrooms. Candidates develop an understanding of physical and health education by exploring, designing, implementing, evaluating and providing feedback on physical

activities and health topics with academic language and practices accessible to all levels of English proficiency. Candidates will explore strategies that support students' physical and health related self-awareness and how their participation, choices and evaluation of resources affect their physicality and health.

EDU 560 A-E: Deeper Learning in the Disciplines [3 credits each]

Deeper Learning in Mathematics

Deeper Learning in English

Deeper Learning in Social Sciences

Deeper Learning in the Sciences

Deeper Learning in Multiple Subjects

Building on the foundation set during EDU 555, this course is designed to support candidates in developing the foundations of effective subject-specific instructional practice. Candidates will continue to learn how to create and sustain productive learning environments which facilitate positive relationships between students and their peers, their teachers, their work, and their space. Candidates will learn how to plan, facilitate, and reflect on high-cognitive-demand instructional activities which engage all students in developing discipline-specific knowledge, skills, and understandings. Candidates will learn how to use a range of assessment techniques as a vehicle for tailoring instruction to students' assets, needs, and emerging understandings.

EDU 515: Foundations of English Language Development [1.5 credits]

In this course, candidates will focus on scaffolding strategies to help ensure the success of English language learners in an inclusive academic environment. Candidates will examine the theoretical perspectives of second language acquisition, explore teaching strategies for emerging and developing English language learners, and practice applying such strategies in a project-based learning environment. Candidates will examine research-based theories and their relationships to (a) principles of human learning and development; (b) pedagogical strategies and options; (c) curriculum, instruction, and assessment; and (d) student accomplishments, attitudes, and conduct. Candidates will learn how social, emotional, cognitive, cultural, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations, and behaviors strongly affect learning on the part of student groups and individuals. Candidates will learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds, and students with a combination of special instructional needs.

EDU 535: Foundations of Inclusion [1.5 credits]

This course offers an exploration of the theory and practice behind inclusive approaches that are designed to provide access and belonging to the curriculum and community for diverse learners in heterogeneous classrooms, including Emergent bilingual learners, students with IEPs and 504 plans, and students from traditionally marginalized/oppressed groups. Grounded in a commitment to high standards for all students, participants engage in micro-teaching and consultancies to experiment with differentiation strategies in their own classrooms and schools. As they engage in strategies participants will explore the intersectionality of disability studies with culturally responsive teaching. Special attention is paid to working and consulting with colleagues in these areas.

EDU 520: Deeper Reading Instruction [3 credits]

This course is designed to explore the content of elementary literacy instruction as well as pedagogical applications. The course will begin with a study of foundational reading skills with an emphasis on systematic phonics instruction and related curricula and assessment. In the second part of the course, candidates will unpack the components of reading comprehension across genres. This will include activities highlighting the interrelatedness of reading, writing, speaking, and listening. Candidates will look across several approaches to whole text reading instruction and consider their strengths and gaps. The final segment of the course supports the design of effective literacy classrooms integrating curriculum and assessment for whole group, small group and individualized instruction. In this segment, students will participate in a two-part simulation of literacy in the deeper learning classroom. The course is designed to assist in learning content included in the RICA exam, as well as to provide pathways into TPA Cycle 2.

#### EDU 510: Deeper Learning via Projects [1.5 credits]

This 6-week course is designed to support candidates in developing and deepening their practice as project designers with a focus on high quality instruction, both on a month-to-month and minute-to-minute scale. Candidates will explore how to foster deeper learning through projects that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners. Candidates will learn how to work with colleagues and community partners toward a culture of deep learning through projects.

#### EDU 550: Deeper Assessment Via Portfolios & Presentations [1.5 credits]

This 6-week course is designed to support candidates in developing and deepening their knowledge of authentic assessment using portfolios and presentations to showcase student learning. Candidates will curate their residency learning in public facing portfolios. This course culminates in a Portfolio Defense that serves as their final assessment of the year.

#### EDU 570, 575, 580: Inquiry into Practice II (year 2) [3 credits each]

In this course, candidates engage in the second of three research lesson study cycles to explore instructional practices that disrupt predictable patterns of success and failure, and meaningfully and measurably improve teaching and learning. Candidates collaborate with colleagues and students to more fully understand the system/context in which they work and identify an authentic area of improvement, need, or growth in their practice and their professional context. They then critically examine relevant research/theory to gain a deeper understanding of the root causes contributing to the problem/issue, and construct a research question and a preliminary theory of action for moving forward, which includes identifying a set of data/measures for tracking progress. Each course will culminate in a lesson study event and a synthesis of key learnings about the research question and theory of action.

#### EDU 600: Core Values and Design Principles [3 credits]

This 1-week immersion course is designed upon a simple premise: in order to lead for equity, deeper learning, and innovation, we must start with ourselves. We must seek to deeply understand how our experiences, values, beliefs, culture, and identities shape and impact the way we show up as leaders. This course will also introduce seminal topics, foundational texts, and scholarly routines as we begin to build a community of learners together. Students will engage in reading, discussion, observation, journaling, and critical analysis as they record and track emerging questions of theory and practice. Candidates will apply



a critical, self-reflective social justice lens to their work, with careful attention to multiple perspectives as they become participant observers for the new teacher training experience at High Tech High as a context for this course.

**EDU 605: Leading for Diversity, Equity & Integration [2 credits]**

This 6-week course is designed to develop the capacity of educators to lead for diversity, equity, and inclusion (DEI). Candidates will excavate their own identity, positionality, and bias (both conscious and unconscious) through the exploration of self, examining the ways in which their beliefs and actions have the potential to either further justice and liberation or further oppression by maintaining the status quo. Using the National Equity Project's Lens of Systemic Oppression, candidates will investigate the ways in which relationships, discourse, microaggressions, power, and privilege impact the ability of individuals to form effective alliances and engage as co-conspirators to lead DEI efforts and make significant change. Candidates will also interrogate how oppressive policies and practices across institutions over time at a structural level impact the present day and can be used to inform effective leadership.

**EDU 610: Cultivating Conditions for Deeper Learning [2 credits]**

This 6-week course is designed to build the capacity of school leaders to design for equitable learning environments. Candidates will engage with the National Equity Project's Liberatory Design Process to design a resource intended to cultivate specific conditions that lead to Deeper Learning. The course will be grounded in leveraging the experiences and voices of communities, including GSE candidates, colleagues and K-12 students to inform the design of the resource.

**EDU 615: Facilitating Adult Learning [2 credits]**

This 6-week course examines multiple levers for supporting adult learning in schools. Candidates will critically analyze the learning system and culture at their school sites and explore ways that school leaders can leverage the environmental architecture of these learning systems to foster the growth of their teachers while paying critical attention to humanizing pedagogy. Candidates will also investigate the art of engaging in the common elements of systems found in schools, namely one-on-one coaching, small team work, and whole staff learning. Special attention will be paid to the ways that the coaching of adults can support school wide goals of equitable access and challenge for all leaders.

**EDU 620: Positive School Culture & School Law [2 credits]**

This 6-week course is designed for future or current school leaders to think about the ongoing tension between equity, justice, and the law as it pertains to school policies, discipline, and culture. The course focuses on the 1st, 14th, 4th, and 5th amendments, Supreme Court cases related to education, and a reflection of how the implementation of these laws impacts various stakeholders within a school setting. Candidates will engage in dialogue and writing assignments focused on grappling with being compliant with the law and having compassion for students, families, teachers, and the broader community. Issues specifically involving race, gender, special education, linguistically diverse, and undocumented students will be explored. Candidates will deepen their understanding of how federal court cases have informed current school policy and how they can reimagine school leadership for equity.

**EDU 625: Financial Resourcing for Equity [2 credits]**

This 6-week course provides an overview and general understanding of school finance along with the nuances, politics and communications components of school budgeting, while keeping a focus on the primary goal of equitable outcomes for all students. The course provides an authentic opportunity for learners to apply the course principles to a real or hypothetical problem of practice that is relevant to their own context.

EDU 630: Leading Innovative Schools [2 credits]

This 6-week course focuses on the basic principles of educational leadership and how it unfolds in school systems, influences decision-making processes, and impacts teaching and learning. Candidates will explore variables that affect innovation, effectiveness, and efficiency in leadership. Emphasis will be placed on vision, goals & objectives, motivation, decision-making, time management, team building, dealing with change, communication skills, and diversity issues. Candidates will develop increased awareness of their leadership attributes and gain a greater understanding of the complex issues facing today's leaders.

EDU 645 A,B,C: Examined Leadership [2 credits per section]

This 12-week course series focuses on developing transformational leaders. At their core, transformational leaders are self-aware, can understand systemic problems, set new directions, lead change and learn quickly from mistakes made in the process. They create a culture that supports others' development to engage complex work effectively as well. The successful enactment of these competencies calls on leaders to exercise complex psychological capacities. This course will support candidates in deepening self awareness, furthering the ownership of the self, and activating courageous leadership. This course is designed with the guiding principle that as aspiring "transformational leaders," candidates must include themselves in the "change equation."

EDU 650 A, B, C: Leadership for School Change [2 credits per section]

This 12-week course series supports Residents' leadership development as they explore what it means to be an effective leader and analyze the intersection of theory and practice at their clinical site. The residency provides a disruptive experience for reimagining school-- ideas for inspiration and iteration, not replication. Residents will have ample opportunity to observe, practice and reflect on effective leadership by engaging in three Leadership Fieldwork projects over the course of the year.

EDU 670: Inquiry into Practice I [3 credit]

In this 12-week course, candidates develop an understanding of the principles and tools of human-centered design and continuous improvement as frameworks for collaborating with colleagues, students, families, and others to disrupt predictable patterns of success and failure, and meaningfully and measurably improve teaching and learning. Candidates collaborate with colleagues and students to more fully understand the system/context in which they work and identify an authentic "felt need" to address and assets to build upon. Candidates critically examine relevant research/theory and apply the tools of human-centered design and continuous improvement to gain a deeper understanding of the root causes contributing to the issue and to construct a preliminary theory of action for moving forward with colleagues and students.

EDU 675: Inquiry into Practice II [3 credit]

In this 12-week course, candidates work from their Theory of Action to engage in iterative cycles of reflective learning using Learning Cycles (also referred to as Plan-Do-Study-Act cycles) to guide improvement at their school sites. Candidates are supported in designing both qualitative and quantitative data collection tools, such as field notes, exit cards, interviews, surveys, focus groups, student work samples, etc. Candidates will learn techniques for data analysis to inform evidence-based decision-making throughout the project. Candidates will document their learning cycles, methods, and evolving findings and share their learnings in a final Improvement Review with GSE faculty and colleagues.

EDU 680: Inquiry into Practice III [3 credit]

This 12-week course is all about synthesis, reflection and dissemination of the leadership improvement project. Candidates will finish the inquiry cycles started in the previous 12 weeks and engage in the process of synthesizing their learnings to derive key findings.

**B. OFFICERS & FACULTY**

**Board of Directors**

Shafeen Charania	Chair
Gary Jacobs	Vice-Chair
Carl Maida	Secretary
Michelle Kim	Treasurer
Stephanie Rogen	Board Member
Socorro Shiels	Board Member

**Officers**

Ben Daley	President
Kelly Wilson	Dean
Hayley Murugesan	Chief of Staff & Operations
Roberta Norris	Chief Financial Officer

<p><b>Full Time Faculty</b>          Carol Battle          Francesca Henderson          Kelly Wilson          Sarah Strong</p>	<p><b>Practitioner Faculty</b>          Alec Patton          Allie Wong          Carol Cabrera          Curtis Taylor          Dave Trautman          Janie Griswold          Jenny Bourassa          Jocelyn Rodriguez          John Santos          Katie Weisberg          Kirstin Northenscold          Mari Jones          Matt Sheelen          Melissa Daniels          Michelle Pledger          Paola Capo-Garcia</p>
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	Rachel Wegner Rosemarie Biocarles-Rydeen Sarah Barnes
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**Carol Battle, Ed.D**

Carol Battle is a 20 year veteran of public education. Her experiences as “the one” African-American student and teacher in most of her academic settings have shaped and driven her pursuits in equity and diversity issues. She has taught in both Texas and California and in charter and traditional school settings. Prior to joining the GSE, Carol served as CSUSM’s 2018-2020 Distinguished Teacher in Residence and Elementary and Middle School Humanities teacher in San Diego. Her emphasis on all campuses was infusing analysis of texts and historical events with a multifaceted lens. Carol is also a Teacher Consultant for the San Marcos Writing Project, an affiliate of the California and National Writing Projects. Additionally, she is a Board Member for the San Diego Council of the California Teachers of English and the California Teachers of English where she spearheaded the addition of a Diversity and Equity AdHoc committee and has written a column for their quarterly publication, California English.

**Francesca Henderson, M.Ed**

Francesca Henderson is the Program Director of the M.Ed.Educational Leadership Program. With a background as a high school mathematics teacher, dean of students, and instructor for the EdL program in School Law, Francesca brings a wealth of experience to her role. Francesca holds a Bachelor's degree in Mathematics from San Diego State University and a Master's degree in Education from High Tech High Graduate School of Education.

Throughout her career, Francesca has been committed to fostering equitable education practices. She firmly believes in empowering students, families, and teachers to engage with education in ways that promote inclusivity and address racial equity. Francesca's extensive experience and unwavering dedication to equity work have positioned her as a leader with a people-first mentality, firmly grounded in the belief that everyone should strive to reach their fullest potential. Continuing her pursuit of knowledge and expertise, Francesca is currently working toward her Ph.D. in Mathematics Education at the University of Maryland. Her academic endeavors align with her overarching mission to transform mathematics education and promote equity in learning environments.

**Kelly Wilson, Ed.D**

Kelly Wilson is the Dean for the High Tech High Graduate School of Education. She helped develop and open East Palo Alto High School as a founding faculty member, as well as the second HTH high school, HTH International, as the founding director. In K-12 schools, Kelly has taught math, physics, and robotics, and in higher education courses ranging from facilitating adult learning and leading innovative schools to new school creation. In either setting, Kelly’s passion is to shape learning environments that are personalized, authentic and transformative. Kelly holds a B.S. in Biology from UCSD, M.A. in Education from Stanford University and is currently a doctoral student in the Ed.D. in Organizational Change and Leadership program at USC.

**Sarah Strong, M.Ed**

Sarah Strong has taught math to grades 6 through 12 at High Tech High in San Diego. She also works for the High Tech High Graduate School of Education, teaching Math Methods and Advanced Math Pedagogy courses and coordinating the math cohort of the teacher resident program. She has led workshops on Project Based Learning (PBL) in mathematics and been a leader of the High Tech High ASCENT team focused on using improvement science to improve math in the PBL classroom. She helped design curriculum for a few years, working on a grant with Illustrative Mathematics and Mathalicious.

Her current passion is working with teacher residents to explore how we might build more just and equitable math classrooms.

## APPENDIX

Notice of Cancellation

Academic Contract

Incomplete Credit Contract

Leave of Absence

Institutional Review Board (IRB) Committee Checklist

Sample Letters:

Consent Letter for Young Children

Consent Letter for Older Students

Parent's Consent For Minor to Participate in an Action Research Study

Adult Consent to Participate in an Action Research Study



### NOTICE OF CANCELLATION

ENTER DATE OF TRANSACTION \_\_\_\_\_

You may cancel your contract for school, without any penalty or obligations up to the seventh day following your first class session.

To cancel your enrollment, mail or deliver a signed and dated copy of this cancellation notice or any other written notice to:

High Tech High Graduate School of Education  
2861 Womble Road  
San Diego, CA 92106

not later than midnight of the seventh day after the first class session.

NOTE: After the end of the cancellation period, you also have the right to stop school at any time, and you have the right to receive a refund for the part of the course not taken.

**I hereby cancel my enrollment.**

\_\_\_\_\_  
(student's signature)

\_\_\_\_\_  
(student's name-print)

\_\_\_\_\_ (date)

\_\_\_\_\_ (street address)

\_\_\_\_\_ (city, state, zip)

**HTH GSE CERTIFICATE OF RECEIPT:**

**Received by:** \_\_\_\_\_

**Date received:** \_\_\_\_\_



**Academic Contract**

An ACADEMIC CONTRACT is an agreement between the GSE program and a GSE student regarding actions that must be taken to remain enrolled in the M.Ed. program. The program director, GSE student and clinical site director (*if applicable, for residents only*) will meet to discuss the student’s progress towards graduation, as well as any other issues related to completing the program successfully. If the GSE student is not able to meet the stipulations outlined in the contract by the agreed upon dates, the student may be unenrolled from the program per the program director’s discretion.

**INSTRUCTIONS:** Please complete the following information and return this form to the GSE office. If you are mailing this form, send it to: HTH GSE, 2861 Womble Road, CA 92106 Attn: Registrar, or e-mail it to: [cdejarosa@hthgse.edu](mailto:cdejarosa@hthgse.edu)

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Program (please circle):  
M.Ed. Teaching & Learning

M.Ed. in Educational Leadership

Action	Deadline


*I understand and agree to the conditions that must be met for me to remain enrolled in the GSE.*

---

Student's name printed

Signature

Date

*I understand and agree to the conditions that must be met for \_\_\_\_\_ to remain enrolled in the GSE.*

---

Program director name printed

Signature

Date

---

Clinical site director name printed  
*(if applicable, for residents only)*

Signature

Date

---

Fieldwork Supervisor name printed  
*(if applicable, for student teachers only)*

Signature

Date





### INCOMPLETE CREDIT CONTRACT

Under extraordinary circumstances and at the discretion of the instructor, a student may use this form to request a grade of Incomplete (I) for a course. In such cases, the student should contact the instructor, request an Incomplete grade, and, upon instructor approval, complete this form to specify the coursework to be completed and the date by which it will be completed. The student should then schedule a contract meeting to discuss and approve the below. If the work is not completed within the agreed upon time, the student will receive a grade of “No Pass” and will be required to retake the course to receive credit.

#### ***PART A – TO BE COMPLETED BY STUDENT***

Course Name \_\_\_\_\_ Term/Year \_\_\_\_\_

Student Name \_\_\_\_\_

Program (please circle):      Resident      -or-      Part-Time

List all coursework to be completed:

Propose the date by which you will complete the work above, and any check-in points along the way:

**PART B – TO BE COMPLETED BY INSTRUCTOR & STUDENT DURING CONTRACT MEETING**

Additional Notes:

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Approval \_\_\_\_\_ Date \_\_\_\_\_



**Academic Leave of Absence Form**

A LEAVE OF ABSENCE indicates that the student plans to return to the High Tech High Graduate School of Education at a later date. A LEAVE OF ABSENCE may be taken for *up to 1 year in the Educational Leadership and San Diego Teacher Residency programs*. If the student does not return after the approved period, the student will automatically be withdrawn from the college and must reapply for admission to return thereafter.

INSTRUCTIONS: Please complete the following information and return this form to the GSE office. If you are mailing this form, send it to: HTH GSE, 2861 Womble Road, San Diego, CA 92106 Attn: Registrar.

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Enrolled Program (please circle)      Resident      Part-Time

Reason for leave of absence:

\_\_\_\_\_  
\_\_\_\_\_

What was or will be the last date that you attend classes? \_\_\_\_\_

Courses Taken to Date \_\_\_\_\_

\_\_\_\_\_

What date do you plan to return to the HTH GSE? \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

*FOR OFFICIAL USE ONLY*

Total Credits Earned \_\_\_\_\_ Date Leave of Absence Expires \_\_\_\_\_

Authorizing Signature \_\_\_\_\_

## High Tech High Graduate School of Education

### Institutional Review Board (IRB) Checklist/Rubric

*This form should be submitted to [irb@hthgse.edu](mailto:irb@hthgse.edu) with all IRB applications. IRB applications should be submitted for all research projects conducted by HTH GSE students, HTH GSE faculty, HTH teachers, and/or HTH affiliates - with the exception of those covered by the IRB of another institution.*

Researcher's Name:

Date of IRB Application Review:

Names of IRB Committee Reviewers:

Required Item	Reviewer 1 Comments/ Suggestions	Reviewer 2 Comments/ Suggestions
<u>Copy of Human Subjects Research/ IRB Tutorial Certificate of Completion</u>		
<u>Completed IRB Application</u> Includes the following: <ul style="list-style-type: none"><li>• Researcher Information</li><li>• Research Project Information</li><li>• Purpose and Significance of the Study</li><li>• Data Collection/Analysis Methods</li><li>• Participant Information (recruitment &amp; informed consent)</li><li>• Fair Treatment, Risks &amp; Benefits</li><li>• References</li></ul>		
<u>Data Collection Instruments</u>		

<u>Recruitment Materials</u> (if applicable)		
<p><u>Consent Letters</u>  <b>Must include the following:</b></p> <ul style="list-style-type: none"> <li>• Administrator Permission Letter</li> <li>• Consent script for participants under 12</li> <li>• Consent form for participants age 12-18</li> <li>• Consent forms for parents of all minors</li> </ul> <p><i>Required language:</i></p> <ol style="list-style-type: none"> <li>1. status of researcher</li> <li>2. DP/publishing statement</li> <li>3. general description of study</li> <li>4. description of participation requirement</li> <li>5. request to use participant's image and/or work (if applicable)</li> <li>6. assurance of confidentiality</li> <li>7. assurance of voluntary participation</li> <li>8. accessible language</li> <li>9. researcher's contact information</li> <li>10. signature lines</li> <li>11. statement about copies to be given to participant and held by researcher</li> </ol>		

<b>For Institutional Review Board Use Only</b>
<p>___ Approved, Date:</p> <p>___ Revise and Resubmit, Date:</p> <p>___ Rejected, Date:</p> <p>Comments:</p>

## SAMPLE CONSENT LETTER FOR YOUNG CHILDREN

### Letter Requesting Permission to Participate in a HTH GSE Action Research Study

April 19, 2009

Dear Fourth Grader,

*[Introduce yourself and describe the research topic.]* In addition to being a teacher at SDCCS, I am also a student just like you! I am in High Tech High's Teacher Leadership Master's Program, and as part of this program, I will be researching ways to make math more fun and interesting for you. I would like to invite you to be a part of my study! Below is some information to help you decide if you want to participate:

**Why I'm doing this study:** *[Describe your goals and what you hope to learn.]* I am really interested in learning how to help students succeed in math. This year I plan to use learning stations in math class, and I would like to hear what you think about these stations and see how your math skills grow over time as a result of working in the stations. I will be sharing my findings with teachers at our school and other schools to help them become better math teachers, too!

**What will happen to you if you are in the study?** *[Describe what data you will collect and how these activities are part of "normal teaching" or not.]* If you participate in this study I may occasionally interview you, ask you to reflect on your work, or videotape your activities in math class. I might also photograph or photocopy your work to use in my own reports and presentations.

**Will any part of the study hurt you or help you?** *[Describe these here.]* This study won't hurt you in any way, and it will probably help you grow as a mathematician. This study will provide a chance for you to think and talk about your experiences in math and about your math progress. Your opinions will be very useful and helpful to me as I make decisions about what we do in math class. By sharing your experiences you will be helping teachers at our school and at other schools (including me!) do a better job teaching math to students of all ages.

**Who will know that you are in the study?** *[Describe how you will preserve participants' privacy and reputation through the research process and in sharing your findings. If participants' identities will be confidential, use the #1 text below verbatim. If you intend to use images, video or work samples that could*

*reveal participants' identities, even if you use pseudonyms, use the #2 text below verbatim.]*

Text #1: I'm going to keep whatever I hear from you separate from what I hear from other people- other students or other teachers. I won't tell them what you tell me, and I won't tell you what they tell me. However, I will write an article or report based on the interesting things I will learn in this study. I will post this on my digital portfolio and also present what I've learned at conferences so that it can be useful to other teachers. In either case, I will change your name so that people will not know who you are, or that you did or said a particular thing.

Text #2: At the end of this study, I will write an article or report based on the interesting things I have learned. I will post this on my digital portfolio and present what I've learned at conferences so that it can be useful to other teachers. I would like to include [*specify photos, video, work samples of/from*] students in the class in my report to celebrate our learning and share your work with others. If I include pictures of you in my report, some people may recognize you and know that you said or did a particular thing. I will only put your image in my report if I think it would make you proud. Before I share any images of you with other people, I will let you and your parents see the image and what I have written about you. If anything makes you uncomfortable, please tell me. I will change it or leave it out.

**Do you have to be in the study?** [*Use this verbatim.*] No, you don't. No one will get angry or upset with you if you don't want to do this, and it will not affect your grade or how I feel about you as my student. Just tell me if you don't want to be in the study. You can also change your mind later if you decide you don't want to be in the study anymore.

**Questions?** [*Use the rest verbatim, changing your and your advisor's contact info.*] You can ask questions at any time. You can ask now. You can ask later. You can talk to me or you can talk to your parents about this study at any time. My school phone number and e-mail address are:

*Phone:*

*E-mail:*

In you have questions or concerns about my study, you can also contact my advisor who will be supervising this research at: \_\_\_\_\_.

**To go ahead with this study, I need to know that you are willing to participate and that you made this choice on your own. Please talk about this with your parent and sign below if you agree to participate.**

Thanks for reading my letter!

Researcher's Name

**IF YOU AGREE TO BE IN THE STUDY, PLEASE SIGN YOUR NAME BELOW.**

Signature of the Participant \_\_\_\_\_ Date \_\_\_\_\_

Signature of the Teacher Researcher \_\_\_\_\_ Date \_\_\_\_\_

## SAMPLE CONSENT LETTER FOR OLDER STUDENTS

### Letter Requesting Permission to Participate in a HTH GSE Action Research Study

Date

Dear HTMMA 8<sup>th</sup> Grade Student,

*[Introduce yourself and describe the research topic.]* In addition to being a teacher at HTMMA, I am also a student in High Tech High's Teacher Leadership Master's Program. As part of this program, I will be conducting a research study to learn more about how students experience creating social businesses in school. A social business strives to bring about a positive change in the world and is driven by a cause rather than the desire to make a profit. As part of class, all students will be involved in creating a social business and reflecting on the experience. I will be working closely with many HTMMA students in this study and would like to invite you to be a part of it. Below is some information to help you make an informed decision:

**Why I'm doing this study:** *[Describe your goals and what you hope to learn.]* I am interested in how teenagers create and run social businesses to empower themselves and others in the community. I would like to talk with you about your experience creating a social business, how you measure its success and what kinds of skills you take away from creating your own social business. I will be using your reflections and feedback to try to make the social business program even better and more empowering for students and the communities you choose to serve.

**What will happen to you if you are in the study?** *[Describe what data you will collect and how these activities are part of "normal teaching" or not.]* If you participate in this study, I'll ask you to discuss your experiences with me. Some days, these discussions may take place in small groups outside of the in-class reflections that all students will be completing. I will audiotape these conversations so that I am sure to remember what you say. Also, as part of the social business project, all students will create videoblogs documenting their process. If you are part of this study, I may ask you questions about your video blog and share clips from it with other educators so they can understand your process too.

**What are the risks and benefits of participating?** *[Describe these here; use the first sentence*

*verbatim.*] This study won't hurt you in any way, and it may not help you either. However, it will provide a chance for you to think and talk about your experiences in the social business program and the role you have played in creating your social business. Your opinions will be useful in helping to design a better program for building social businesses at HTMMA and beyond in the future. This study will also give you a chance to offer me ideas and feedback on what works for you and what does not, so that I can adapt my teaching to meet your needs. Finally, I will share what I learn from you with other educators so they can benefit from your opinions and your work as well.

**Who will know that you are in the study?** *[Describe how you will preserve participants' privacy and reputation through the research process and in sharing your findings. If participants' identities will be confidential, use the #1 text below verbatim. If you intend to use images, video or work samples that could reveal participants' identities, even if you use pseudonyms, use the #2 text below verbatim.]*

Text #1: I'm going to keep whatever I hear from you separate from what I hear from other people -- other students or other teachers. I won't tell them what you tell me, and I won't tell you what they tell me. However, I will write an article or report based on the interesting things I will learn in this study. I will post this on my digital portfolio and also present what I've learned at conferences so that it can be useful to other teachers. In either case, I will change your name so that people will not know who you are, or that you did or said a particular thing.

Text #2: At the end of this study, I will write an article or report based on the interesting things I have learned. I will post this on my digital portfolio and present what I've learned at conferences so that it can be useful to other teachers and viewed by the public. I would like to include *[specify photos, video, work samples]* from our work together in this report to give students more of a voice and to celebrate our learning together. Due to the nature of this data, it may be possible for people to identify who you are and things you said or did, even though I will not use your real name when writing about you. Before I publish any images or work that could reveal your identity to others, I will let you review it. If you feel that anything I have written is inaccurate or makes you uncomfortable, please tell me. You can ask me to make changes or to leave data that reveals your identity out of the report.

**Do you have to be in the study?** *[Use this verbatim.]* No, you don't. No one will get upset with you if you don't want to do this, and it won't affect your grade. Just tell me if you don't want to be in the study. You can also change your mind later if you decide you don't want to be in the study anymore.

**Questions?** *[Use the rest verbatim, changing your and your advisor's contact info.]* You can ask questions at any time. You can ask now. You can ask later. You can talk to me or you can talk to your parents about this study at any time. My work telephone and e-mail are:

PH:

E-mail:

In you have concerns about this research, you can also contact my advisor who will be supervising this research, at: \_\_\_\_\_

**To go ahead with this study, I need to know that you are willing to participate and that your choice**



**to do so is entirely voluntary. Please review your rights at the bottom of this page and sign below if you agree to participate. You will be given a copy of this information to keep for your own reference.**

Sincerely,  
Researcher's Name

**IF YOU AGREE TO BE IN THE STUDY, PLEASE SIGN YOUR NAME BELOW.**

Signature of the Participant \_\_\_\_\_ Date \_\_\_\_\_

Signature of the Teacher Researcher \_\_\_\_\_ Date \_\_\_\_\_

The rights below are the rights of every person who is asked to be in a research study. As a research subject, you have the following rights:

- To be told what area, subject, or issue is being studied.
- To be told what will happen to you and what the procedures are.
- To be told about the potential risks or discomforts, if any, of the research.
- To be told if you can expect any benefit from participating and, if so, what the benefit might be.
- To be allowed to ask any questions concerning the study, both before agreeing to be involved and during the course of the study.
- To refuse to participate in the study or to stop participating after the study starts.
- To be free of pressure when considering whether you wish to be in the study.

**PARENT'S CONSENT FOR MINOR TO PARTICIPATE IN AN ACTION RESEARCH STUDY**  
**HIGH TECH HIGH GRADUATE SCHOOL OF EDUCATION**

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*Title of Study:*

*Researcher:* (Name), Graduate Student, High Tech High Graduate School of Education

*School Phone:*

*Email:*

*Purpose:* Your child is being invited to participate in the above research study. The purpose of this study is to develop a better understanding of how to use learning stations to meet students' individual academic needs and improve their performance in mathematics. This project will involve all fourth grade students, and research activities will be embedded within our daily work in math class. The study will not interfere with your family life or your child's schooling.

*Procedures:* If you are agreeable to having your child participate in this study, I may occasionally interview them, ask them to reflect on their work, or videotape their activities in math class. I may also photograph or copy their work to use in the final publication of my findings.

*Risks:* There are no known risks to your child for participating in this study.

*Benefits:* I believe that your child will benefit directly by participating in this study, as the purpose is to tailor the activities in our mathematical learning stations to his/her individual needs. This study should provide your child with a valuable opportunity to think and talk about his/her experiences and reflect upon his/her progress in mathematics. In addition, the information gathered from this study will be presented to other K-12 educators for the purposes of helping them improve mathematical instruction.

*Confidentiality:* [Describe how you will preserve participants' privacy and reputation through the research process and in sharing your findings. If participants' identities will be confidential, use the #1 text below verbatim. If you intend to use images, video or work samples that could reveal participants' identities, even if you use pseudonyms, use the #2 text below verbatim.]

Test #1: Absolute confidentiality cannot be guaranteed, since research documents are not protected from subpoena. However, the confidentiality of project records will be maintained to the fullest extent possible. Responses by your child to interview questions or surveys will be coded in such a way that her/his identity will be concealed. In addition, her/his name will be concealed on all work samples. At the end of this study, I will write an article or report, which I will post on my digital portfolio and present at conferences so that it can be useful to other teachers. Your child's name will be changed so that he/she will not be identified with any particular response, comment or materials that he/she might share with me.

Text #2: Absolute confidentiality cannot be guaranteed, since research documents are not protected from subpoena. However, I will do my best to protect your child's privacy and reputation. At the end of this study, I will write an article or report based on the interesting things I have learned. I will post this on my digital portfolio and present what I've learned at conferences so that it can be useful to other teachers and viewed by the public. I may choose to include [specify photos, video, work samples] from our class's

work together in this report to give students more of a voice and to celebrate our learning together. Due to the nature of this data, it may be possible for people to identify your child and things he/she said or did, even though I will not use his/her real name. Before I publish any images or work that could reveal your child's identity to others, I will give you and your child the opportunity to review it. If either of you feel that anything I have written is inaccurate or makes you uncomfortable, please tell me. You can ask me to make changes or to leave data out of the report that reveals your child's identity.

*Costs:* There is no cost to your child beyond the time and effort required to participate in the activities described above. If interviews are to be conducted outside of our normal class time, they will be arranged at times that are agreeable to you, your child and her/his other teachers.

*Right to refuse or withdraw:* [Use the rest below verbatim, changing your advisor's contact info.] Your child may refuse to participate in this study. If you allow your child to participate, your child has the right to not answer any questions I might ask. Even if you agree, you and your child may change your mind and quit at any point.

*Questions:* If you have any questions, please contact me at the phone number or e-mail address above. You can also contact my HTH GSE advisor, at \_\_\_\_\_.

Your child's rights: The rights below are the rights of every person who is asked to be in a research study. As a research participant, your child has the following rights:

1. To be told what area, subject, or issue is being studied.
2. To be told what will happen to them and what the procedures are.
3. To be told about the potential risks or discomforts, if any, of the research.
4. To be told if they can expect any benefit from participating and, if so, what the benefit might be.
5. To be allowed to ask any questions concerning the study, both before agreeing to be involved and during the course of the study.
6. To refuse to participate in the study or to stop participating after the study starts.
7. To be free of pressure when considering whether they wish to be in the study.

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CONSENT: Your signature below indicates that you have agreed to allow your child to volunteer as a research participant and that you have read and understand the information provided above. You will be given a copy of this information to keep for your own records.

Signature of Legal Guardian \_\_\_\_\_ Date \_\_\_\_\_

Signature of Researcher \_\_\_\_\_ Date \_\_\_\_\_

*Researcher's Name, Graduate Student, High Tech High Graduate School of Education.*

**ADULT CONSENT TO PARTICIPATE IN AN ACTION RESEARCH STUDY**  
**HIGH TECH HIGH GRADUATE SCHOOL OF EDUCATION**

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*Title of Study:*

*Researcher:* (Name), Graduate Student, High Tech High Graduate School of Education

*Office:* (Phone)                      *email:*

*Purpose:* You are being invited to participate in the above research study. The purpose of this study is to develop a better understanding of teachers' experiences at PFAA and their involvement with the arts. This project will involve twenty or so teachers and will not be used in any way to evaluate them, nor will it interfere with your personal or professional life.

*Procedures:* If you agree to participate in this study, I would meet with you for an hour-long interview and accompany you for one school day. I would ask you questions about what brought you to PFAA, your experiences in and impressions of the program, and role of the arts in your current (and future) life.

*Risks:* There are no known risks to you for participating in this study.

*Benefits:* It is possible that you will not benefit directly by participating in this study. However, this study should provide you with a valuable opportunity to think and talk about your experiences and your future aspirations. In addition, the information gathered from this study will be presented to PFAA faculty and will be vital to our efforts to continually improve the program in order to meet students' needs and help students reach their goals

*Confidentiality:* Absolute confidentiality cannot be guaranteed, since research documents are not protected from subpoena. However, the confidentiality of project records will be maintained to the fullest extent possible. Your responses to interview questions will be coded in such a way that your identity will be concealed. You will never be identified with any particular response, comment or materials that you may share with me.

*Costs:* There is no cost to you beyond the time and effort required to participate in the activities described above. I will schedule interviews at times that are agreeable to you.

*Right to refuse or withdraw:* You may refuse to participate in this study. If you decide to participate, you have the right to not answer any questions I might ask. You can also change your mind and quit at any point.

*Questions:* If you have any questions, please contact me at the phone extension or e-mail address above.

As a research participant, you have the following rights:

To be told what area, subject, or issue is being studied.

To be told what will happen to you and what the procedures are.

To be told about the potential risks or discomforts, if any, of the research.

To be told if you can expect any benefit from participating and, if so, what the benefit might be.

To be allowed to ask any questions concerning the study, both before agreeing to be involved and during the course of the study.

To refuse to participate in the study or to stop participating after the study starts.

To be free of pressure when considering whether you wish to be in the study.

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CONSENT: Your signature below will indicate that you have agreed to volunteer as a research participant and that you have read and understand the information provided above:

Signature of Research Participant \_\_\_\_\_ Date \_\_\_\_\_

Signature of Researcher \_\_\_\_\_ Date \_\_\_\_\_