

KROC SCHOOL

2022-2023 Student Handbook

THE WEST COAST CAPITAL OF PEACE EDUCATION



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The Graduate Student Handbook is intended to provide students with the current graduate student policies for the Kroc School of Peace Studies. Students are expected to read and become familiar with its contents. Its contents are subject to change.

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WELCOME FROM THE DEAN

Dear Kroc School Students,

I am delighted that you chose the Joan B. Kroc School of Peace Studies (Kroc School) at the University of San Diego (USD). We are pleased to share the 2022-2023 Graduate Student Handbook, which will guide you in navigating different aspects of graduate student life. Our goal is that your graduate studies at the Kroc School meets all your expectations and beyond.

The Graduate Student Handbook provides the main rules and regulations for graduate study. It also offers a review of diverse opportunities and services available to you at the Kroc School as well as the entire university. We invite you to go through this document carefully because it will contribute to shaping the type of experience you will have as a student here. If there are issues you want to learn more about, we encourage you to look for additional information and resources, which are available on the Kroc School and USD websites.

During your time at the Kroc School, we urge you to connect as much as you can with the USD community. Events, programs, and activities held everywhere on campus, and made accessible for online students, will enrich your graduate experience. Take advantage of all we offer.

I look forward to meeting you and interacting with you throughout the year. Make the best of this extraordinary learning adventure.

Patricia C. Márquez, PhD

Associate Provost for Academic Planning and Innovation
Dean, Kroc School

ABOUT THE KROC SCHOOL

A. History and Overview

The Joan B. Kroc School of Peace Studies at the University of San Diego is a global hub for peacebuilding and social innovation. The Kroc School was founded in 2007 as the first stand-alone school of peace and justice in the United States to promote a multifaceted approach to peacebuilding and social justice, integrating theory and practice in the classroom as well as in communities worldwide. The Kroc School regards peace as inseparable from justice, and advances a philosophy where education, scholarship, and service are essential to establishing a more humane world in line with the University of San Diego's vision where innovative Changemakers confront humanity's urgent challenges.

USD is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service. Along with the University's core values, the Kroc School strives to exemplify the following values: Dialogue and Conflict Transformation; Collaboration and Shared Mission; Conduct and Integrity; Diversity and Inclusiveness; Personal and Mutual Enrichment; Professionalism and Service.

The School offers four graduate programs: The MA in Peace and Justice (MAPJ); the MA in Social Innovation (MASI); the MS in Conflict Management and Resolution (MS-CMR); the online Master of Science in Humanitarian Action (MS-HA); as well as the joint JD/MA in Peace and Justice with the Law School. Our goal is to develop curricula for innovators in peacebuilding with the empathy, knowledge, and capabilities to lead changemaking endeavors across a variety of sectors and institutions: locally, nationally, and internationally.

In addition to its academic programs and faculty, the Kroc School houses the Institute for Peace and Justice, and organizes initiatives around social innovation and entrepreneurship. In all its work, the School serves as a resource for international peacebuilders and changemakers, students, faculty, community members, and all who are dedicated to peace and justice.

We're excited that you're here!

B. Land Acknowledgement

The University of San Diego acknowledges that the land on which it rests is the traditional territory of the Kumeyaay people. USD pays respect to the citizens of the Kumeyaay Nation, both past and present, and the continuing relationship to their ancestral lands.

C. [Kroc School Community Guidelines](#)

KROC SCHOOL MISSION

As part of the University of San Diego, the Kroc School's mission is to equip and empower innovative changemakers to shape more peaceful and just societies. At the Kroc School, peace is more than the absence of violent conflict. We believe real peace exists in communities in which there is justice, security, and freedom, and all individuals have the opportunity to thrive. We work broadly across communities to understand the nature of enduring and emerging conflicts, injustices, and social problems, and to co-create solutions to real situations.

As part of this mission, the Kroc School strives to create an ideal space for dialogue, learning, and transformation. As members of the Kroc School, we are expected to practice these Community Guidelines as individuals and as a group. These Guidelines draw from the University of San Diego's Code of Ethics and expand on what they mean at the Kroc School.

1. SUPPORT THE UNIVERSITY OF SAN DIEGO MISSION AND CORE VALUES

As members of the University of San Diego community, we support the University's Mission and Core Values. The University of San Diego is committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service. We practice the core values of academic excellence, knowledge, community, ethical conduct, and compassionate service in our daily work and activities.

2. ACT WITH INTEGRITY AND HONESTY

We act with integrity—including academic integrity—and adhere to high moral and ethical standards. We are honest, and we keep our commitments. We act responsibly and are accountable for our actions. We actively seek to distinguish right from wrong.

3. PURSUE EXCELLENCE

We strive for excellence and encourage excellence in others. We act according to the highest standards of professional conduct. We think critically and seek truth and knowledge as individuals and as an academic community. To that end, we believe in

the free expression of ideas, and we listen respectfully and with civility to the views of others. We strive to work collaboratively to solve pressing and complex problems in society.

4. TREAT OTHERS WITH DIGNITY, RESPECT, AND COMPASSION

We treat others with dignity, respect, fairness, and compassion. We care about their well-being. We acknowledge historical and systemic biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, political beliefs, and nationality. We embrace diversity and strive to create a welcoming and inclusive community. We do not tolerate degrading behavior towards others or unlawful discrimination or harassment. We cultivate a climate of peace and justice that is founded on mutual respect and promote understanding and tolerance using constructive strategies for resolving conflict.

5. STRIVE FOR SUSTAINABILITY AND USE RESOURCES RESPONSIBLY

We strive to use resources in a sustainable manner. We are honest and responsible stewards of the university's resources.

WHO'S WHO IN THE KROC SCHOOL

A. Academic Programs Unit

The Academic Programs unit provides Kroc students with holistic guidance to help them succeed in their graduate studies. The team provides academic and career advising and assists students in navigating USD and Kroc School policies and procedures. It also links students to vital services across campus, from health and wellness to graduate student writing support.

The mandate of the Academic Programs Unit is to support students and their faculty advisors in all matters related to academic policies and regulations, including those that are not explicitly described in this section.

DUSTIN SHARP

Associate Dean

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FRANCES LAVISCOUNT

Assistant Dean of Academic Affairs

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TOPHER MCDUGAL

Associate Professor
Academic Director, MS-HA
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Roles and Responsibilities

Associate Dean

Dr. Dustin Sharp is the Associate Dean. The Associate Dean acts as a liaison between faculty and administration and tracks and coordinates cross-cutting curricular issues across programs.

Assistant Dean of Academic Affairs

Frances Laviscount is the Assistant Dean of Academic Affairs. The Assistant Dean leads efforts to ensure high quality learning and the successful implementation of the School's graduate programs.

Academic Director, MS-HA

Topher McDougal is the Academic Director for the MS-HA program. The Academic Director supervises curricular content creation, coordinates MS-HA faculty, and serves as a liaison between the MS-HA and the Kroc School as a whole.

B.Full Time Faculty

Your experience at the Kroc School is shaped through close learning relationships with our diverse and multidisciplinary faculty. You will have an assigned faculty advisor to mentor and support you throughout your time at the Kroc School. All faculty members hold office hours and we encourage you to get to know your professors.

ANDREW BLUM

Executive Director, Kroc Institute for Peace and Justice
Professor of Practice
andrewblum@sandiego.edu

Dr. Blum leads the applied research work of the Kroc Institute for Peace and Justice. He is an expert in the monitoring and evaluation of peacebuilding programming and designing programs that leverage evidence to create positive change. He was previously the Vice President for Planning, Learning and Evaluation at the United States Institute of Peace. In the field, he has conducted research and worked on peacebuilding programs in Iraq, Sudan, South Sudan, Nigeria, Azerbaijan, Afghanistan, Kazakhstan, Estonia, Guyana, and Turkey.

AUSTIN CHOI-FITZPATRICK

Associate Professor

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PhD, MA, Sociology, University of Notre Dame

MS, Josef Korbel School of International Studies, University of Denver

BS, Mass Communication, Middle Tennessee State University

Dr. Choi-Fitzpatrick's work focuses on current and vexing issues in human rights and social movements. In particular he is interested in the contemporary anti-slavery movement and in the role technology plays in social change efforts. Austin likes talking with students about how to get the most out of grad school, mostly because he's trying to get the most out of life himself. Find him anywhere online at @achoifitz as well as austinchoifitzpatrick.com.

PAULA A. CORDEIRO

Dammeyer Distinguished Professor of Global Leadership and Education

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EdD, Administration and Supervision, University of Houston

Med, T.E.S.O.L., Rhode Island College

BS, Education, Bridgewater State University

Dr. Cordeiro teaches social entrepreneurship. From 1998-2015 she served as dean of the School of Leadership & Education Sciences (SOLES) at USD and subsequently worked with international NGOs in sub-Saharan Africa, and Central/South America. Dr. Cordeiro also serves as VP of Education for Edify, a micro-lending nonprofit that provides training and financial services to low-fee private schools in eleven countries. Dr. Cordeiro curates and occasionally writes blogs on school leadership and marginalized populations at globaledleadership.org.

MICHAEL FRYER

Professor of Practice

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MA, Conflict Resolution, University of Bradford, UK

BA, University of Newcastle-upon-Tyne, UK

Professor Fryer's focus is on the applied relationship between theory and practice. His research interests focus on grassroots peace leadership and resilience, the role of creativity and the arts in peacebuilding, and peace education. Aside from the Kroc School, Professor Fryer helps facilitate difficult conversations within communities and

organizations. He lectures at the Rotary Center for Peace and Conflict, Chulalongkorn University, Bangkok, Thailand. He has 25 years of international experience helping people resolve conflict.

PHILIP GAMAGHELYAN

Assistant Professor

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PhD, Conflict Analysis and Resolution, George Mason University

MA, Intercommunal Coexistence, Brandeis University

BA, International Relations and French, Institute of Foreign Languages in Yerevan

Dr. Gamaghelyan is a conflict resolution scholar-practitioner, the co-founder and director of programs for the Imagine Center for Conflict Transformation. He works in post-Soviet states, as well as Turkey, Syria, and other conflict regions by engaging policymakers, journalists, educators, social scientists, and other discourse-creating professionals. His research is focused on the politics of memory in conflict contexts as well as on critical re-evaluation and design of conflict resolution interventions.

TOPHER MCDUGAL

Associate Professor

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PhD, International Economic Development, MIT

MCP, International Development, MIT

MS, Geography, University of New Mexico

BA, Swarthmore College

Dr. McDougal's area is economic development. His research focuses on the microeconomic causes and consequences of armed violence, illicit trades (especially in small arms), and the relationship between peace and conflict dynamics and environmental sustainability. An economic geographer by training, Dr. McDougal has consulted for various organizations including the World Bank, Mercy Corps, and the International Rescue Committee (IRC).

LAN THI NGUYỄN

Postdoctoral Fellow

Ph.D. Urban Design and Planning, University of Washington, Seattle

M.U.R.P., University of California, Irvine

BA, University of California, Riverside

Lan T. Nguyễn is the inaugural post-doctoral fellow at the Kroc School of Peace Students. Nguyễn's research and practice centers the knowledge, culture, and lived experiences of Black, Indigenous, People of Color (BIPOC), immigrants, and refugees in risk communication, disaster preparedness, public health, and community resilience. As a community development scholar-activist, she works in and with communities to advance social and spatial equity and justice. She applies knowledge to practice for social change. As an educator, she supports students in the classroom and careers.

JUAN F. ROCHE

Professor of Practice

Faculty Advisor for Social Innovation & Entrepreneurship

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Ph.D., Leadership Studies, University of San Diego

MBA, University of Wisconsin-Madison

BSc, Universidad Católica Andrés Bello

Before becoming an academic, Dr. Roche had a 35-year career as a global C-level executive, consultant, and board member in the US, Latin America, Europe, the Middle East, and Africa, where he led large and complex organizations, start-ups, and turnaround operations. His research interest is in the leadership aspects of social innovation, corporate social responsibility and ethics, and organizational behavior and organizational culture.

DUSTIN N. SHARP

Associate Dean

Associate Professor

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PhD, Law, Leiden University

JD (cum laude), Law, Harvard Law School

BA (summa cum laude), English, University of Utah

Dr. Sharp's research focuses on a combination of outer peace (post-conflict justice, peacebuilding, human rights advocacy) and inner peace (spirituality, self-care). A lawyer by training, Sharp began his career as an attorney-adviser at the United States Department of State before moving to Human Rights Watch where he served as the Researcher for Francophone West Africa.

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MA, Political Science, American University of Beirut
BA, Political Science, American University of Beirut

A native of Turkey, Dr. Tschirgi's extensive international career has spanned research, policy analysis, grant-making, and teaching at the intersection of peace, security, and development. Prior to joining the Kroc School in 2010, she served as in-house consultant and senior policy advisor with the Peacebuilding Support Office at the United Nations Secretariat and Vice President of the International Peace Academy in New York. Her interest in peacebuilding and development dates back to the immediate post-Cold War years when she served as a senior specialist with the International Development Research Centre (IDRC) of Canada from 1992 to 2001.

C. The Dean's Office

PATRICIA MÁRQUEZ, PhD

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Patricia Márquez serves in a dual role at the University of San Diego as the Associate Provost for Academic Planning and Innovation and as the Dean of the Joan B. Kroc School of Peace Studies, the first stand-alone school of peace and justice in the United States. Since her arrival at USD in 2007, Dr. Márquez has focused initiatives grounded in social innovation and entrepreneurship, including the Fowler Global Social Innovation Challenge and the USD Changemaker Hub. Previously, Dr. Márquez was a professor and Dean at IESA, a School of Business in Caracas, Venezuela. Her research centers on the intersection of business and social value creation, with an emphasis on poverty alleviation through market mechanisms.

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LIMLY SUN

Budget and Administrative Manager

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D. Kroc Institute for Peace and Justice

The Kroc Institute for Peace and Justice (IPJ) acts as the bridge between learning and practice within the Kroc School, driving forward the School's mission to create engaged, applied learning for positive social impact. At the core of the Kroc IPJ mission is to learn with PeaceMakers here in San Diego and around the world to develop powerful new approaches to end cycles of violence and build more peaceful societies. For more information, contact the Institute at ipj@sandiego.edu.

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Business and Operations Manager

KIPJ 113

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CONNECT WITH THE KROC SCHOOL

FACEBOOK

Kroc School ([facebook.com/KrocSchool](https://www.facebook.com/KrocSchool))

Kroc Institute for Peace and Justice ([facebook.com/KrocIPJ](https://www.facebook.com/KrocIPJ))

Kroc IPJ Women PeaceMakers Program ([facebook.com/WomenPeaceMaker](https://www.facebook.com/WomenPeaceMaker))

Peace and Justice Student Association ([facebook.com/KrocPJSA](https://www.facebook.com/KrocPJSA))

JOIN OUR STUDENT FACEBOOK GROUP

Kroc School Students ([facebook.com/groups/krocschoolstudents](https://www.facebook.com/groups/krocschoolstudents))

TWITTER:

[@KrocSchool](https://twitter.com/KrocSchool)

Kroc School

[@DeanPMarquez](https://twitter.com/DeanPMarquez)

Dean Patricia Márquez

[@KrocIPJ](https://twitter.com/KrocIPJ)

Kroc Institute for Peace and Justice

INSTAGRAM

Kroc School ([instagram.com/krocschool](https://www.instagram.com/krocschool))

Peace and Justice Student Association ([instagram.com/usd_pjsa](https://www.instagram.com/usd_pjsa))

YOUTUBE

Kroc School ([youtube.com/c/krocschool](https://www.youtube.com/c/krocschool))

LINKEDIN

Kroc School ([linkedin.com/school/krocschool](https://www.linkedin.com/school/krocschool)) make sure to add the Kroc School as your current school.

ACADEMIC PROGRAM RESOURCES

A. MS- HA Academic Calendars

Refer to your student success center for your academic calendar and respective dates. Program information can be found here:

<https://onlinedegrees.sandiego.edu/studentsuccess/msha/>

B. Program Learning Outcomes

MS in Humanitarian Action

PLO 1: Knowledge

Students will be able to integrate and apply the complex skills and thematic knowledge required to navigate and address complex humanitarian crises effectively.

PLO 2: Diverse Perspectives

Students will be able to apply logistical, legal, political, economic, cultural, and environmental lenses to humanitarian affairs, and to appreciate the values and strengths of people from different cultural/ethnic/political/religious backgrounds and perspectives.

PLO 3: Critical Inquiry

Students will be able to analyze and research the historical, structural, and cultural parameters in which humanitarian crises develop.

PLO 4: Applied Learning

Students will be able to apply interdisciplinary skills to navigate, manage, and address a variety of humanitarian crises in both national and international contexts.

PLO 5: Communication

Students will be able to communicate effectively in challenging humanitarian contexts, clearly communicating their knowledge while demonstrating intercultural awareness, trauma awareness, and conflict sensitivity.

PLO 6: Ethical Reasoning

Students will be able to apply ethical reasoning to assess humanitarian problems, their possible solutions, and impacts on various stakeholders.

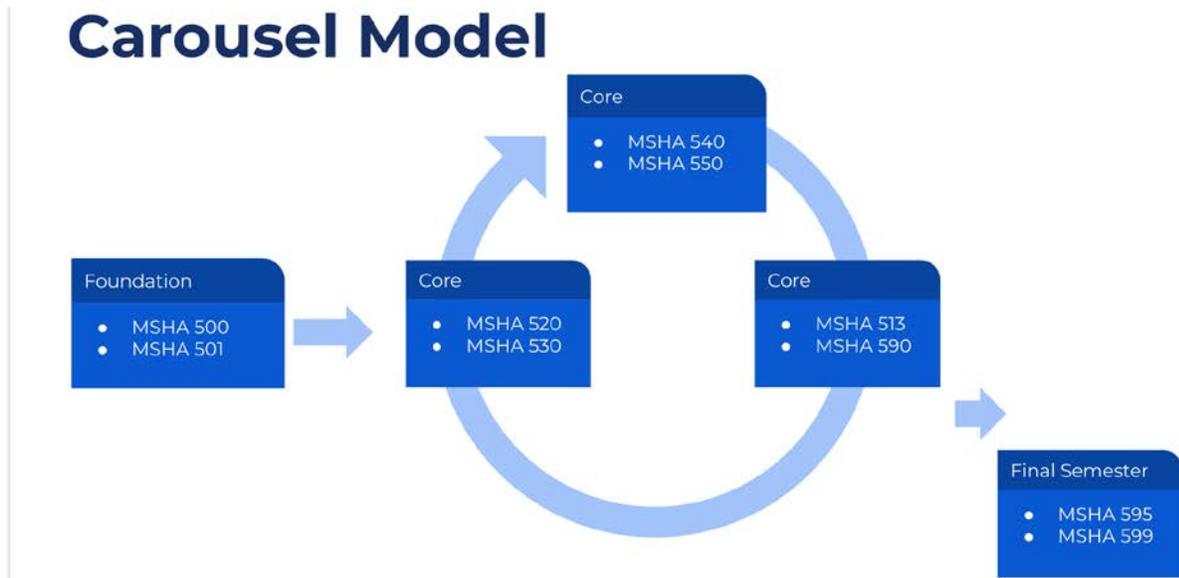
C. Program Requirements

Students are required to take the prescribed 30-unit curriculum listed below. All new students entering the program will enroll in the two Foundation courses. Core courses are delivered on the carousel model. Students take MSHA 595 and MSHA 599 in their final semester.

Curricular Model

| COURSE CATEGORY | COURSES | UNITS |
|-------------------|--|----------|
| KROC Foundations | MSHA 500: Foundations: Peace, Justice and Social Change | 3 units |
| MS-HA Foundations | MSHA 501: Foundations of Humanitarian Action | 3 units |
| Core Themes | MSHA 520: Disaster Management and Prevention | 12 units |
| | MSHA 530: Humanitarian Diplomacy | |
| | MSHA 540: Displacement, Climate and Humanitarian Action | |
| | MSHA 550: Humanitarian Safety and Security | |
| Skills & Methods | MSHA 513: Program Design, Monitoring and Evaluation | 9 units |
| | MSHA 590: Data Visualization and Analytics for Humanitarian Action | |
| | MSHA 595: Logistics for Humanitarian Relief | |

| | | |
|--------------|--|-----------------|
| Practicum | MSHA 599: Humanitarian Crisis Simulation | 3 units |
| TOTAL | | 30 units |



D. Degreeworks

Degree Works is a service designed to assist you with planning and tracking your progress towards graduation. It is accessed through the student portal (my.sandiego.edu).

Degree Works enables students to review your degree audit and GPA. A minimum cumulative GPA of 3.0 is required to graduate.

Your Degreeworks includes completed and in-progress courses and can be accessed by logging in to your MySanDiego account, accessing My Academics under the Torero Hub tab, and clicking on the Degree Audit (Degree Works) module.

We recommend looking at your Degree Works Report at least once a semester. Each report is only accurate as of the date and time it is generated. Changes, updates, or corrections to either your degree requirements or your academic record (e.g., adding or dropping courses; grade changes; etc.) will change the results of your report.

E. Questions, Concerns, and Giving Feedback to the Kroc School

The Kroc School cares about your input and invites you to share your feedback and raise any concerns about your experience. The Academic Programs team is here if you have any questions, concerns, or want to raise any issues with us throughout your academic journey.

Here are some important avenues for making your voice heard as a Kroc School student:

- **Students can meet virtually with the Assistant Dean of Academic Affairs, Frances Laviscount** by appointment to discuss their feedback and share any concerns about their experience at the Kroc School. Contact Louise Leu (lleu@sandiego.edu) to schedule an appointment with the Assistant Dean. **Students can meet with the Dean of the Kroc School** virtually during her regular office hours to discuss their feedback and share any concerns about their experience at the Kroc School. contact the Dean's assistant, Ginger Hallack at geddy@sandiego.edu to set up a virtual appointment.
- **Surveys and course evaluations.** Students can make their voices heard through course evaluations at the end of each course. In addition, you can participate in periodic surveys on Career Development services, as well as student experience surveys administered by the Kroc School and University of San Diego.

ACADEMIC POLICIES

Dropping Courses

Students will register for two prescribed courses each semester (Spring, Summer, and Fall). Both courses must be dropped before the first day of the **semester** to receive a 100% refund and within the first three days of the start date of the semester to receive a 95% refund. **No refund** (reversal of tuition) will be provided after the third day of the semester for *either* class.

Students who receive any form of financial aid must consult with the One Stop Student Center if their registered units drop below the required number of units for continuation of aid.

After the first three days of the start of the semester and before the start of the fifth week/module, students have the option to withdraw from their courses with a 0% refund and a grade of "W" on their transcript (not included in GPA). Once the fifth week of the course starts, students are no longer able to withdraw from their course and will receive the grade earned.

Students who discontinue class attendance and neglect to withdraw officially from the course are subject to failing the class. Courses dropped before the drop deadline will not be included on the transcript. Courses officially dropped between the last day to add classes and the last day to withdraw from classes will receive a grade of 'W' (not included in the GPA). After the drop deadline, a grade will be reported for all courses.

Registered students who withdraw from the university (e.g., terminate all courses in progress) must officially drop their courses by filing a Notice of Withdrawal form and submitting it to the One Stop Student Center. The same drop policies and deadlines apply to students who withdraw from the university as for those who drop only one course.

Withdrawal is effective on the date that the completed form is received by the Graduate Records Office.

Continuous Enrollment Policy

students will sign an enrollment agreement and be manually enrolled for each semester (including Spring, Summer, and Fall terms) by the Student Success Team. Once registered, students will receive an email confirming registration. It is the student's responsibility to notify their Program Coordinator if they do not wish to be enrolled in a given semester. In cases where a student does not wish to be enrolled for a given semester, a Leave of Absence will be required (see below). For drop and withdrawal policy and deadlines, view the academic calendars found on the Student Success Center webpage:

<https://onlinedegrees.sandiego.edu/studentsuccess/msha/>

Upon matriculation, students are expected to register every Fall, Spring, and Summer semester until all degree requirements have been completed.

Exceptions to this policy will be made for students who have been approved for a leave of absence (see [Leave of Absence](#)). Generally, a leave will not be granted to students who are approaching the limitation of time for program completion.

A. Email Accounts for Graduate Students

All USD graduate students are required to have a MySanDiego email account. The university may conduct official business by sending notices or other information to the student's USD email address. It is the student's responsibility to regularly check their account and to respond to any notices or information in a timely manner. Failure to do so will not be considered a legitimate reason for a policy exception.

B. Academic Regulations

The Kroc School follows the policies and regulations of the University of San Diego as described in the graduate academic course catalog available at <https://catalogs.sandiego.edu/graduate/academic-regs/>. By completing the registration process, all students acknowledge the academic regulations of the university, accept them and pledge to abide by them.

a. Communications Regarding Academic Records

The Kroc School requires that all communication related to academic records be in writing. By completing the registration process, the student acknowledges the academic regulations of the university, accepts them and pledges to abide by them.

b. Integrity of Scholarship

The University of San Diego is an academic institution, an instrument of learning. As such, the university is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the university has procedures to deal with academic dishonesty which are uniform, and which should be understood by all. Violations of academic integrity include:

1. unauthorized assistance on an examination;
2. falsification or invention of data;
3. unauthorized collaboration on an academic exercise;
4. plagiarism;
5. misappropriation of research materials;

6. any unauthorized access to an instructor's files or computer account; or
7. any other serious violation of academic integrity as established by the instructor.

An act of dishonesty can lead to penalties in a course such as: reduction of grade; withdrawal from the course; a requirement that all or part of a course be retaken; and a requirement that additional work be undertaken in connection with the course.

Because of the seriousness of academic dishonesty, further penalties at the level of the university community may be applied. Such penalties include but are not limited to probation, a letter of censure, suspension, or expulsion. Copies of the full policy on Academic Integrity are available at the offices of the Provost, Vice President for Student Affairs, academic deans and in the USD Policies and Procedures Manual. Instructors also explain other specific expectations regarding academic integrity in their classes.

In the event the Hearing Committee determines that expulsion or rescission of a degree is the appropriate sanction, or in the event of two dissenting votes on the Hearing Committee, the person who is adversely affected by the Hearing Committee's decision may appeal that decision to the Provost, who may finally determine the matter in the exercise of sound discretion.

c. Credit and Grading System

At the end of each semester or session, a graduate student's grade and credit in semester-hours for each course taken is recorded on the transcript and the grade report, accessible through the MySanDiego portal. **A final grade below "C-" is not acceptable and the course(s) in which the grade was earned will not count toward the graduate degree (see Repetition of Courses).**

d. Grade Point Average (GPA)

The grade point average is computed by first multiplying the number of units for each course under consideration by the number of grade points assigned to the grade received for the course; the total number of grade points earned in the period is then divided by the total number of applicable units attempted. Grade points and attempted credit units for courses with a grade of Incomplete or I (unless the deadline for completion has passed), or W are not included in the GPA calculation.

Grade points are assigned as follows:

Grading Scale

| Letter Grade | Percentage |
|--------------|------------------|
| A | 93.00 - 100 % |
| A- | 90.00 – 92.99% |
| B+ | 87.00 – 89.99% |
| B | 83.00 – 86.99% |
| B- | 80.00 – 82.99% |
| C+ | 77.00 – 79.99% |
| C | 73.00 – 76.99% |
| C- | 70.00 – 72.99% |
| D+ | 67.00 – 69.99% |
| D | 63.00 – 66.99% |
| D- | 60.00 – 62.99% |
| F | 59.99% and below |

e. Grade of Incomplete

The grade of Incomplete (I) may be recorded to indicate:

- that the requirements of a course have been at least 75% completed, but, for a legitimate reason, a small fraction of the work remains to be completed.
- that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline.

It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an incomplete grade prior to the posting of final grades. The incomplete grade is not counted in the computation of the grade point average, nor is credit earned for the semester or session for which the grade was authorized.

The instructor should discuss with the student the conditions and deadline for completion, whenever possible. In addition, the instructor must document the conditions and deadline using the Petition for Grade of Incomplete. The form must be submitted to the Registrar's Office at the time final grades are submitted. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the I grade will be counted as an F. This applies only to regular class work. Students completing thesis or dissertation requirements for graduation must submit proof of completion prior to petitioned degree date. Examples of acceptable proof are original bindery receipts or original final manuscript.

Students receiving financial aid should be aware that taking an incomplete grade may affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year.

f. Pass/Fail Grading

Graduate students may not elect the Pass/Fail grade for regularly graded courses.

g. Repetition of Courses

A student who has earned a grade of D or F in a course may be allowed to repeat the course. **If allowed, it may be repeated one time only.** The higher grade of the two earned will be calculated in the student's cumulative grade point average, although both grades will remain on the transcript. Students may not take the repeated course at another institution without the permission of the program area dean.

Students are allowed to repeat only one course during their enrollment in a graduate program at USD.

Students who earn a grade other than D or F that is defined as unacceptable in a specific course or program may also repeat that course as outlined above.

h. Academic Probation and Disqualification

To be in good academic standing and to be eligible to graduate, students must maintain in their program courses the minimum semester and cumulative grade point average (GPA) that is required by their program. **At the Kroc School, students must maintain a 3.0 GPA overall**, calculated on a 4.0 scale.

Academic Probation

Any student who has completed at least six units of coursework and whose cumulative or semester USD GPA for graduate program courses falls below the minimum required of the program will be placed on academic probation. At the end of the term in which the probationary student has registered for their next six units, a review will be conducted. Students who have not raised the cumulative USD GPA for graduate program courses to the acceptable level at that time will be disqualified from the program.

Appealing Disqualification

Students who wish to appeal their disqualification must do so in writing to the dean of the college or school in which their program resides within 10 calendar days of receiving such notice.

i. Grade Grievance Procedures

The instructor's/professor's judgment is presumed to be correct. Therefore, the burden of qualifying a grievance rests with the student. At every level in the proposed grievance procedures, this "presumption" should be understood by all participants.

It is assumed that grievances will be resolved by the instructor and student. Grading criteria, requirements, content, etc., are established by the instructor. The presumption is that students have been given ample opportunity for clarification of class requirements at the beginning of a given course.

The procedure for a grade grievance at the Kroc School is as follows:

1. Initial grade grievance must be addressed to the instructor of the course in writing, *within two weeks of receiving the grade*.
2. In the rare circumstances when no agreement is reached between the instructor and student, the student may seek advice from the Assistant Dean of Academic Affairs.
3. If the matter is not satisfactorily settled with the Assistant Dean of Academic Affairs, the student may then seek advice from the Dean who will refer the matter to a standing faculty committee (e.g., academic affairs). The committee will hear the student's grievance and make its recommendations to the parties involved.
4. The Kroc School requires that all communication related to grade grievances be in writing. At every level in this grievance procedure, the instructor must be apprised of the situation.

j. Applicability of New Academic Requirements

Changes in academic requirements subsequent to publication of this course catalog are not applicable to graduate students already enrolled at the University of San Diego, although students who so choose may elect to fulfill new rather than previous requirements, except that the student may not intermingle previous and new requirements.

When a department or school deletes one course and substitutes a new one, only those students who have not completed the deleted course will be required to take the replacement course. If new requirements are favorable to the student, the university may make them immediately applicable, unless the student objects.

k. Leave of Absence

An official leave of absence is an approved, limited suspension of participation in the MS-HA program. A leave of absence allows students in good academic standing to take time off and return to the university without applying for readmission. However, a leave does not constitute grounds for an extension of the time limit for degree completion.

Under ordinary circumstances, leaves will be granted for up to one calendar year. Students who fail to return (or obtain permission to extend their leave at the end of the approved term) and who later wish to return to the program, will be required to reapply for admission under the admission and program requirements in effect at the later date. Generally, a leave will not be granted to students who are approaching the limitation of time for program completion. **Students on academic probation are not eligible for a leave. Students should petition for a leave prior to the requested leave period.**

Effect on Financial Aid and Campus Privileges

Because students are not registered during a leave, they may not be eligible for privileges for which a current ID card is necessary. Financial aid is typically suspended for students on leave of absence. In addition, the leave may trigger the beginning of the loan repayment period for students with loan deferments.

Process for Petitioning for a Leave of Absence

Students who find it necessary to discontinue enrollment during a term may also petition for a leave. In addition, however, they must officially withdraw from their courses by submitting a Notice of Withdrawal form in the One Stop Student Center within the approved deadline and must be in good standing.

The [Petition for Leave of Absence](#) is filed through the One Stop Student Center. Prior to submission, please contact your Program Coordinator to create a degree schedule that works best for you. It must be approved by the student's advisor and Assistant Dean of Academic Affairs prior to submission for final processing.

I. Transfer of Graduate Credit

Students may petition to transfer credit from another university or another USD graduate program under the following conditions. It is recommended that students petition during their first semester or in the application process. Transfer petitions for previous work will not be accepted in the student's final term unless the transfer course is being taken in the final term. Upon matriculation at USD, students must receive approval prior to taking coursework outside USD if they plan to transfer it into a degree

program. Students may petition the dean of the college or school in which the program resides for an exception to the following regulations, but should do so only after consulting with the advisor and director or coordinator of the graduate program, whose recommendations must appear on the Petition for Transfer of Graduate Credit.

1. Credit must be from an accredited, USD-approved university.
2. Credit must be at the graduate-level at the university of origin. The student is responsible for submitting acceptable supporting documentation.
3. Credit must be relevant to the USD degree program and be approved by the program director or coordinator.
4. Transfer courses cannot repeat essentially the same content of work taken at USD.
5. Credit may not be used (or have been used) toward any other degree.
6. Credit earned more than five years prior to matriculation at USD will not be accepted.
7. A grade of "B" or higher must have been earned (grade of "pass" or "satisfactory" ordinarily is not acceptable).
8. Students must supply satisfactory documentation regarding course content for independent study or self-directed courses.
9. The number of credit hours transferred will be based on USD's semester credit system (multiply the number of quarter hours by 2/3). For example, 4 quarter-hours \times 2/3 = 2.67. It is the student's responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.
10. Although transfer credit from other universities will be posted on the USD transcript, grades will not be posted or computed in the USD grade point average for probation or disqualification review.
11. **At the Kroc School, a maximum of 6 units are transferable.** No exception to this limit will be made without the explicit written permission of the Dean of the Kroc School.

Procedure for Transfer of Credit

Courses Taken Prior to Enrollment at USD

The student should discuss the possibility of credit transfer with the advisor and program director or coordinator. Any exceptions to transfer credit policies must also have the approval of the Dean of the program's college or school. The student should secure the appropriate signatures on the Petition for Transfer of Graduate Credit and submit it to the One Stop Student Center. The student must also request that an official transcript of the course be sent to the Office of the Registrar if the transcript was not

included among the admission documents. When both the petition and transcript are on file they will be reviewed for conformity to USD policies and posted appropriately.

Courses Taken After Enrollment at USD

USD students planning to take a degree requirement or elective at another university must process the transfer petition as described above prior to taking the course. Immediately upon completion of the course, the student must request that an official transcript be sent to the USD Office of the Registrar. A grade of "B" or better is required in order to receive credit (units only) when transferring a course from another institution. Grade(s) awarded by the issuing institution will not be calculated in the student's overall grade point average. After the petition and transcript are on file they will be reviewed by the Registrar's Office for conformity to USD policies.

Waiver of Requirements

Students who have taken an equivalent course prior to enrollment at USD may petition to waive a course requirement; however, the number of required credit hours remains the same. Consequently, students must enroll in approved coursework to make up the difference in the total number of units required. USD has discretion to approve or deny course waivers based on the content of the course and when or where it was taken.

CODE OF CONDUCT

The University of San Diego's rules, policies and procedures outlined in the Code provide a framework for community life at the University of San Diego. The University of San Diego reserves the right to amend, modify, and revise the Code at any time. Changes to the Code shall be effective upon the approval of the Vice President of Student Affairs.

It is incumbent upon students to be familiar with the full Code of Conduct available at <https://www.sandiego.edu/conduct/the-code/>.

a. Rules of Conduct

Enumerated below are the specific prohibitions, policies and procedures of the Code that are the foundation for individual and group conduct at the University of San Diego. As a member of the University of San Diego community, each student is responsible for understanding and following these standards, policies, and procedures. Students are expected to engage in responsible and appropriate conduct that reflects the University's mission.

The following conduct is prohibited on University premises or at University events, wherever they may occur. *This same conduct, though occurring off University premises and not at University events, may nonetheless be subject to University sanctions when it adversely affects the University, its educational mission, or its community.* Violation of these standards, policies, and procedures may subject an individual or group to disciplinary action as determined by the Assistant Vice President for Student Affairs/Dean of Students or their designee, pursuant to the provisions of the Code.

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism or other forms of academic dishonesty.
 - b. Forgery, alteration or misuse of any University document, record or instrument of identification.
 - c. Appropriation of institutional resources for personal advantage.
 - d. Tampering with the election of any University organized student organization.
 - e. Furnishing false information to any University official, faculty member or department.
2. Disruption of teaching, research, administration, conduct proceedings or any other institutional activity.
3. 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.
4. Attempted or actual theft or unauthorized use of the property of the University, or property of any member of the University community, or property being used for a University event, or other personal or public property.
5. Damage to University property, to property of any member of the University community, to property being used for a University event, or to other personal or public property.
6. Conduct that is disorderly, lewd, indecent or obscene.
7. Any act of sexual misconduct or relationship violence, as defined in the Title IX Sexual Harassment Grievance Process or the [Sexual Misconduct and Relationship Violence Reporting and Response Standards and Protocols](#).
8. Failure to comply with the direction of a University official or law enforcement officer who is acting in performance of his or her duties and/or the failure to identify oneself to any of these persons when requested to do so.
9. Climbing or any other unauthorized activity on the façades, ledges or roofs of University facilities.
10. Launching of an object or substance from within or on a University structure or property.
11. Hazing, as defined by applicable law or by the University's [hazing policy included in the Code](#).

12. Possession, consumption or sale of alcoholic beverages by persons under the age of 21 years on University property or at a University-sponsored event; furnishing alcoholic beverages to persons under the age of 21 years on University property or at a University-sponsored event; driving on University property while under the influence of alcohol; public display of intoxication on University property or at a University-sponsored event.
13. 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. Notwithstanding the California Compassionate Use Act of 1996, or any other California Law addressing the use of marijuana, the use, possession, manufacture, cultivation, dissemination or being under the influence of marijuana on University property or at University-related activities is prohibited.
14. [Violation of a Dining Services policy, rule or regulation.](#)
15. [Violation of a University parking or traffic policy, rule or regulation.](#)
16. [Violation of a University Information Technology Policy.](#)
17. Violation of a Residential Life policy, rule, or contract. (see [Community Standards and Terms and Conditions](#))
18. [Violation of any University policy listed in the University Policies section of the Code.](#)
19. [Committing a hate crime or engaging in an act of intolerance in violation of University policy](#)
20. Unauthorized possession or use of a weapon on University property or in connection with a University activity. For the purpose of this policy, a "weapon" shall include, but is not necessarily limited to, the following: a firearm, pellet gun, skeet rifle, paint gun, potato gun, spear gun, slingshot, bow & arrow, air rifle, taser gun, explosive material (including fireworks), pistol, dagger, ice pick, retractable bladed knife, knife with a fixed blade longer than 2.5 inches used for any purpose other than food preparation and consumption, or any other form of weapon, self-defense instrument or ammunition used for any purpose. In addition, unauthorized possession or use of any weapon in violation of the California Penal Code (including but not limited to sections 626.10 and 16000 et seq.) shall constitute a violation of this rule of conduct. Similarly, use or possession of a laser pointer in violation of California Penal Code section 417.27 or other applicable law shall constitute a violation of this rule of conduct. Possession of a laser of 5 milliwatts (5/1000 of a watt) or more on University property or in connection with a University activity requires the advance written approval of the Assistant Vice President/Dean of Students (or designee).
21. Violations of any other published University policy.
22. Abuse of the conduct process, including but not limited to: (a) failure to obey a notice or other directive issued in connection with a conduct proceeding; (b) falsification, distortion or misrepresentation of information before a disciplinary

hearing board or disciplinary officer; (c) failure to comply with the sanctions imposed under the Code.

23. 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 University of San Diego community.
24. 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 University or by local and state officials.
25. Students are required to engage in responsible social conduct that reflects positively upon the University of San Diego community and to model good citizenship in any community.

<https://www.sandiego.edu/conduct/the-code/university-policies/>

b. Academic Integrity

Kroc School students are bound by the University's Honor Code, the full text is available at <https://www.sandiego.edu/conduct/documents/Honor-Code.pdf>. Excerpts of the Honor Code are highlighted in this subsection.

Academic Integrity Policy

The University is an academic institution, an instrument of learning. As such, the University is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation the University procedures to deal with academic dishonesty should be uniform and understood by all. This document outlines the University's sanctions against cheating and the procedures by which they are implemented.

Academic Dishonesty

An act of academic dishonesty may be either a serious violation or an infraction. The instructor or supervisor of the academic exercise will have responsibility for determining that an act is an infraction or may be a serious violation. Serious violations are the following acts:

1. **Examination Behavior.** Any intentional giving or use of external assistance during an examination shall be considered a serious violation if knowingly done without express permission of the instructor giving the examination.
2. **Fabrication.** Any intentional falsification or invention of data, citation, or other authority in an academic exercise shall be considered a serious violation; unless the fact of falsification or invention is disclosed at the time and place it is made.
3. **Unauthorized Collaboration.** If the supervisor of an academic exercise has stated that collaboration is not permitted, intentional collaboration between one engaged in the exercise and another shall be considered a serious violation by the one engaged in the exercise and by the other if the other knows of the rule against collaboration.
4. **Plagiarism.** Any intentional passing off of another's ideas, words, or work as one's own shall be considered a serious violation.
5. **Misappropriation of Resource Materials.** Any intentional and unauthorized taking or concealment of course or library materials shall be considered a serious violation if the purpose of the taking or concealment is to obtain exclusive use, or to deprive others of use, of such materials.
6. **Unauthorized Access.** Any unauthorized access of an instructor's files or computer account shall be considered a serious violation.
7. **Serious Violations Defined by Instructor.** Any other intentional violation of rules or policies established in writing by a course instructor or supervisor of an academic exercise is a serious violation in that course or exercise

Infractions are the following acts:

1. Any unintentional act is an infraction that, if it were intentional, would be a serious violation.
2. Any violation of the rules or policies established for a course or academic exercise by the course instructor or supervisor of the academic exercise is an infraction in that course or exercise if such a violation would not constitute a serious violation.

Academic Dishonesty: Sanctions and Procedures

Academic dishonesty, and allegations of academic dishonesty, are matters of university-wide concern in the same way that academic integrity is a matter of university-wide concern. Students bear the responsibility not only for their own academic integrity but also for bringing instances of suspected academic dishonesty to the attention of the proper authorities. Members of the faculty are obligated; not only to the University but also to the students they supervise, to deal fully and fairly with instances and allegations of academic dishonesty. The University administration bears the responsibility of dealing fairly and impartially with instances and allegations of academic dishonesty.

Academic honesty begins in the course or classroom. For this reason, the responsibility to ensure academic honesty, and to initiate action with respect to suspected academic dishonesty, likewise begins in the course or classroom. If the instructor of a course or supervisor of an academic exercise appears to be unable or unwilling to assure the academic integrity of the course or exercise, then those engaged in the course or exercise should bring the situation to the attention of the instructor's or supervisor's department head or dean.

The following sanctions and procedures will be followed with respect to instances and allegations of academic dishonesty as defined in Section I of the guide:

1. **Initiation of Procedures.** The instructor or supervisor has the initial responsibility for determining whether a person has engaged in academic dishonesty in a course or academic exercise. Therefore, information concerning possible academic dishonesty in a course or academic exercise should be brought to the attention of its instructor or supervisor. If the instructor or supervisor is unavailable, then information concerning possible academic dishonesty should be brought to the attention of the appropriate department head or dean, who will then assume the role of the instructor or supervisor in the procedures that follow.
 - a. When information of an act of academic dishonesty comes to his or her attention, the instructor or supervisor must undertake an investigation of the information or allegation in a manner that is reasonable under the circumstances.
 - b. Unless it clearly appears that there has been no dishonesty, the instructor or supervisor must contact the person who may have engaged in the dishonest act and give that person the opportunity to deny or to explain the events with respect to which allegations of dishonesty have been made. (If the person in question is not able to be contacted or fails to respond, then the instructor or supervisor will notify the dean who will attempt to contact the person on behalf of the instructor or supervisor.)
 - c. After investigation and reasonable efforts to discuss the matter with the affected person, the instructor or supervisor must determine whether (a) no act of academic dishonesty has occurred, (b) an infraction has occurred, or (c) a serious violation probably has occurred.
 - d. The instructor or supervisor must prepare a written record of the investigation and summary of discussions with the affected person, if any, together with his or her determination made in accordance with paragraph (3) above. A copy of this record, together with any penalty imposed upon the person by the instructor or supervisor with respect to the course or academic exercise, must be made available to the affected person.

2. **Sanctions Regarding Course or Exercise.** Procedures Regarding Infractions. Unless the instructor or supervisor has erred in his or her determination that the affected person has engaged in an act of academic dishonesty, the instructor's or supervisor's imposition of penalty with respect to the course or academic exercise is final and unreviewable.
 - a. The instructor or supervisor of a course or academic exercise may impose a penalty for dishonesty with respect to the course or academic exercise, regardless of whether the affected person has engaged in an infraction or likely serious violation.
 - b. Penalties imposed by the instructor or supervisor with respect to a course or academic exercise may include reduction in grade of the affected person in the course or exercise; the requirement that the affected person withdraw from the course or exercise; the requirement that all or part of the course or exercise be retaken; the requirement that the person engage in additional work in connection with the course or exercise.
 - c. One who has been determined by the instructor or supervisor to have committed an infraction may appeal the determination of infraction, but may not appeal the sanction imposed by the instructor or supervisor unless the determination of infraction is successfully appealed, in accordance with "Administrative Procedures" discussed below. Any such appeal must be initiated within 15 days after the notification of the determination of infraction.
3. **Hearing Committee.** Each allegation of serious violation, and each appeal from the determination of an infraction, will be heard by a Hearing Committee.
 - a. The Hearing Committee will be composed of five members of the University community, as follows:
 - i. The dean, associate dean, or acting dean of the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred;
 - ii. A member of the full-time faculty of the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred;
 - iii. Two students of the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred;
 - iv. One member of the full-time faculty from schools or colleges other than the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred.
 - b. The deans of each school or college covered by this guide, shortly after commencement of each academic year, will appoint two members of the full-time faculty and two students of that school or college to serve on

Hearing Committees, with respect to allegations of academic dishonesty either in that school or college or in other schools or colleges. In making these appointments, the dean may rely on recommendations made by the faculty or general student organization of that school or college.

- c. No dean, faculty member, or student who has a conflict of interest with respect to the subject matter of the hearing may participate as a member of the Hearing Committee. One who, having a conflict of interest, is appointed to serve on a Hearing Committee must disqualify himself or herself, after which the dean will appoint another member of the same category as the disqualified member to serve on the Hearing Committee as an ad hoc member.
4. **Administrative Procedures.** The following procedures apply when (a) an instructor or supervisor has determined that a serious violation probably has occurred; or (b) one appeals from an instructor's or supervisor's determination of infraction.
- a. Administrative procedures commence upon filing written notice of their invocation with the dean of the school or college in which the course or academic exercise was given.
 - b. Upon request of the dean, the instructor or supervisor must promptly transmit to the dean a copy of the written record in accordance with section II.1.d above.
 - c. Upon receipt of the written record, the dean will convene a Hearing Committee to hear the matter.
 - d. The Hearing Committee, as soon as is practicable after reviewing the record prepared by the instructor or supervisor, and after consultation (or attempted consultation) with the instructor or supervisor who has determined an infraction or alleged serious violation and with the person who is accused of having engaged in the dishonest act, will:
 - i. establish the procedures that are to be applied with respect to the hearing to be held, and communicate those procedures to the affected persons;
 - ii. establish the date, place and time at which a hearing before the Hearing Committee will be held or, if the hearing is to be by written presentations only, the date and place by which written presentations are to be submitted to the Hearing Committee;
 - iii. hold a hearing and determine whether the serious violation or infraction in fact occurred; and
 - iv. in the event a serious violation has occurred as alleged by the instructor or supervisor, determine the appropriate sanction.
 - e. The hearing held before the Hearing Committee, and the deliberations of the Hearing Committee, will be closed to the public, except that the Hearing Committee has discretion to hold a public hearing at the request

of the person who has been accused of having engaged in the dishonest act.

- f. If the Hearing Committee determines that a serious violation has occurred, it must determine the sanction to be imposed. A sanction may be
 - i. expulsion from the University;
 - ii. suspension from the University or any or all of University rights and privileges, for a period up to one academic year, except that any such suspension may not have the effect of determining the grade received in any course;
 - iii. letter of censure;
 - iv. the requirement that additional courses or credits be taken as a prerequisite to graduation from the University;
 - v. in the event of (2), (3), or (4), imposition of a period of probation on such conditions as the Hearing Committee considers to be appropriate.
- g. If a Hearing Committee determines that no serious violation or infraction has in fact occurred, it will remand the matter to the instructor or supervisor who determined the infraction or probability of serious violation with a request that the instructor or supervisor take further action with respect to the course or exercise that is consistent with the Hearing Committee's determination.
- h. The Hearing Committee must prepare a written record of the proceedings, including a summary of the procedures for hearing that it has established, a summary of the information submitted to it by interested persons, and its decision, together with any dissenting opinions and any other material the Hearing Committee deems appropriate to include. A copy of this record, together with any sanction imposed upon the person by the Hearing Committee, must be made available to (a) the affected person, (b) the affected instructor or supervisor, (c) the dean of the school or college with jurisdiction over the course or academic exercise involved, and (d) the President and Provost of the University.
- i. In the event the Hearing Committee determines that expulsion is the appropriate sanction, or in the event of two dissenting votes on the Hearing Committee, the person who is adversely affected by the Hearing Committee's decision may appeal that decision to the Provost, who may finally determine the matter in the exercise of sound discretion.

c. How to Guard Against Plagiarism

Guidelines for University Writing

Writing at the graduate level frequently requires students to integrate work written by other authors. Your class assignments will ask you to read, understand, refer to, and restate the words of others as a means of learning about and participating in formal scholarly conversation. It is of utmost importance that you learn to use references ethically and in accordance with the conventions of scholarly work. Your attention to the following guidelines will help protect your writing against possible accusations of plagiarism. You are responsible for reading and understanding the following material. Proficiency comes from your practice with these guidelines.

Three Rules for Incorporating Sources in Your Writing

- RULE 1: Always enclose an author's actual words within quotation marks and include a full and accurate citation: Copying entire or partial texts without adding both quotation marks and full citation is plagiarism.
- RULE 2: Always paraphrase by thoroughly reshaping the original with your own vocabulary, syntax, and sentence rhythm. Paraphrases require full and accurate citations. To paraphrase means to restate a text in your own words; this requires that you rewrite the original text in a significantly new way. Inadequate paraphrases may include sentence patterns close to those of the source and/or synonyms of words found in the original. As you practice paraphrasing and citing sources, you will probably find that the number of words you place in quotations will decrease as your own language begins to take precedence in your writing. This is a sign that both your thinking process and your writing are becoming more sophisticated.
- RULE 3: Work to preserve the intent and context of a source. Your professors are the best resources for information about specific writing assignments. Be sure to thoroughly discuss with them their expectations about the assignments you receive. Some questions you might ask:
 - May I write in first person?
 - Do I need to use a specific font or margin?
 - Do I need to use outside sources in my writing?
 - How many sources do I need to include?
 - How recent must my sources be?
 - May I use Internet sources?
 - Is there a limit to the number of internet sources I may include?
 - How should I evaluate Internet sources?
 - Are there types of internet sources I should avoid?
 - What is a writing style guide?
 - What referencing style should I use? American Psychological Association (APA),-Modern Language Association (MLA), Chicago, etc.?
 - May I use secondary sources?
 - If I use secondary sources, how should I cite them?
 - Do you require copies of my sources when I submit my paper?

- May I submit my paper via email?

For more guidance, please visit:

<https://www.sandiego.edu/cas/documents/history/how-to-guard-against-plagiarism.pdf>.

CAREER DEVELOPMENT

In graduate school, your academic and professional lives are not separate. You build your professional portfolio and skills in classes, presentations, and discussions. You demonstrate your knowledge and capabilities in each conversation you have. Every opportunity inside and outside of the classroom is an opportunity for career development.

A.Career Development Framework

The Kroc School is committed to supporting students' career development with a framework that students can use to develop and grow throughout their degrees. The framework is based on four foundations upon which students build their career development while at the Kroc School: skills, values, networks, and practice. The Kroc School Career Development Framework helps students optimize their time in school and map their professional path by identifying their career development goals, strategizing how to reach them, engaging in professional opportunities, and demonstrating what they have learned.

Skills

- Identify your skills and areas to grow
- Strategize how you'll develop your skills
- Engage in opportunities to hone your skills
- Demonstrate your skills in courses and co-curricular opportunities

Values

- Identify your core driving values
- Strategize how those values impact your future and how to explore your values
- Engage your values
- Demonstrate your values in your career planning

Networks

- Identify your current and targeted networks
- Strategize how to expand professional networks
- Engage in opportunities to expand your networks
- Demonstrate your network development during your job search

Practice

- Identify professional practice goals
- Strategize where and how to gain practice (Workshops, Webinars, Portfolio, Internship, Practicum)
- Engage in opportunities to practice
- Demonstrate your practice

B.Omprakash

The primary extracurricular vehicle for MSHA students to develop their professional skills is through the [Omprakash](#) platform. Omprakash represents a number of interrelated functions in one:

- A **networked community of NGOs** that post internships, volunteer opportunities, and more to network members. Use this function (as well as the job boards listed on the [Kroc Student Resources website](#)) to search and apply for possibilities.
- A place for **guided reflection on practice** in conversation with other MS-HA students.
- A platform for the curation of a dynamic, employer-facing, and practice-focused **professional portfolio**.

C.USD Career Development Center

Numerous resources for career planning are available at the USD Career Development Center (www.sandiego.edu/careers), which supports undergraduate and graduate students. The Center offers a variety of resources including career counseling, internships, job search support, and alumni connections in addition to assistance with résumés, cover letters and interviews.

D. Kroc School Career Outcomes

To get a snapshot of the careers of Kroc School alumni, go to the Kroc School of Peace Studies Careers Outcomes page:

<https://www.sandiego.edu/outcomes/careers/graduate/peacestudies/>.

E. Getting Outside the Classroom

All Kroc students are encouraged to get involved beyond their classroom requirements. As a graduate student, it is up to you to engage in opportunities to build your personal, professional, and academic self. Use these opportunities to explore your interests, build your network, and broaden your knowledge. Graduate school is a time to grow. Even

small events or opportunities can be the difference in making an important connection or finding your dream career.

Get involved by:

- Use the Omprakash platform regularly to search for internship, externship, and other service opportunities, as well as to reflect on your experiences.
- Participating in or organizing an event
- Volunteering for an organization
- Taking part in research projects
- Interning with an organization

IMPORTANT USD POLICIES AND RESOURCES

A.Responsibilities of Students

Students enrolled at USD are responsible for adhering to all regulations, schedules and deadlines outlined in this course catalog and in any handbooks, contracts, or guideline sheets pertinent to their program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters should be directed to the student's faculty advisor.

B.Equal Opportunity, Discrimination and Harassment, Acts of Intolerance, and Smoking and Tobacco-Free Policies

It is your responsibility to understand important policies to which all students are bound on the USD Graduate Catalog site.

<https://catalogs.sandiego.edu/graduate/about-university-san-diego/policies>

Familiarize Yourself with the Following Policies and Important Procedures:

1. State of California Formal Complaint Procedure
2. Equal Opportunity
3. Discrimination and Harassment
4. Acts of Intolerance
5. Smoking and Tobacco-Free Policy

Details on how to file complaints are on the website, as related to students, faculty, and staff.

Financial Aid

Financial aid questions should be directed to OneStop@sandiego.edu. However, additional information on graduate student financial aid can be found online here <https://www.sandiego.edu/one-stop/financial-aid/graduate-students/>.

C.USD Libraries and Research Support

Copley Library

The Helen K. and James S. Copley Library, located on the west end of campus, currently houses over 500,000 volumes. Collections include books, journals, reference works, databases, government documents, newspapers, and electronic journals in many languages, as well as maps, videos, sound recordings, microforms, and rare books.

Peace Studies Research Assistance

Copley Library has put together a helpful LibGuide specifically for the Kroc School. Here you will find databases and other resources (print and online) to help you in your research in peace and justice throughout your time at the Kroc School.

You can find the guide here: <http://libguides.sandiego.edu/peace>.

You can contact Dr. Alma Ortega, Research Librarian who specializes in Peace Studies at alma@sandiego.edu.

See more library resources on our [Student Resource Site](#).

Human Rights Studies Online

In addition to the many academic databases you will have access to via the Copley Library, you will also have an automatic subscription to [Human Rights Studies Online](#), a database uniting documentation, analysis, and interpretation of important human rights violations and mass atrocities from around the globe.

A.SOLES Graduate Student Writing Center

The School of Leadership and Education Sciences (SOLES), which is located across the street from the Kroc School, hosts a Graduate Student Writing Center. This is an invaluable free resource for graduate students, as the tutors are specifically focused on graduate-level style, content, and skill. Kroc Students are highly encouraged to utilize

this important resource, learn more here

<https://www.sandiego.edu/soles/current/writing-center.php>.

B.USD Health and Wellness

Academic Success

Over the course of our life, we learn tools for navigating the many challenges and opportunities that life brings us. We have each developed our own unique set of skills to help us recognize our full potential, feel good about the choices we make and enjoy how we interact in the world. At USD, we want you to know that there is no problem too big or small to warrant attention and we are here to support you and help you find the tools and resources you need to be your most healthy, resilient, and happy self.

Alcohol and Other Drugs

Substance use and abuse is associated with numerous social issues including an increased risk of depression, violence, and sexually transmitted disease, to name a few. Learn more about USD alcohol and drug policies, resources available to our students and information about staying healthy during your time at USD.

Healthy Relationships

One thing is certain about relationships, they are complicated! We have put together a lot of great resources about love, trust, and togetherness. Learn about setting healthy boundaries, what consent looks like, how to combat loneliness and tools for coping if you're experiencing a break-up.

TimelyCare

[TimelyCare](#) is a provider of 24/7, no-cost telehealth services for USD students to address common conditions that can be safely diagnosed and treated remotely. TimelyCare services are available at no-cost to the student. Services include:

- Live and on-demand self-care sessions (yoga, breathing, stretching)
- Access to on-demand counselors for emotional health support
- Access to schedule a session with a licensed counselor (up to 12 times per year)

Mental Health

Did you know that 20% of USD students have felt overwhelming anxiety in the previous 2 weeks? Nearly 55% of students report feeling overwhelmed by all they had to do. Depression, stress, and anxiety are all feelings that we may experience occasionally but

if you are experiencing these feelings more regularly or if they are interfering with your daily activities and enjoyment of life, it may be time to talk to someone about it. Please take a few minutes to check out some of our information on mental health and learn about whether or not it might be time to stop by for a quick mental health check-up

Wellbeing

Being in school again as a graduate student, an international student or a veteran student may feel different and we understand that. USD recognizes that no matter where you are in your life or academic career, your situation is unique, and we value the perspectives and experiences you bring to this campus – each of you help make this campus vibrant and dynamic. Your wellbeing is important to us and that is why we encourage you to take a look at some of the information we have on staying healthy. If you need tips on improving your sleep or better managing your time, we can help! Perhaps you have a friend who is struggling and would like to better support them or need someone to talk to yourself – no matter what you are going through, we want you to know that you are not alone.

a. Center for Health and Wellness Promotion

The Center for Health and Wellness Promotion strives to increase students' knowledge, facilitate their motivation to change unhealthy behaviors related to alcohol and other drug (AOD) use, and to reduce the risk of personal and community harm secondary to AOD use. The Center for Health and Wellness Promotion provides individual clinical consultations, assessments, education, 12-step facilitation and support, and referrals to students.

Review the various student services available (including resources such as a graduate student support group) on their website <https://www.sandiego.edu/health-wellness/>. You can also contact their office at (619) 260-4618 with questions.

b. Title IX

Title IX is a federal law that prohibits discrimination based on sex in educational programs and activities that receive Federal financial assistance. Examples of programs and activities that are subject to Title IX include admissions, recruitment, financial aid, academic programs, athletics, housing, and employment. Title IX also protects students from sexual harassment, including sexual violence, such as rape, other forms of sexual assault, sexual battery, and sexual coercion.

If you have experienced an incident of Sexual Misconduct or Relationship Violence you may report the incident at any time, regardless of how much time has elapsed since the

incident occurred. USD is committed to supporting the rights of a person reporting an incident of Sexual Misconduct or Relationship Violence to make an informed choice among options and services available. USD requires all faculty members, administrators, supervisors, and any employees who have responsibility for student welfare to promptly report information about any incident of Sexual Misconduct or Relationship Violence to USD.

All USD staff and faculty are responsible employees. Responsible employees are required to share all known details of incidents or suspected incidents of sexual and gender-based harm or discrimination with the Title IX Coordinator.

Title IX Coordinator

Nicole Schuessler Veloz, Ph.D.

Director of Title IX, EEO Programs and Employee Relations

University of San Diego

Department of Human Resources, Maher Hall 101

5998 Alcalá Park, San Diego, CA 92110

Phone: (619) 260-4594

Email: TitleIX@sandiego.edu

Campus Assault Resources and Education (CARE)

CARE Advocates are a group of USD staff and administrators, who care deeply about the issue of sexual and relationship violence and have completed extensive training on how to support survivors at USD.

A CARE Advocate is on call 24 hours a day/7 days a week for students who need support following an incident of sexual or relationship violence.

Whether the incident occurred recently or weeks, months, even years ago, students can always seek the support of a CARE Advocate.

Call a CARE Advocate now at 619-260-2222.

c. Disability and Learning Difference Resource Center

The Disability and Learning Difference Resource Center is committed to helping students with disabilities obtain meaningful academic accommodations and support, and to help improve access to the many excellent programs and activities offered by the university.

Services include evaluating disability documentation, arranging academic accommodations, and providing disability management/counseling to students with disabilities.

Academic Accommodations

Students who require accommodations are responsible for obtaining accommodations through the Disability and Learning Difference Resource Center.

Once approved, it is the responsibility of the student to talk to their instructors to determine reasonable and appropriate accommodations at the course level.

To be considered for academic accommodations, please follow the instructions on the website under "Requesting Services" <https://www.sandiego.edu/disability/>.

d. Information Technology Services (ITS)

ITS is available to assist students with a variety of issues related to email and network access, hardware, software, and other technology-related needs.

Email: help@sandiego.edu

Phone: (619) 260-7900

Hours: 8 a.m.-5 p.m., Monday through Friday (after-hours phone support available)

<https://www.sandiego.edu/its/>

e. Mulvaney Center for Community Awareness and Social Action

Are you looking to get involved in the local community? Through reciprocal community-based learning, the Mulvaney Center engages USD students, faculty, staff, and alumni to learn and act in partnership with the community and make life-long commitments to promote social change and justice. Center programs include course-based service-learning, student-led cocurricular service, Youth to College educational access, faculty development, community development, and a campus-wide Social Issues Committee. The Mulvaney Center is also part of the USD Changemaker Hub committed to creating an ecosystem of positive social change.

The Mulvaney Center also offers local and global immersion experiences which have students dive deep into a community by providing a framework to nourish personal development, foster community engagement, strengthen organizations and promote global dialogue. Immersion programs occur in Linda Vista, Tijuana, Nogales, Chiapas, Guatemala, Jamaica, Africa, China, and New Orleans.

Learn more about The Mulvaney Center and local service-learning opportunities: <https://www.sandiego.edu/mccasa/>.

f. Black Student Resource Commons

The Black Student Resource Commons seeks to enhance and increase student success and retention, building community engagement, facilitating identity development, and supporting students' college experience. The BSRC strives to support the academic, social, and personal goals of all Black students at the University of San Diego.

Services

The Black Student Resource Commons offers a number of services available to students. We pride ourselves on assisting students both academically and professionally. Please refer to the tabs listed under "services" for more detailed information on the specific services provided.

Do not worry if you do not see a specific service you are seeking, as the staff will do their best to connect you to the right source for your particular need(s). If you have any questions or concerns, please do not hesitate to email us at bsrc@sandiego.edu, or stop by the Student Life Pavilion, Room 410 to meet our wonderful staff and fellow students.

Remember, we are here to see YOU succeed so feel free to take advantage of our services! Learn more at <https://www.sandiego.edu/bsrc/>.

g. Women's Commons

The USD Women's Commons provides a safe space for all members of the USD Community to engage in discussions about gender-related issues and issues of oppression and inequality. Through educational programming and events, the Center provides opportunities for students to increase their awareness of pertinent social issues and to take action to change such realities. The Center supports women in finding their voice and forming their identity, as well as empowering them to become leaders on campus and within the larger community.

Learn more about the Women's Commons at <https://www.sandiego.edu/womens-commons/about/>

h. United Front Multicultural Center

The United Front Multicultural Center (UFMC) is open to all students, faculty, staff, and community members. The Center invites all to experience diverse cultures and traditions, explore identities, engage in dialogue, challenge barriers, build leadership skills and empower each other to create an intellectually vibrant, socially just, and inclusive community.

Learn more about the UFMC at <https://www.sandiego.edu/united-front/>.

Frequently Asked Questions

- 1. How should I keep track of the financial aid documents and additional forms?** It is suggested that students constantly monitor their student portal (mysandiego.edu) to receive the most up- to-date information regarding their financial aid.
- 2. How many units do I need to take to be eligible for financial aid?** If a student drops below 6 semester units, they are no longer eligible to receive financial aid.
- 3. What additional financial aid forms do I need to complete besides the FAFSA?** Every student's file is unique so in addition to completing a MPN and Entrance Loan Counseling they may have to complete Verification paperwork, prove that they are actually the student (in front of a notary rep), C-Codes (Selective Service, Defaulted loans). FAFSA will contact students directly if these documents are necessary via their student portal.
- 4. What are the interest rates for student loans available for graduate students?** Students are eligible for unsubsidized loans and GRAD Plus loans. The current interest rates are: 6.8%- Unsubsidized, 7.9%- GRAD Plus. There is a 3% origination fee for the student loan as well. *
- 5. What other forms do you suggest I complete?** It is advised that the student fill out the FERPA release form if they plan to allow someone else to access their personal information.
- 6. How do I receive my FA award letter?** The award letter is sent via email. You will need to Accept or Deny the award electronically.
- 7. Can financial aid be used to pay for books, course materials and on campus experiences? If so, what is the process?** Yes, financial aid can be used for any school related purpose. If students receive excess funding after their tuition and fees have been deducted, they can use those funds to assist with these expenses. However, you are advised to take out only what you need for the program.

8. Is financial aid awarded year-round? There are specific deadlines in order to be awarded financial aid for all three (3) semesters. Review the information on the FA website listed below.

<https://onlinedegrees.sandiego.edu/become-a-student/tuition-financial-aid/>

9. Is there additional financial aid available for military personnel? Yellow Ribbon is automatically awarded to inactive military, and they can be 100% eligible depending on their service time. Tuition assistance is also accepted, but military students must be active duty to receive it. G.I. Bill requires students to provide a Certificate of Eligibility.

10. What services does Student Accounts provide? Student Accounts provides service to our online students with billing and payment of tuition, fees, financial aid updates, and registration access. You are encouraged to check your student portal regularly for updates.

11. Is there a payment plan option? Yes. Online MS-HA students have the option to pay in 3-5 equal installments dependent upon the start date; Student Accounts provide this option for a processing fee of \$50 per semester.

12. What is the drop policy? Both courses must be dropped *prior* to the first day of the semester to receive a 100% refund and within the first three days of the start date of the semester to receive a 95% refund. No refund will be provided for either course after the third day of the semester.

After the first three days of the start of the semester and before the start of the fifth week/module, students have the option to withdraw from their courses with a 0% refund and a grade of "W" on their transcript (not included in GPA). Once the fifth week of the course starts, students are no longer able to withdraw from their course and will receive the grade earned.

13. **How do I know when to register for classes?** Students will be registered for courses by their student success team on a semesterly basis. Once registered, students will receive an email confirming their registration. It is the student's responsibility to notify the Program Coordinator if they do not wish to be enrolled in a given semester.

*All rates subject to change

Program Contacts and Important Websites and Emails

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| Academic Director Topher McDougal, PhD tlm@sandiego.edu | Your Student Success Team Studentsuccess@sandiego.edu |
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|---|--|--|
| USD Student Portal My.SanDiego.edu | Blackboard ole.sandiego.edu | ITS (Technical Support) 619-260-7900 help@sandiego.edu |
| Copley Library 619-260-4799 libanswers.sandiego.edu/Copley@sandiego.edu | Torero Store usdtorerostores.com | Campus Card Services 619-260-5999 sandiego.edu/campuscard/campuscard@sandiego.edu |
| Financial Aid Office 619-260-2700 sandiego.edu/one-stop/financial-aid/onestop@sandiego.edu | Registrar 619-260-4600 x2888 registrar@sandiego.edu | Student Accounts 619-260-2700 (Option 3) sandiego.edu/finance/student-financial-services/student-accounts.php onestop@sandiego.edu |



We hope that you find this handbook useful. Students, administrators, staff, and faculty associated with the Kroc School are responsible for observing the regulations and guidelines specified herein. Provisions of this manual are to be regarded as modifiable.