University of San Diego
School of Leadership and Education Sciences

Part-Time Faculty Handbook

2013-2014

University of San Diego®
SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES

This handbook is located online at:
http://www.sandiego.edu/soles/gateways/faculty-and-staff/handbooks-policies-forms.php and is updated periodically to reflect the latest policies and procedures.

OFFICE OF THE DEAN
Mother Rosalie Hill Hall
5998 Alcala Park
San Diego, CA 92110-2492
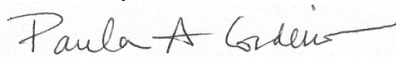P: (619) 260-4540
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www.sandiego.edu/soles

August 16, 2013

Dear Part-Time Faculty Member:

Welcome to USD's School of Leadership and Education Sciences (SOLES). The teaching and service you provide our students and faculty is greatly appreciated.

As the new semester begins, the faculty, staff, and I wish you success and hope that you enjoy your work with us. If you have any questions about the content of this handbook, please see your Program Director or Department Chair. Also, I encourage you to visit the SOLES Faculty Resources website **www.sandiego.edu/soles/gateways/faculty-and-staff** to obtain a wealth of information including instructional and research resources, forms, and course information.

Sincerely,

Paula A. Cordeiro, Dean

2013-2014 SOLES Part-Time Faculty Handbook

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University Calendar

2013 -2014

Monday, September 2	Labor Day Holiday (Offices Closed)
Tuesday, September 3	SOLES Welcome Event for New Students
Wednesday, September 4	Fall Semester Classes Begin
Thursday, September 12	Mass of the Holy Spirit
Tuesday, October 25	Fall Holiday (No Classes)
Wednesday, November 27 – Friday, November 29	Thanksgiving Holiday (No Classes; Offices Closed Thursday and Friday)
Friday, December 13	Last Day of Classes
Monday, December 16 – Friday, December 20	Final Examinations
Thursday, January 2	Final Grades Due
Monday, January 27	Spring Semester Classes Begin
Thursday, January 30	All Faith Service
Monday, March 10 – Friday, March 14	Spring Break (No Classes)
Thursday, April 17 – Monday April 21	Easter Break (No Classes; Offices Closed on Friday, April 18)
Tuesday, May 13	Last Day of Classes
Friday, May 16 – Thursday, May 22	Final Examinations
Saturday, May 24 – Sunday, May 25	Commencement

Office of the Dean
Meeting Dates

DEAN'S ADVISORY CABINET (DAC)

- **Day:** Tuesday
- **Time:** 10:00am-12:00pm
- **Location:** MRH 209

SOLES MONTHLY MEETINGS

- **Day:** Wednesday
- **Time:** 10:00am-12:00pm
- **Location:** MRH 102

Fall 2013
*September 17th
October 15th
November 19th
December 17th

Spring 2014
*February 18th
March 18th
April 15th
May 20th

Fall 2013
September 4th
October 2nd
November 13th
December 4th

Spring 2014
February 5th
March 5th
April 9rd
May 7th

If you are ever unable to attend a SOLES Monthly Meeting, please notify Sonya Mohamed: smohamed@sandiego.edu

DEAN'S ADVISORY CABINET
Kathleen Coughlan, Linda Dews, Devon Foster, Ann Garland, Heather Lattimer, Karen Lee, Anne Mumford, Afsaneh Nahavandi, Capt. Patrick Rabun, George Reed, Rondi Stein

*DEAN'S EXTENDED ADVISORY CABINET
(DAC +), Julie Cramer, Laura Deitrick, Todd Edwards, Ana Estrada, Beth Garofalo, Scott Himelstein, Pat Libby, Helene Mandell, Rose Martinez, Terri Monroe, Rich Thome, Teresa VanHorn, Jennifer Yebba

Faculty Areas of Interests

Viviana Alexandrowicz	Associate Professor	**Learning & Teaching**
	Bilingual and second language learning; service learning; specially designed academic instruction in English	
Jerome (Jerry) Ammer	DeForest L. Strunk Endowed Chair Special Education	**Learning & Teaching**
	Special education - learning handicapped; educational technology; instrument construction; shared community in cyber space	
Donna Barnes	Associate Professor	**Learning & Teaching**
	Language and literacy acquisition; children and adolescent literature; on-line learning; education in Central and South America	
Sandy Buczynski	Associate Professor	**Learning & Teaching**
	Science education; curriculum design; environmental science and biology, indigenous cultures; ethno botany; educational technology; early teacher career intervention	
Erika Cameron	Assistant Professor	**School, Family & Mental Health Professions**
	Developing school counseling curriculum and programs for minority students, development of a meta-cognitive skills curriculum for professional school counselors, improving student achievement using a comprehensive school counseling program, school counselor supervision, and play therapy.	
Paula A. Cordeiro	Professor (Dean)	**Leadership Studies**
	Educational administration; multicultural education; cross-cultural educational leadership; internationalizing the curriculum	
Edward DeRoche	Professor	**Leadership Studies & Learning & Teaching**
	Educational administration; social studies education; character education	
Robert Donmoyer	Professor	**Leadership Studies**
	Educational leadership; qualitative research methods; research utilization in policy/practice; curriculum theory & policy	
Anne Donnellan	Professor	**Learning & Teaching**
	Special education; autism	
Todd Edwards	Professor (Director)	**School, Family & Mental Health Professions**
	Integration of the biopsychosocial model and systems theory; chronic illness in the family; collaboration between family therapists and health care practitioners; medical family therapy supervision	
Ana Estrada	Associate Professor (Director)	**School, Family & Mental Health Professions**
	Process and outcome of child, couples and family therapy; family diversity and social justice; training of child and family practitioners	
Fred Galloway	Professor	**Leadership Studies**
	Higher educational policy, the economics of education; quantitative research methodology and design	
Ann Garland	Professor (Chair)	**School, Family & Mental Health Professions**
	Quality of public mental health care; training providers in evidence-based practices; bridging research and practice	

Steven Gelb	Professor	**Leadership Studies and Learning & Teaching**
	Leadership development peace education,, disability studies	
Cheryl Getz	Assistant Professor (Director)	**Leadership Studies**
	Diversity in higher education administration; multicultural education; study of leadership and group relations; college student development/social identity	
C. Bobbi Hansen	Associate Professor	**Learning & Teaching**
	Math and science education; curriculum development; service learning	
Lea Hubbard	Professor	**Leadership Studies and Learning & Teaching**
	Educational policy; underrepresented students and achievement; gender and education; leadership and qualitative research methods	
Noriyuki Inoue	Assistant Professor	**Learning & Teaching**
	Human cognition and learning; socio-cultural foundation of learning; development of mathematical thinking; motivational development; qualitative methodology	
Ronn Johnson	Associate Professor	**School, Family & Mental Health Professions**
	Psychological assessment; ethical and legal issues associated with professional practice; psychopathology; psychotherapy	
Frank Kemerer	Professor-in-Residence	**Leadership Studies**
	Education law and policy at all levels of schooling	
Heather Lattimer	Associate Professor (Chair)	**Learning and Teaching**
	Educational access and equity for low-income students; teaching excellence in literacy and the social sciences; and the professional growth of teachers working in urban secondary schools	
Ian Martin	Assistant Professor	**School, Family & Mental Health Professions**
	Collaborative school level projects focused on intervention results and/or programmatic outcomes; school counseling programs, program evaluation, leadership and policy; and state and national level research on school counseling	
Rose Linda Martinez	Visiting Professor	**Leadership Studies**
	Exploring models of dialogue and engagement that can be used to improve the quality of instruction and leadership in schools; How educators construct pedagogy in a culturally responsive manner that builds on students' cultural capital and personal narratives; Narrative Research Theory; The role of creativity in leadership.	
Mary McDonald	Associate Professor	**Leadership Studies**
	International Philanthropic and Nonprofit Studies Education; community and university-based studies of the Nonprofit sector.	
Sarina Molina	Assistant Professor	**Learning & Teaching**
Terri Monroe	Associate Professor	**Leadership Studies**
	Leadership theory; canon law; organizational diagnosis and strategies for a diverse society; practice of authority in high commitment organizations	
Afsaneh Nahavandi	Professor (Chair)	**Leadership Studies**
	Cross-cultural leadership, ethics, and teams	
Christopher Newman	Assistant Professor	**Leadership Studies**
	Outcomes, inequities, and undergraduate student experiences in STEM education; college readiness and pathways into postsecondary education; higher education policy; race, gender, and class in higher education	

JoEllen Patterson	Professor	School, Family & Mental Health Professions
	Family functioning and physical health; health care reform and mental family therapy training	
Reyes Quezada	Associate Professor	Learning & Teaching
	Models of cultural proficiency in professional education programs; bilingual instructional strategies; home-school, community partnerships; adventure based counseling; recruitment, retention of faculty of color	
George Reed	Associate Professor, Associate Dean	Leadership Studies
	Public sector leadership; organizational theory and behavior; ethics; national security policy	
Lonnie Rowell	Associate Professor	School, Family & Mental Health Professions
	Program development and evaluation in school counseling; men's issues in counseling and therapy; International collaboration and cooperation in educational reform	
Joi Spencer	Assistant Professor	Learning & Teaching
	Access to rigorous mathematics for African American middle school students; developing mathematical understanding in urban school students; cognitive and socio-cultural approaches to teaching mathematics; and the racialized nature of mathematics learning and teaching	
Lee Williams	Associate Professor	School, Family & Mental Health Professions
	Premarital counseling; interchurch couples; family therapy training	
Sue Zgliczynski	Associate Professor	School, Family & Mental Health Professions
	Statistics and quantitative design; lifespan development; cross-cultural competence	

During the 2002-03 academic year, the National Council for Accreditation of Teacher Education (NCATE) Steering Committee, in collaboration with the faculty, defined the Professional Education Unit (PEU). This applies to all programs that prepare educators P-12.

Professional Education Unit Theme

A learning community collaboratively engaged in the pursuit of professional competence.

Learning community

The Professional Education Unit faculty, staff and students from diverse cultural, social and religious backgrounds seek to build a learning community characterized by the kind of spiritual, intellectual and emotional vitality that promotes the development of leadership. The faculty aim to connect students with what Parker Palmer (1998) calls the "living core" of their life, while providing knowledge, skills, and dispositions designed to strengthen their capacity to lead.

Collaborative engagement

Central to interactions between and among faculty and students is our commitment to acquire knowledge through critical inquiry and collaborative engagement. To this end, we engage in a reciprocal process of teaching and learning based on the notion of a community of practice. This notion is helpful in understanding how members of organizations learn with one another through activities that require negotiation. Through social participation, members create meaning about their shared historical and social resources and rules of practice, including how to create, evaluate and disseminate knowledge related to organizationally valued tasks. The community of practice perspective suggests, "Learning is an issue of sustaining the interconnected communities of practice through which an organization knows what it knows and thus becomes effective and valuable as an organization" (Wenger, 1998, p. 8).

Pursuit of professional competence

Every program is centered on developing professional competence in all candidates. Professional associations, national accrediting bodies and state certification agencies provide the programs with specific requirements for preparing ethical, caring and competent professionals. Courses, field experiences and internships assess candidates' abilities to demonstrate the basic knowledge, skills and dispositions recommended for today's practicing professionals. Faculty members are actively involved in the work of professional organizations and state and national agencies as they continually update the competencies and standards for practice.

Candidates in our programs seek licensure and certification in their areas of expertise. Having been encouraged to form a strong commitment to lifelong learning, ethical responsibility and ongoing professional development, many demonstrate sound identities as practicing professionals, joining professional associations and attending and presenting at local, state, and national conferences. They demonstrate their capabilities as collaborators, as agents of change and as leaders, with varying degrees of impact within the communities they serve.

Our mission, vision and theme serve as the foundation for our professional education unit outcomes. Our unit outcomes, which are carefully aligned with candidate proficiencies and program standards, are grounded in relevant theory and research. Faculty in the School of Leadership and Education Sciences are committed to the preparation of educational leaders as is exemplified by the acronym "*ACE*", which describes an expert in the field of education. The outcomes derived from "*ACE*" are: *A*cademic excellence, critical inquiry, and reflection, *C*ommunity and service, *E*thics, values, and diversity. All outcomes are shared and integrated throughout every program in the School of Leadership and Education Sciences Professional Education Unit.

The Three Major Unit Candidate Outcomes of the Professional Education Unit
Given the mission, vision, and organizational theme of USD's Professional Education Unit, faculty in the unit are committed to three major candidate outcomes that are represented by the acronym "**ACE**" and by the graphic identity that follows:

Academic Excellence, Critical Inquiry, and Reflection: Candidates in the unit will demonstrate the knowledge and the ability to represent content accurately by applying effective strategies and techniques in their field of study, by actively engaging in reflective activities, by critically analyzing their practice and by applying higher order thinking skills to a wide array of investigative pursuits.

Community and Service: Candidates in the unit will strive to create and support collaborative learning communities in their classrooms and their professional fields of practice by bridging theory and practice and engaging in community service.

Ethics, Values, and Diversity: Candidates in the unit will understand and adhere to the values and ethical codes of the university, of the schools they work in, and of the professional organizations to which they belong. They will support the creation of inclusive, unified, caring and democratic learning communities that value each individual regardless of background or ability, and they will equitably support student learning and optimal development.

Candidate Dispositions Common to All Programs in USD's Professional Education Unit
The final section of this document presents a list of expected candidate dispositions that are derived from the three unit candidate outcomes, and are common to all programs in the unit.

Academic Excellence, Critical Inquiry and Reflection: candidates should demonstrate 1) a belief that all individuals can learn and succeed, and 2) a commitment to reflection and critical inquiry.

Community and service: candidates should demonstrate 1) a willingness to collaborate with peers and members of the educational community, and 2) an appreciation for and willingness to form partnerships with parents/guardians and community agencies that serve children and youth.

Ethics, Values and Diversity: candidates should demonstrate 1) respect for the value of diversity in a democratic society, and 2) a commitment to high professional and ethical standards.

Program Assistants

Each program has a program assistant. Although you are expected to make your own copies, order your own textbooks, type your own syllabi, etc., the program assistants are available to facilitate the process. Please feel free to call or stop by at any time.

Program/Dept.	Program Assistant	Room	Ext.	E-Mail
School, Family, & Mental Health	Lindsay Dyer	215-M	7441	ldyer@sandiego.edu
Leadership Studies	Heather Gibb	275-M	4637	heatherg@sandiego.edu
Learning and Teaching	Maria Menezes	257-A	5938	mmenezes@sandiego.edu

SOLES and Program Meetings

A School of Leadership and Education Sciences meeting is scheduled every month. Part-time faculty members are welcome to attend. If you choose to join us, please contact the Dean's Executive Assistant at extension 4540 so that handouts, seating, etc. are arranged for you.

Each program area has meetings on a regular basis. Program Directors and Department Chairs encourage your participation. Please see your Director or Chair for the schedule.

If you need to schedule a meeting in any of the SOLES classrooms, you may do so by filling out the Space Request Form found on the SOLES Faculty Handbooks, Policies and Forms website at http://www.sandiego.edu/soles/gateways/faculty-and-staff/handbooks-policies-forms.php. Please note that this is for meetings only. Please refer to the "Classrooms" section for change in classrooms.

SOLES Roster

Roster by Program Area   **Fall 2013**

DEAN'S OFFICE

Name/Position	Office	Ext.	Email
Callery, John, **Web Developer**	205Q	4929	jcallery@sandiego.edu
Cibrian, Nikki, **Academic Scheduler**	101B	2201	ncibrian@sandiego.edu
Cordeiro, Paula, **Dean**	205H	4540	cordeiro@sandiego.edu
Coughlan, Kathleen, **Assistant Director of Alumni and External Relations**	205G	4539	kcoughlan@sandiego.edu
Dews, Linda, **Assistant Dean**	205C	7585	ldews@sandiego.edu
Estrada, Andrea, **Credential Analyst**	205A	4821	andreaestrada@sandiego.edu
Foster, Devon, **Associate Director of Marketing and Communication**	149A	4283	dfoster@sandiego.edu
Hoagland, William, **AV Technician and Support Specialist**	105	7576	whoagland@sandiego.edu
Lee, Karen, **Director of Assessment**	205D	4270	kmlee@sandiego.edu
McBride, Carmen, **Operations Coordinator/Events Scheduler**	101A	7915	carmenmc@sandiego.edu
Mumford, Anne, **Director of Admissions and Outreach**	149B	2952	amumford@sandiego.edu
Mohamed, Sonya, **Executive Assistant to the Dean**	205M	4540	smohamed@sandiego.edu
Ngo, Annie, **Research Assistant, SOLES Assessment and Support**	205Q		maianhngo@sandiego.edu
Poeu-En, Elaine, **Executive Assistant**	205M	7475	epoeu-en@sandiego.edu
Reed, George, **Associate Dean**	205E	7444	george.reed@sandiego.edu
Stein, Rondi, **Budget & Operations Manager**	205B	6803	rstein@sandiego.edu
Sterk, Peter, **Admissions and Outreach**	149	7988	petesterk@sandiego.edu
Williams, Jessica, **Graduate Assistant, Outreach and Recruitment**	149D	6647	jjwilliams@sandiego.edu

SCHOOL, FAMILY & MENTAL HEALTH PROFESSIONS

Name/Position	Office	Ext.	Email
Cameron, Erika	215G	4288	ecameron@sandiego.edu
Dyer, Lindsay, **Executive Assistant**	215M	7441	ldyer@sandiego.edu
Edwards, Todd, **Program Director, MFT**	225F	5963	tedwards@sandiego.edu
Estrada, Ana, **Program Director, COUN**	215B	7547	estradaa@sandiego.edu
Garland, Ann, **Department Chair**	215A	7879	agarland@sandiego.edu
Gonzalez, Mariaimee Gonzalez, **Visiting Professor**	215H	2680	gonzalezm@sandiego.edu
Hetherington, Peggy, **Director of Field Experiences**	215F	8804	peggyh@sandiego.edu
Johnson, Ronn	233	4702	ronnjohn@sandiego.edu
Martin, Ian	215E	7612	imartin@sandiego.edu
Patterson, JoEllen	225D	2273	joellen@SanDiego.edu
Rowell, Lonnie	231	4212	lrowell@sandiego.edu
Williams, Lee	227	6889	williams@sandiego.edu
Zgliczynski, Susan	215D	4287	zglnski@sandiego.edu

LEADERSHIP STUDIES

Name/Position	Office	Ext.	Email
Bagunu, Grace, **Teaching Assistant, Leadership Minor**	273	2567	gracebagunu@sandiego.edu
Corley, Erica, **Teaching Assistant, Leadership Minor**	273	4379	ericacorley@sandiego.edu
Deitrick, Laura, **Director, Caster Center**	263	2903	lauradeitrick@sandiego.edu
Donmoyer, Robert	275F	7445	donmoyer@sandiego.edu

Name/Position	Office	Ext.	Email
Dujowich, Crystal, **Teaching Assistant, Leadership Minor**	273	2567	crystald@sandiego.edu
Edberg, Tara, **Teaching Assistant, Leadership Minor**	273	2567	taraedberg@sandiego.edu
Filer, Kevin, **Army ROTC**	101C	7920	kevinfiler@sandiego.edu
Franco, Nick, **Graduate Assistant, SASC Coordinator**	UC 232	4588	franco@sandiego.edu
Galloway, Fred	275H	7435	galloway@sandiego.edu
Garofalo, Beth, **Associate Director of Leadership Programming**	273A	7790	bethg@sandiego.edu
Getz, Cheryl **Associate Professor and Director of Leadership Minor**	275K	4289	cgetz@sandiego.edu
Green, Zachary, **Professor of Practice, Coordinator of MA in Leadership Studies**	275C	7670	zgreen@sandiego.edu
Gibb, Heather, **Executive Assistant**	275M	4637	heatherg@sandiego.edu
Guaracello, Maureen, **Graduate Assistant, Leadership Studies**	273	2120	mguarcello-10@sandiego.edu
Herrera, David			davidherrera@sandiego.edu
Kemerer, Frank, **Professor-in-Residence**	275E	7789	fkemerer@sandiego.edu
Lehner, James, **Army ROTC**			
Libby, Pat, **Director, INER**	265A	7782	plibby@sandiego.edu
Nahavandi, Afsaneh, **Department Chair**	275L	4181	anahavandi@sandiego.edu
Martinez, Rose Linda, **Professor of Practice, Co-Director ELDA**	271B	4213	martinez@sandiego.edu
McDonald, Mary	275J	2747	marymc@sandiego.edu
McLaughlin, Conor, **Teaching Assistant, Leadership Minor**	273	2567	cmclaughlin@sandiego.edu
Monroe, Terri, **Director, Leadership Institute**	273B	4291	tmonroe@sandiego.edu
Newman, Christopher	275D	8896	cnewman@sandiego.edu
Stanfield, James, **Army ROTC**	101C	7920	jstanfield@sandiego.edu
Thome, Rich, **Co-Director ELDA**	271A	7839	thomer@sandiego.edu
VanHorn, Teresa, **Director, Nonprofit Leadership Alliance**	275G	4760	tvanhorn@sandiego.edu
Yebba, Jennifer, **Assistant Director, INER**	261	2918	jyebba@sandiego.edu

LEARNING & TEACHING			
Name/Position	**Office**	**Ext.**	**Email**
Alexandrowicz, Viviana	243	4121	vivianaa@sandiego.edu
Ammer, Jerome	224A	4292	ammer@sandiego.edu
Buczynski, Sandy	249	7991	sandyb@sandiego.edu
Gelb, Steven	241	4893	sgelb@sandiego.edu
Hansen, C. Bobbi	255	2381	chansen@sandiego.edu
Hanssen, Nancy, **Undergraduate Programs Coordinator**	224B	4159	nhanssen@SanDiego.edu
Hubbard, Lea	237	7818	lhubbard@sandiego.edu
Inoue, Noriyuki	235	7669	inoue@sandiego.edu
Lattimer, Heather, **Department Chair**	257	7616	hlattimer@sandiego.edu
Mandell, Helene, **Director of Field Experiences**	245	7817	hmandell@sandiego.edu
Menezes, Maria, **Executive Assistant**	257A	5938	mmenezes@sandiego.edu
Molina, Sarina	239	4685	sarina@sandiego.edu
Quezada, Reyes	247	7453	rquezada@sandiego.edu
Rodriguez, Sergio, **Assistant Director, Programming**	253	7452	srodriguez@sandiego.edu
Spencer, Joi	251	7819	joi.spencer@sandiego.edu
Stolz, Suzanne, **Online M.Ed. Coordinator**	246B	2707	sstolz@sandiego.edu
True, Miriam, **MCC Coordinator**	240	7713	mtrue@sandiego.edu

NAVAL RESERVE OFFICER TRAINING CORPS			
Name/Position	**Office**	**Ext.**	**Email**
Cody, Commander William, **Executive Officer**	SHH 112A	2284	wcody@sandiego.edu
Bayes, Lieutenant Carlton, **Officer Instructor**			cbayes@sandiego.edu
Johnson, Lieutenant Clinton, **Officer Instructor**			clintonjohnson@sandiego.edu
Long, Lieutenant Andrew, **Officer Instructor**			andrewlong@sandiego.edu
Nelson, Major Michael, **Major Officer Instructor**			nelsonma@sandiego.edu
Pornpanit, Lieutenant Suravut, **Officer Instructor**			spornpanit@sandiego.edu
Rabun, Captain Patrick, **Commanding Officer**	SHH 114	8891	prabun@sandiego.edu
Ronald, Lieutenant Alyson, **Officer Instructor**			aronald@sandiego.edu
Tankersley, Wendy, **Executive Assistant**	SHH 112A	2284	wendyt@sandiego.edu

SOLES OFFICES & CENTERS			
Name/Position	**Office**	**Ext.**	**Email**
Action Research Office			
	122B	4982	actionresearch@sandiego.edu
		7708	
Building Engineering and Science Talent (BEST)			
Yochelson, John	101G	7853	johny@bestworkforce.org
Camp Adventure			
Heinecke, Walter	101D	7854	walterh@sandiego.edu
Center for Education Policy and Law (CEPAL)			
Cramer, Julie Zoellin, **Senior Research Associate**	143D	4285	jcramer-15@sandiego.edu
Foster, Devon, **Associate Director of Marketing and Communication**	149A	4283	dfoster@sandiego.edu
Franey, John, **Social Science Research Associate**	259	7593	jfraney-13@SanDiego.edu
Himelstein, Scott, **Director**	143C	7852	shimelstein@sandiego.edu
Kemerer, Frank, **Associate Director**	275E	7789	fkemerer@sandiego.edu
Ruzic, Roxanne, **Associate Director**	259	2540	ruzic@sandiego.edu
Shook, Andrea, **Research Assistant**	259	6620	ashook@sandiego.edu
Traylor, Polly, **Center Support Coordinator**	143	7418	pollyt@sandiego.edu
Tudor, Jodi, **Staff Attorney**	143A	2665	jtudor@sandiego.edu
Character Development Center			
DeRoche, Edward, **Director**	246B	2250	deroche@sandiego.edu
COMPASS			
Baron, Moises, **Director**	SH 300	7667	mbaron@SanDiego.edu
Desktop Support			
Garner, Richard	215K	2268	rgarner@sandiego.edu

Educational Leadership Development Academy (ELDA)

Martinez, Rose Linda, **Co-Director**	271B	4213	martinez@sandiego.edu
Minor, JoAnn, **Executive Assistant**	271	8839	joannm@SanDiego.edu
Thome, Rich, **Co-Director**	271A	7839	thomer@sandiego.edu

SOLES Graduate Student Association

McLaughlin, Conor, **President**	101E	2615	mclaughlin@sandiego.edu

Institute for Nonprofit Education and Research

Carter Kahl, Sue, **Research Assistant**	265		suecarterkahl@sandiego
Corona, Amanda Vargas, **Executive Assistant**	263	7441	amandacorona@sandiego.edu
Deitrick, Laura, **Director, Caster Center**	263	2903	lauradeitrick@sandiego.edu
Hunt, Kim, **Research Assistant**	265		kdhunt@sandiego.edu
Jones, Jenny, **Research Assistant**	265	4312	jjones@sandiego.edu
Krasynka, Svetlana, **Research Assistant**	265	2642	skrasynska@sandiego.edu
Libby, Pat, **Director**	265A	7782	plibby@sandiego.edu
Yebba, Jennifer **Assistant Director**	261	2918	jyebba@sandiego.edu

Hansen Summer Institute

Bee, Ronald, **Managing Director**	129B	7546	rbee@sandiego.edu
Lamb, Bonnie, **Program Coordinator**	129B	7546	blamb@sandiego.edu

Leadership Institute

Castillo, Elizabeth, **Graduate Assistant**	273	4379	eac@sandiego.edu
Monroe, Terri, **Director**	273B	4291	tmonroe@sandiego.edu
Garofalo, Beth, **Associate Director of Leadership Programming**	273A	7790	bethg@sandiego.edu

Manchester Family Child Development Center (MFCDC)

Kennedy, Jacqueline, **Director**	MFCDC	6819	kennedyj@sandiego.edu

Mobile Technology Learning Center

Cramer, Julie Zoellin, **Senior Research Associate**	143D	4285	jcramer-15@sandiego.edu
Foster, Devon, **Associate Director of Marketing and Communication**	149A	4283	dfoster@sandiego.edu
Franey, John, **Social Science Research Associate**	259	7593	jfraney-13@SanDiego.edu
Gross, Shawn, **Director of Technology & Innovation**		(202) 215-7448	shawngross@sandiego.edu
Himelstein, Scott, **Interim Director**	143C	7842	shimelstein@sandiego.edu
Kelly, Maria, **Research Assistant**	259	7593	mariak-10@sandiego.edu
Ruzic, Roxanne, **Director of Research**	259	2450	ruzic@sandiego.edu
Shook, Andrea, **Research Assistant**	259	6620	ashook@sandiego.edu
Thomas, Kai, **Graduate Assistant**	259		kmthomas@sandiego.edu
Thome, Richard, **Director of Professional Learning**	271A	7839	thomer@sandiego.edu
Traylor, Polly, **Center Coordinator**	143	7418	pollyt@sandiego.edu
Tudor, Jodi, **Staff Attorney**	143A	2665	jtudor@sandiego.edu

SOLES Global Center

Assefa Tessema, Kedir, **Graduate Assistant, SOLES Global Center**	129	5901	tessemak@sandiego.edu
Brion, Corinne, **Graduate Assistant, SOLES Global Center**	129	5901	corinnebrion@sandiego.edu
Dunigan, Nathaniel, **Dammeyer Fellow in Global Education**	129	7443	dunigan@sandiego.edu
Maribei, Peter, **Graduate Assistant**	129	5901	pmaribei@sandiego.edu
Stoia, Laura		5901	
Vicente, Mara, **Graduate Assistant**	129	5901	maravicente@sandiego.edu

SOLES Librarian

Burgert, Lisa	122B	4695	lburgert@sandiego.edu

SOLES Student Staff

Falzon, Leanne	101M	4538	solesstudentstaff@gmail.com

SOLES Fax Numbers

Dean's Office	619-849-8195
Institute for Nonprofit Education and Research	619-849-8165
Center for Education Policy and Law (CEPAL)	619-849-8149
Educational Leadership Development Academy (ELDA)	619-849-8171
Leadership Studies	619-849-8175
Learning & Teaching	619-849-8159
School, Family & Mental Health Professions	619-849-8125

SOLES Vision and Mission Statement

SOLES aspires to be a vibrant and diverse community for innovation, cultivating academic excellence and developing socially responsible global learners and leaders.

Vision Statement
We believe that education for human service must have as its foundation a vision of enhancing human dignity and the quality of life. To do so, human service professionals must focus on moral perspectives in their professional and community lives. The faculty and staff of the School of Leadership and Education Sciences seek to impart this vision to our students.

Mission Statement
It is our responsibility to prepare students with the professional knowledge, skills, and ethical perspectives they will need for effective leadership and practice in a diverse society. We seek to become, and encourage our students to become, life-long learners engaged in scholarly inquiry, research, and professional development. We value professional and community service and encourage such service by our students.

To implement our mission, the faculty enriches all programs and course offerings with the values, concepts, and themes that we believe will help students become ethical, civic-minded and committed leaders in their chosen fields.

Tag Line
"**SOLES**…Where leaders are made."

SOLES Strategic Directions
2012-2015
8/12

Initiative 1: Addressing Societal Challenges
As a prominent education and human services school we must confront important human challenges. Through our Centers and Departments, we marshal academic expertise from across the disciplinary spectrum to produce research and programming of contemporary social relevance. Using evidence-based practices SOLES is uniquely positioned to contribute to the dialogue surrounding the challenges of: educating our citizenry for the workplace of the 21st century, meeting the leadership and management needs of the nonprofit and public sectors, addressing the social-emotional needs of our community through clinical work, and addressing teaching and learning issues locally, nationally and globally.

1. Expand the Reach and Impact of SOLES' Centers and Institutes
The Institute for Nonprofit Education and Research's (INER) Caster Center for Nonprofit and Philanthropic Research, the Center for Education Policy and Law (CEPAL), the Global Center, the Educational Leadership Development Academy (ELDA), the Leadership Institute (LI), and the Mobile Technology Learning Center (MTLC)

- Create collaborative solutions to societal challenges.
- Drive debate and bring media attention to policy issues in our respective sectors.

- Serve as a community resource for information and research services connecting the community to SOLES.
- Elevate collaboration between faculty and students across SOLES' disciplines and across USD.
- Train doctoral students in research and evaluation methods to address important community needs.

2. **Global Center: Connections and Impact**
    - Expand connections with existing partnerships, Ashoka campuses, and NGOs (e.g., Edify, Save the Children).
    - In collaboration with USD, establish at least one SOLES initiative in a strategic location abroad.
    - Expand research opportunities abroad for students and faculty.

3. **Engage and Influence the Greater San Diego Community**
    - Strengthen our high profile annual conferences, speaker series and symposia in order to enhance the vibrancy of our environment and to stimulate debate in the community.
    - Provide services to the community through symposia, workshops, projects, events, and continuing education.
    - Provide additional opportunities for influential scholars to visit SOLES for extended stays.

Initiative 2: Teaching Excellence
Innovation is in the DNA of SOLES. For example, we created the first Leadership Studies doctoral program in the nation; we were the first education school in the nation to require that all students have an international experience; and, we have students from all three departments conducting Action Research projects annually. SOLES and USD are nimble and thus we are able to be highly responsive to our community and stakeholders in offering new programs, courses and certificates.

Our ability to assume a more influential leadership role in the sectors we serve, is directly related to the quality of our teaching efforts, which have a direct impact on all of our programs and certificates – undergraduate, graduate, doctoral and continuing professional education.

1. Expand Experiential Learning and Reflective Practice
In particular, we offer experiential learning opportunities to students through our practicum and fieldwork courses, internships, the Leadership Institute, the Leadership Conversation Project, action research projects and our work with pedagogies such as PBL and lesson study. The substantial international research and study opportunities available to our students are also evidence of our leadership in experiential education. Going forward, we will:
- Deepen commitment to extending and creating additional opportunities; further integrating them in all our academic programs.
- Promote us, both internally and externally, as a laboratory for innovative pedagogies that highlight the connection between theory and practice and emphasize experiential learning.

2. Increase Teaching Excellence
All of our programs are well regarded, and our intent is to increase their stature. In recognition of

the pivotal role that faculty will play in achieving that goal, we will:
- Increase support and incentives for developing excellent courses and teaching materials.
- Provide incentives and opportunities for faculty to innovate and incubate new ideas in their respective disciplines and professions.

3. Attract Top Faculty and Students

The quality of our pedagogic efforts depends on our ability to bring together innovative teachers and highly qualified students, both of whom have a wide range of experiences, languages and cultural perspectives. Therefore, achieving teaching excellence at SOLES requires that we:
- Attract and retain a diverse faculty.
- Attract and retain a diverse student body.
- Prepare students to work in diverse communities.
- Increase our endowment in order to support recurring scholarships and additional assistantships.

Initiative 3: Intellectual Influence

A vibrant intellectual environment is essential for any prominent school within a university. One of our key roles is to expand our influence in the local, regional, national and international community. The core intellectual capital of SOLES is nurtured within our academic departments. Our ability to assume a leadership role in education, the nonprofit and public sectors and mental health community is directly related to the quality and influence of our scholarship. This scholarship, in turn, directly affects the school's intellectual environment.

The current intellectual environment at SOLES is strong. Our research output is increasing and becoming nationally and internationally recognized. Some faculty support and incentives for research accomplishments are institutionalized. Building upon this foundation, more can now be done to strengthen the intellectual environment in SOLES.

1. Increase Faculty and Student Scholarship
- Increase the number of professorships, chairs, fellowships, and additional research support.
- Increase support to students to attend professional conferences, and be involved in research projects, and professional associations.
- Support cross-departmental research seminars in, for example, action research or quantitative analysis that will deepen the impact and generality of our research.

2. Increase Faculty Grants from Private Foundations
- Develop strong and purposeful connections to private foundations that fund in SOLES' program areas.
- Provide grant-writing support to faculty.
- Offer focused, timely professional development on grant writing particularly targeting foundation grants.

Initiative 4: Promote Sustainability

In our role as Higher Education professionals, it is our responsibility to advance sustainability and sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we, in SOLES, are committed to developing practices

and policies to reduce the carbon footprint of SOLES' students, faculty, staff, and facilities. We support curriculum and pedagogy on the topic of sustainability.

Goal 1: Increase awareness of sustainability practices by SOLES staff, students, and faculty.
Actions and Metrics:
1. Announce sustainable best practices and regional efforts at each SOLES faculty meeting.
2. Post sustainability tips on SOLES' Sala screens monthly or more often.
3. Maintain mixed recycling posters at recycling bins. Replace as needed at the time of each committee meeting.

Goal 2: Identify and suggest best practices to incorporate sustainability topics across the curriculum.
Actions and Metrics:
1. The committee will add a sustainability statement to the SOLES syllabus template.
   - Each year, the number of syllabi that reflect an emphasis on sustainable practices and/or topics will increase.
2. The committee will highlight best practices and post them on our website.
   - Each year, the percent of syllabi including a statement on sustainability will increase.
3. Faculty will decrease the distribution of paper syllabi.
   - The number of syllabi available electronically will increase each year.
   - The Sustainability Committee will conduct an annual survey of practices across SOLES that will include an item related to distribution of paper syllabi.
   -

Goal 3: Advance sustainable practices in SOLES' operations.
Actions and Metrics:
1. SOLES will increase paperless practices and electronic forms processing.
   - The Sustainability Committee will conduct an annual survey of practices across SOLES.
2. SOLES will support and engage in university and community Earth Month activities.

The Sustainability Committee will sponsor one or more specific events each year related to increasing sustainable practices.

PLEASE NOTE: All SOLES Graduate Students must adhere to the policies and procedures in the Graduate Student Policies handbook found on the SOLES Website:
http://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies

Summary on Academic Integrity

The complete University of San Diego Integrity Policy is located here:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized

collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a *serious violation*, or, if unintentional, an *infraction* (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the **Academic Integrity Violation Preliminary Worksheet.** The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee *only* when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred *and* the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Cheating on Examinations
Cheating on examinations is treated as a serious offense, usually resulting in a failing grade on that examination.

Techniques for Minimizing Cheating: The administration believes that implementation of the following techniques should discourage cheating. Therefore, each instructor should:

1.   Include a statement about cheating in the course syllabus or any other handouts provided students during the first days of class.

2.   Announce in class that cheating is a serious offense carrying with it serious consequences.

3.   Vary course examinations from semester/year to semester/year.

4.   Not use the same examinations for sections of the same course if the examinations are separated in time.

5.   Not use the same examination for make-up tests.

6.   Use a checking system when students complete the examination and hand them to the proctor.

7. Use two versions of a standardized test when such an examination is given in large classes and crowded classrooms.

8. Use blue books or other forms of examination paper provided by the University.

9. On final examinations, require that the students include this statement: "I have neither given nor received unauthorized aid in this examination," followed by the student's signature.

Academic Progress - Graduate

To be in good academic standing and to be eligible to graduate, graduate students in the School of Leadership and Education Sciences must maintain a semester and overall GPA of at least 3.0.

It is the responsibility of each faculty member to inform the appropriate Department Chair about graduate students whose progress should be reviewed.

Academic Progress - Undergraduates

A student will be placed on scholastic probation if:

1. The semester GPA falls below a C average (GPA 2.0) for course work in a given semester; or,

2. The GPA falls below 2.0 for all work attempted at USD.

Academic Review

If, for any reason, an instructor has serious concerns about a student, he/she should contact the Program Director or Department Chair to discuss the situation. In most instances, the student should receive feedback that is timely and instructive. In instances where the situation continues, written notification to the student may be necessary. A copy of any written notification should be given to the Program Director or Department Chair to be placed in the student's file.

Add/Drop Procedures

Students who wish to change their registration must do so on the appropriate form within the stipulated time period. Students are allowed to add and/or drop courses during the pre-registration period at the One Stop Center. During the Fall and Spring semesters, courses may be added during the first eight days of class (advisor's signature required), dropped until the tenth week of the semester (advisor's signature not required), and withdrawn until the tenth week of the semester (advisor's signature not required). 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 GPA).
 After the withdrawal deadline the student will receive a grade for the course. Withdrawal after the deadline (with a "W") is only granted when there is written documentation of a major injury, serious illness or similar factor beyond the student's control which precludes her or his continuing in the class.

Students who discontinue class attendance and neglect to withdraw ("drop") officially from the course are subject to failing the class. Registered students who withdraw from the University (i.e., terminate all courses in progress) must officially drop their courses by filing a **Notice of Withdrawal** form in the One Stop Center (UC Rom 126). The same drop policies and deadlines apply to students who withdraw from the University as for those who drop only one course.

Tuition is fully or partially refundable only when a student officially withdraws.

The date of withdrawal for refund purposes is considered the date the "Notice of Withdrawal" form is received and date stamped in the One Stop Center. Students must secure all required signatures prior to submitting the form to the One Stop Center.

For deadlines and tuition refund policies during Summer and Intersession, see the relevant Summer and Intersession bulletins. Condensed or abbreviated sessions (e.g. five week, one week, weekend…etc.) also require that students register by the posted deadlines in the relevant Summer or Intersession bulletin. Read semester course schedules carefully. Posted deadlines may differ for undergraduate and graduate students.

Students who receive any form of financial aid must consult with the Office of Financial Aid if their registered units drop below the required number of units for continuation of aid.

Students withdrawing from their current classes will lose eligibility for Federal financial aid, and depending on the time of their withdrawal, will be required to return either all, or part, of the Federal financial aid they received for that semester.

Canceled Classes

1.   If you foresee the necessity of canceling a class, please notify the students the week before. Notify by phone or e-mail any student not present at the time you notify the class of the expected cancellation. These classes should be rescheduled for another date. The cancellation of one class may amount to the loss of a full week of instruction for the students who are paying considerable tuition.

2.   If an emergency arises so that you unexpectedly must cancel a class, ask your program area administrative assistant to contact the students. It is a great inconvenience to those who travel a considerable distance to arrive only to learn that the class has been cancelled.

3.   Whenever a class is to be cancelled or has been cancelled, please notify your Program Director/Department Chair, indicating what arrangements have been made for the make-up of the class.

Center for Educational Excellence

Through the Center for Educational Excellence (CEE)the university offers a variety of professional development opportunities aimed at improving teaching for part-time and full-time faculty. Please visit their website (www.sandiego.edu/cee) in order to see what programs are offered each semester. CEE is often seeking faculty to deliver workshops. If you are interested in doing so, please contact CEE Director, Dr. Sandra Sgoutas-Emch, at ext. 4005.

Classrooms

There is no guarantee that your classroom will be assigned to SOLES. Many factors are taken into account when scheduling classrooms like class size, class times, meeting pattern, and back-to-back scheduling. Classrooms are not final until roughly the second week of the semester, however, please check your class schedule well in advance to see what has tentatively been assigned to you. Please make sure to scout out the classroom to ensure requirements are met.

If a change in classrooms is deemed necessary, please submit your request to your program assistant explaining why you need to change rooms, as well as your course name, number, and enrollment. The program assistant will then coordinate with Academic Scheduling, Nikki Cibrian (ncibrian@sandiego.edu) at 619-260-2201. If you will not be in class and/or have a speaker or substitute, the Program Director or Department Chair should be notified. If for any reason your class is not meeting in the scheduled classroom, your Program Director, or Department Chair, and program assistant must be notified. **This includes finals.**

Please pick up your media keys from Instructional Media Services located at Information Technology Services located at the University Center, Room 117. You will need to present your USD ID.

If you are assigned to a classroom located in the Shiley Center for Science and Technology, please contact their Building Manager, Starla Tudor (studor@sandiego.edu) at 619-260-8885 for your building and classroom access.

Children of Faculty in Classes

Because faculty members' first responsibility when teaching is to students, children of faculty are not permitted to attend class or course activities except in the case of a last-minute, unforeseen emergency.

SOLES offers family oriented activities throughout the school year and encourages faculty to participate with children in these extra-curricular events.

Children of Students in Classes

SOLES provides a supportive environment for parents attending SOLES programs and classes. However, children of students are not permitted to attend class or course activities except in the case of a last-minute, unforeseen emergency.

SOLES offers family-oriented activities throughout the school year and encourages students to participate with children in these extra-curricular events.

Class Rosters

For information regarding your courses, including course rosters, log into your MySandiego account with your USD username and password (http://my.sandiego.edu). The Faculty Dashboard located on the "Teach/Advise" tab will list all the courses you are scheduled to teach in the current and/or coming semester(s). Click on each course to view information such as meeting time, location, units, etc. To view the roster of students who have enrolled in the course, click on "Enrollment" under "Enrollment Counts."

Blackboard

Blackboard is an integrated set of course management tools that enable faculty members to easily design, develop and manage web based enhanced courses. Once you have created a new course through Blackboard, students who register for the class and have a valid USD email address will be given access to Blackboard within 24-48 hours of registering (you do NOT have to upload your roster).

For more information about Blackboard including training schedules and course activation requests, visit http://www.sandiego.edu/its/teaching/blackboard.

Remember: A valid USD student email account is required before students can be given access to Blackboard course via the roster upload process. Students may create a USD email account by following the prompts on the following website:
https://iam.sandiego.edu/pls/apex/f?p=ACCTPROV

For questions regarding use of My.Sandiego.edu or setting up an e-mail account contact the ITS Help Desk at **x7900**.

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* If a student does not appear on the roster or if the registrar has indicated there is a problem with a student, please notify the student and ask him/her to contact the appropriate administrative offices. If, after three weeks into the course, a student does not appear on the class roster, please advise the student not to return to class until the matter is taken care of. If he/she has concerns, the student can contact the SOLES Assistant Dean.

Copley Library Reserves

The SOLES library liaison, Lisa Burgert, is available to provide library instruction, library orientation, consultations, reference assistance, develop course specific subject guides, purchase materials, and more. Contact her at lburgert@sandiego.edu, (619) 260-2695, or during office hours Wednesdays from 4 to 6 pm in SOLES 122B.

Copley Library website is available at http://www.sandiego.edu/library

Hours

- Copley Library is open 7 days a week.

- Check the website for current hours at http://www.sandiego.edu/library/about/hours.php

Library Catalog

- The collection of books, DVDs, dissertations can be searched via "SALLY," the online library catalog at http://www.sandiego.edu/library
- Express Books is a new service! Library staff will retrieve materials for you and have them waiting at the circulation desk. Click "Request It" in the catalog. Allow 24 hours.
- Loan policies at http://www.sandiego.edu/library/about/policies/loan_policies.php

Online Databases

- New databases include: Education Source, Psyc Therapy (videos), and Psyc Tests.
- Copley Library provides access to over 150 online databases with access to abstracts, full-text articles, news articles, videos, dissertations, book chapters, and more http://www.sandiego.edu/library/find/databases/subject.php
- Log in with your MySanDiego user name and password.

Reference Assistance

- Librarians are available in person, by text-message (619) 727-6652, email, phone (619) 260-4765, and by appointment. http://libanswers.sandiego.edu

Reserves

- Requests are processed on a first-come, first-served basis so you are encouraged to submit requests at least two weeks before the beginning of the semester.
- Find Online Reserve Request Forms, Electronic, and Physical Reserves Information at http://www.sandiego.edu/library/services/reserves.php
- Contact Christopher Marcum, Reserves and Reference Assistant reserves@sandiego.edu or (619) 260-5973.

Interlibrary Loan

- Copley Library provides Circuit, Rapid ILL, Get it Now, and an interlibrary loan (ILLiad) service to quickly obtain access to materials from other collections. http://www.sandiego.edu/library/services/interlibrary_loan.php
    - **Circuit**
      Obtain available print materials from SDSU, UCSD, CSU San Marcos, San Diego County, and San Diego Public libraries. Click the link to Circuit in the upper right corner of the catalog. http://libanswers.sandiego.edu/a.php?qid=452407
    - **ILLiad**
      Copley Library will request books not available from Copley or Circuit from other institutions. Follow the link to "World Cat" in the catalog or request a title at http://www.sandiego.edu/library/services/interlibrary_loan.php
    - **Rapid ILL**
      If Copley Library does not have access to the journal article or book chapter needed, complete the request form to have the material electronically delivered to you. http://www.sandiego.edu/library/services/interlibrary_loan.php

- o **Get It Now**
  Available to faculty, 5 times per year, when the library is closed. The service provides nearly instant access to an article. Click "Check USD for Full Text Availability" and follow the link to "Get It Now."

Contact Alexander Moran, Head of Interlibrary Loan at moran1@sandiego.edu or (619) 260-2364.

Counseling Services

The University of San Diego Counseling Center (USDCC) is located in Serra Hall, Room 300. During the fall and spring semesters, the hours of operation are Monday through Friday, 8:30 a.m. to 5:00 p.m.; and Wednesdays until 6:00 p.m. The telephone number is **(619) 260-4655**.

If a serious concern arises after hours, there is an "on call" psychologist, who can be reached by calling public safety at **ext. 2222** on campus or **619-260-7777** from off campus. They will page the on-call psychologist.

If a part-time faculty member is concerned about the well being of a student, he or she is encouraged to consult with and/or refer students to the Counseling Center. Depending on student needs and counselor availability, recommendations may include services provided by USDCC or may involve services provided by other professionals. USDCC services may include individual sessions of personal/social counseling provided by the Counseling Center's staff at no cost and/or group counseling sessions. Recommendations may also involve referrals to professionals such as psychiatrists, physicians, drug/alcohol abuse specialists, nutritionists, and attorneys. The USDCC also stresses the importance of preventive educational interventions. Non-traditional services reach a larger number of students and help maintain a campus climate that supports the optimal functioning of a diverse student population. Workshops, trainings, and seminars are provided throughout the year, as are consultations to parents and campus professionals on mental health issues. The USDCC also provides a self-help library including over 300 titles on issues such as time management, self-esteem, gender issues, multicultural awareness, stress etc. Support groups have addressed topics such as body image/eating concerns, academic concerns, substance abuse, freshman adjustment and relationship issues. Academic consultation is available to all students desiring to improve or enhance their performance. The psychological staff provides a variety of assessments and recommendations, including academic counseling, screenings for possible learning (through Disability Services), and personal counseling. Test-taking approaches, time management skills, stress management and other coping skills are available as well.

Email Listservs

Each program area has an e-mail mailing list. Additionally, some programs have their own list-servs. If you want to be included, please tell your Program Assistant, Program Director, or Department Chair. If you would like to be included in the "Monday Morning Updates" sent to all faculty and staff by the Dean's Office, please submit your information to the Dean's Executive Assistant. In addition, SOLES maintains a listserv for part-time instructors to which your e-mail address will be added by the Dean's office. This list is maintained to notify part-time instructors of important information.

Evaluation of Supervisors

All University personnel involved in the supervision of student teachers, practica, field placements, and internships shall be formally evaluated by the student(s) at the conclusion of the experience. These electronic evaluations shall be submitted to the appropriate Program Director/Department Chair, and shared with the faculty member in the same manner as regular course evaluations.

University personnel who serve as supervisors for student teaching, practica, field placements and internships, will informally evaluate the students' site supervisors (non-University personnel). Such evaluations, which may include student feedback, shall be reported to the appropriate Program Director/Department Chair. Reports need not be in writing, and are to be used solely for the purpose of future student placement.

Evaluation Methods

Please contact your Program Director or Department Chair if you have questions regarding appropriate methods of evaluation (i.e., exams, research papers, quizzes, homework or participation).

The Federal Educational Rights and Privacy Act (FERPA)

General Privacy Provisions
The Federal Educational Records Privacy Act (FERPA) limits the distribution of educational records in order to protect the privacy of students. Educational records are divided into two categories: directory information and non-directory information. Directory information may be released to anyone unless the student requests the information be kept confidential. At USD, directory information consists of the following six items: name, e-mail address, major field of study, dates of attendance, participation in officially recognized activities and sports, plus degrees, honors, and awards received. All other personally identifiable information is non-directory information, which may not be released to anyone outside USD without the student's written permission. An exception exists for parents of dependent students, who must be allowed access to any information that the student would have access to. At USD, all undergraduate students are assumed to be dependents of their parents unless the student proves otherwise, while all graduate/law students are assumed to independent of their parents unless the parents prove otherwise. USD employees with a legitimate need to know may access whatever educational records they require in order to perform their job function.

Posting of Grades and Distribution of Graded Material
Faculty may not post grades in any manner that could reveal the grade of a particular student. Thus grades may not be posted by name, ID number, or social security number, unless written consent to do so is obtained from the student. Faculty may post grades by codes known only to each student provided that the grades are not posted in alphabetical order. Faculty may not leave graded materials in places where they are accessible to students. This includes leaving stacks of laboratory reports or student papers outside one's door for student pick-up, passing back a homework assignment by sending out all the papers in one stack for the students to look through, or any other method where a student sorts through other students' work in order to find his or her own materials.

FERPA Training & Certification

All SOLES employees must become familiar with the law and must demonstrate that they have such familiarity. To aid employees in gaining this familiarity, as well as to enable USD to show that its employees are knowledgeable regarding FERPA, a website has been created that contains information about and a tutorial on FERPA. The URL of the website is http://www.sandiego.edu/registrar/ferpa/.

Please go to the website noted above and become familiar with its organization. Note that in the light blue column on the left, there is a table of contents. Please read the entire main section and the sections for students, parents, faculty, and staff for a comprehensive overview of the law. You will see, in the blue column, a reference to a Tutorial. Once you have read through the materials at this website thoroughly, you will need to take the Tutorial. There are questions that must be answered correctly throughout the Tutorial in order for you to move to the next screen. Incorrect answers will not allow you to progress. This is why you need to read through the full website before taking the Tutorial with its embedded questions.

At the end of the Tutorial, there is a form, which you will need to complete. Once you have passed and completed the Tutorial, you will be automatically registered as having successfully completed the necessary training in matters relating to FERPA as amended. You may print out a copy of your completion certificate for your records if you wish.

In order to comply with the federal mandate, ALL employees who function as "school officials" MUST complete the Tutorial. Please complete at your earliest convenience. The Provost's Office is responsible for assuring compliance with the law, and persons who do not complete the tutorial will be contacted and asked to do so.

Employees must also have a current USD email address which must be used for all student and university-related correspondence. (*To create a USD email address & account please visit the following website: http://my.sandiego.edu.)

Please contact Dr. Thomas Herrinton, Associate Provost, at x4553 for additional information.

Final Examination Policy

Please be aware that during exam week, classrooms, times and days will differ from regularly scheduled ones. There can be no changes from the exam schedule without the prior written authorization from the Dean's office. The exam schedule can be found in the course bulletin for each semester.

Frequently Called Numbers

To reach the University Operator, dial:
"0" (or 619-260-4600 from off campus)

Academic Computing Help Desk...7900

Alcohol and Drug Education 4618

Bookstore 4551

Career Services...4654

Child Development Center..4620

Community Service – Learning, Office for..4798

Continuing Education 4585

Counseling Center..4655

Emergency...2222

Health Center...4595

Human Resources 6611

Information Desk (University Center)..8888

Library, Copley 4799

Media Services 4567

Police (Campus)..7777

Print Shop..4890

Provost Office 4553

Public Safety...7777

Registrar..4557

Sports Center 4803

United Front (Student Affairs)... 2395

University Ministry...4735

Women's Center...2396

Writing Center 4581

University's emergency communications system: ....619-294-7654 or 619-297-9044

These lines operate independently of the campus telephone system and are only to be used in the event of a natural disaster or other event that results in a major telephone system failure.

Area code and prefix for most on-campus phone numbers: (619) 260-xxxx

Grading

Grade Grievance Procedures

Grading criteria, course content, assignments and other requirements are set by instructors and provided to students in writing. The presumption is that students have been given ample opportunity for clarification of class requirements, including assessment, at the beginning of a given course. The instructor's judgment regarding assessment and grading is presumed to be correct. Therefore, the burden of qualifying a grievance rests with the student. At every level in the grievance procedures all participants should understand this presumption.

A student has the right to question a final grade given by a faculty member.

1. Any student may at any time consult her or his instructor about a grade. The exercise of this right does not require a fixed procedure nor is it subject to procedural conditions.
2. If a student feels that she or he has been given an unjust grade, the student should first approach her or his instructor to resolve the difficulty. However, if the student believes she or he has reason not to approach the instructor, the Department Chair/Program Director (or her or his delegate) shall be the judge of the advisability or inadvisability of making this first step.
3. In cases where the Department Chair or Program Director has ruled that direct consultation with the instructor is inadvisable, the student may present her or his case, along with any graded work, to the Chair or Director. The student may request that the instructor provide the student with a copy of the work in question. The Chair or Director shall review the disputed grade in consultation with the instructor. After this review, the instructor may decide to change the original grade or not. The Chair or Director will communicate the instructor's decision to the student.
4. If the matter is not satisfactorily settled at number "3" above, the student may present his/her case to the Associate Dean for review.
5. If the efforts described in steps "2" through "4" do not resolve the dispute, the student may formally challenge the assigned grade. The policy regarding a formal challenge of a grade in the School of Leadership and Education Sciences is as follows:
   a) An academic grade may only be formally challenged on grounds that it reflects other than appropriate criteria as stated on the course syllabus.
   b) Students may only challenge grades when they claim to have earned a grade at least one full letter higher than the grade assigned by the instructor (e.g., the student is assigned a grade of C+ and alleges that the actual grade should have been B+ or higher).
   c) A written petition presenting evidence concerning step "5.a." must be submitted to the School of Leadership and Education Sciences Associate Dean no later than the end of the seventh full week of instruction in the semester following that in which the grade was given.
6. The procedure following submission of the petition by the student is as follows:
   a) On receipt of the petition, the Associate Dean will promptly appoint a committee consisting of two faculty members and one student. The student and at least one of the faculty members will be associated with the student's program. The committee's membership is privileged information.
   b) The committee will promptly decide whether the evidence presented by the student warrants an investigation. If it does not so find, the committee will take no further action on the case

and the student will be so notified. If the committee so finds, it will conduct an investigation.

c) During the investigation, the committee must provide a fair proceeding for instructor and student, including information as to the character and object of the proceedings, knowledge of the allegations and evidence produced by the student in making out her or his case, and an opportunity for both parties to respond in writing and/or orally.

d) If, during the course of this investigation, the instructor voluntarily decides to change the original grade assigned the instructor will report this decision to the student and the Associate Dean, and the committee will take no further action.

e) If no agreement is reached, the committee must decide whether the grade reflected criteria other than those stated on the syllabus, and if so, the criteria that were reflected.

f) Their conclusions shall be made in the form of a preliminary written report, copies of which are to be sent to the Associate Dean, the instructor and the student. The instructor and the student will have the opportunity of submitting written responses to the committee within ten days of receipt of the preliminary report. The committee will review the written responses, if any, before issuing its final report to the Associate Dean.

g) Submission of the final written report to the Associate Dean will be the final action taken by the committee.

NOTE: **All other student academic appeals in SOLES will follow a similar process.**

Grade of Incomplete - Graduate School Policy

The grade of Incomplete may be recorded to indicate:

• that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed; and,

• 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/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" (see appendix). The form must be submitted to the Registrar's Office with the final grade roster. 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".

When the work is completed, a Removal of Incomplete or Change of Grade form should be completed and signed by the instructor and the Associate Dean (this form is located online at: http://www.sandiego.edu/soles/gateways/faculty-and-staff/handbooks-policies-forms.php via MySanDiego portal). One copy is then placed in the student's file and the original is sent to the Registrar.

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

Grade of Incomplete - Undergraduate School Policy
Same as Graduate School Policy.

Pass/Fail Grading - Graduate School Policy
Graduate students may not elect the Pass/Fail grade for regularly graded courses. A grade of Pass or Fail is assigned, however, in specifically designated courses. A grade of "C-" or better is required for a grade of "Pass." For a "Pass," credit is awarded, but units do not enter into the computation of the GPA. A "Fail" grade will be computed as a grade of "F".

Pass/Fail Grading - Undergraduate School Policy
Students in good academic standing, that is, with a grade point average of 2.0 at the University of San Diego, may elect to enroll for courses on the pass/fail plan. All students who wish to exercise the pass/fail option must have prior authorization from their advisor. Courses taken at other institutions and transferred to USD for unit credit only are not considered to fall under the pass/fail option. Note the deadline announced in the Academic Calendar for changing a course to the pass/fail option or vice-versa. No changes will be made after this date. The following regulations apply:

1. Lower-division students must have successfully completed at least 12 units at this university;

2. If the course is part of a regular semester, the student must be enrolled in at least 9 other units on a regular grading basis;

3. Students may take Intersession and Summer Session courses on a pass/fail basis provided that no more than one course is taken in any session or semester and that no more than two courses per calendar year are taken pass/fail. (Courses offered exclusively on a pass/fail basis for all students are not counted in arriving at the limit.);

4. Major courses (and major prerequisites) and Core Curriculum courses are excluded;

5. Courses required for any state teaching credential are excluded;

6. Certain advanced or highly specialized courses may be excluded by departments acting in concert;

7. Research and reading courses, performance and independent study courses, and courses not lending themselves to specific grading practices may, by determination of the faculty, be included;

8. All courses designated as "activity" courses may be pass/fail (at faculty determination, not students);

9. There will be no change from pass/fail to grade or vice-versa after the deadline listed in the Academic Calendar;

10. The course, quiz, paper, examination, and attendance requirements for pass/fail students will be the same as for students receiving a letter grade;

11. Pass requires a grade of C– grade or better;

12. Pass does not affect grade point average; Fail does affect grade point average;

13. A course taken on a pass/fail basis may only be repeated as a pass/fail course;

14. A course in which a grade of D or F is received may not be repeated on pass/fail basis, but may be repeated for a grade;

15. For first honors or second honors consideration, 12 semester-units must be earned in fall or spring semesters in which traditional grades are issued;

16. A student wishing to major in a field in which he or she previously earned pass/fail credit may, with departmental permission, select another course to fulfill the requirement; and,

17. A maximum of 15 pass/fail units at USD is applicable to the fulfillment of degree requirements. However, in the Electrical Engineering (EE), Industrial and Systems Engineering (ISyE), and Mechanical Engineering (ME) majors, pass/fail is not permitted in any required (by title) course; pass/fail enrollment in certain Core Curriculum elective courses requires prior approval of the Director of Engineering Programs and may be utilized for a maximum of 21 units of required elective Core Curriculum course units.

Midterm and Final Grades

If you have undergraduate students in any of your classes you will need to submit these grades via WebGrades on My.Sandiego.edu at midterm. You can access WebGrades by logging into My.Sandiego and clicking on the "WebGrades" link on the Teach/Advise tab.

The Registrar's office will notify faculty about due date for Final Grades (usually <u>four</u> working days after the end of finals) sometime around the middle of the semester. Please read the instructions for the exact due date and details about submission. PLEASE SUBMIT GRADES ON TIME.

Guidelines for University Supervisors

The university supervisor has an important role in the student teaching process. He or she provides support and assistance to the student teacher, is an objective observer and evaluator, a valuable teacher resource, and serves as the liaison between the school site and USD. The following are the responsibilities of the university supervisor.

      a) Act as a liaison between the university and the school site.
      b) Help make sure that the student teacher and cooperating teacher understand their roles.
      c) Coordinate and conduct required meetings.
      d) Make formal observations of the student teacher.

e) Submit final paperwork.

Please see the 2013-2014 Student Teaching Handbook for more details. This handbook is located online at: http://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/index.php under the Learning and Teaching section.

Audio/ Visual Equipment and Media Center

Requests for A/V equipment owned by SOLES can be addressed to:

WILLIAM HOAGLAND
Audio Visual Technician and Support Specialist
MRH 105, (619) 260-7576, whoagland@sandiego.edu

SOLES has 13 handheld video recorders, 2 portable LCD projectors, and 3 portable projection screens available to staff and faculty for check-out.

Instructional Media Services (IMS)
http://www.sandiego.edu/its/resources/media/
The University of San Diego provides a wide variety of media services and support to faculty, staff, students, the campus, and the community through the Instructional Media Services group. Some of the services provided by IMS include: production of video tapes, digitization of video for Internet or intranet use, creation of video for CD/DVDs, documentation of events and lectures, and provides assistance to students. In addition to video production, we provide print and non-print graphic design services.

Online Tutorials
http://www.sandiego.edu/its/resources/media/tutorials.php
Requests for audio-visual equipment not owned by SOLES can be made through your program's administrative assistant, or directly to the Media Center (260-4567).

Media Center
http://www.sandiego.edu/its/resources/media/
Phone: 619-260-4567
Location: Maher 186 (Basement – East Wing)
Hours
Fall & Spring: Monday – Friday: 8am – 7pm
Intersession & Summer: Monday – Friday: 8am – 5pm

Equipment Inventory
http://www.sandiego.edu/its/resources/equipment/inventory.php

New Part-Time Faculty Hiring Procedures

Once a faculty member is recruited, certain steps must be followed in order to complete the hiring process. **If you have not worked with USD in over one year <u>OR</u> if this is your first semester with USD you will need to complete a background check and Human Resources** (Maher 101) **will require completion of the Confidential Employee Data form, W-4 and I-9 forms (requiring proof of eligibility to work in the US-please see handbook for a list of acceptable documents) prior to being paid.** Please see the Appendix (VII-IX) for forms and samples of eligibility. Once you have completed these forms, Human Resources will input the information into the system and you will need to return no early than 24 hours later so that the system can issue you an ID number and HR can direct you to the Campus Card Services office where you may obtain your parking permit and identification card.

Paychecks are processed bi-weekly and are sent to the cashier's office for pick up. If you would like to have your paychecks directly deposited or mailed to you, please see the Payroll Office to make that request.

Please note that USD <u>requires</u> that all faculty members obtain an ID card and USD e-mail address. With your identification number, you will need to visit the **Campus Card Services** office (x5999) in UC Room 127. The Campus Card Office hours are Monday through Friday 9AM to 4PM and Wednesdays until 6PM.

You must obtain a **USD email account** and a "My.Sandiego.edu" account to obtain information about your classes and submit grades, among other things. You can do this by going to http://my.sandiego.edu and choosing "Open an Account" from the menu (you will need your USD ID#).

If you have any problems opening email or My.Sandiego accounts, please call the IT Helpdesk at x7900 or visit http://www.sandiego.edu/its/services/audience.php?audience=faculty

Off Campus Visits

A part-time faculty member must get the approval of his or her Program Director or Department Chair before requiring students to participate in any *mandatory* off campus excursions. If the Program Director/Department Chair grants approval, he or she will need to submit the necessary documentation to the Director of Risk Management in Human Resources.

Part-time faculty may provide optional off-campus excursions without the approval of the Program Director. Students participating in *voluntary* extra-curricular activities are required to sign a waiver/disclaimer and consent for treatment form (see appendix). If the student is younger than 18 years, a parent or guardian must sign the waiver/disclaimer in order for the student to participate. Some activities may require that students provide evidence of medical insurance.

Office Procedures

Examination of Text Book/Desk Copies

In order to obtain an examination or desk copy of a textbook you must contact the textbook publisher. Examination copies must be returned within the publisher's stated time frame, if not adopted for the course. Desk copies may be obtained free of charge if you have already adopted the textbook for your course. **Note:** You will not be reimbursed for any textbook purchases without pre-approval from the department or program chair. For more information please contact the department's assistant.

Mail

All part-time faculty members have either a mailbox on a first-come, first-serve basis by request or designated department box located in the faculty lounge in 223-A. Please be sure to check this regularly. Boxes will be emptied at the end of every month. If you need a student to drop paperwork off for you, please have him/her give it to your program assistant. They will then place the item in your box. **Please <u>DO NOT</u> instruct students to place items directly in your mailboxes. Students should not have access to other students' work and information nor to the staff/faculty mailroom.**

Ordering Textbooks

The Higher Education Opportunity Act requires USD to disclose information about textbooks and supplemental materials to students at the time they register for classes. Thus in order to comply with the law, USD faculty must turn in their textbook and supplemental material orders by the first day of pre-registration for that term. Additionally, it is beneficial to USD students for faculty members to turn their orders in early. This allows the bookstore to explore the option of rental textbooks for a class (which is often the cheapest possible option for the students) and to pay students more for their textbooks at book buy-back time if the textbook is being used again the following term. It also allows students time to shop around for the best prices.

The Torero Store sends textbook requisition forms to professors and/or the departments prior to the ordering deadline. You can also place a textbook order by sending an email with the pertinent information to **textbook@sandiego.edu**. If you would like to review a desk copy of a textbook, submit your request on the publisher's web site. Deadlines for book orders are: April 15 for the Fall Semester; October 15 for the Spring Semester; and March 15 for the Summer Sessions.

Course Packs: In accordance with federal law, copyright permission must be obtained for copyrighted citation(s) included in course packs. The process involves a lot of legwork. Permissions are held either by publishers or individual authors, and royalties generally must be paid to the rights holder. It is essential that course packs are requested at the same time that textbook orders are requested. This leaves enough time to handle any copyright-related obstacles that arise and helps to have course packs ready for students.

USD Bookstore Website: http://www.usdtorerostores.com

Parking Permits

For a complete list of USD parking rules and regulations, including information about permits and fee schedules, please visit the Parking Services website at http://www.sandiego.edu/parking. Click on the link for the Rules & Regulations document (PDF) version to view the policies.

Photocopies

Faculty can perform **limited copying (less than 20 copies) on the School of Leadership and Education Sciences photocopiers**, located on the premises. If you need more than 20 copies, please submit materials to your program assistant along with a completed Print Shop requisition form (found on the following website: http://www.sandiego.edu/copy/documents.php).   You may also submit the form and the materials to be copied via email (send to: usdcopy@gmail.com) Simple orders should take less than a week. Complicated orders (i.e., special paper or binding requests) should take less than two weeks. The USD Print Shop also provides free delivery on campus for completed orders. **Please note that it may take two days to process hand-delivered Print Shop requests.** Remember that your respective program assistant provides administrative support to several of your colleagues; therefore, allow appropriate time for processing these requests.

Supplies

Please ask your program assistant for any supplies you need. Keep in mind that supplies are ordered with cost efficiency in mind. The university receives discount pricing through contracts with specific vendors, utilizing a preferred vendor system with which great discounts are given for many basic office supplies. For example, a box of letter size 1/3 cut manila file folders retails for anywhere from $6-9; we are offered a discounted price of $2.18. **It is for this reason that SOLES does not reimburse for supplies purchased with personal funds**.

Telephone Calls

Personal long-distance calls should not be made on office telephones except in emergency circumstances. If any such calls are made, you will be asked to reimburse the budget when the charge comes in.

For budgetary reasons, long-distance telephone calls costs or costs reflecting an unusual expense will be monitored. Faculty should be prepared, if asked, to justify the expense.

Office Hours

Faculty members are expected to schedule 5 office hours per week. Please post your office hours schedule on your door. Specific hours must be listed; "by appointment" is not sufficient.

Office hours should be scheduled to accommodate students. The "Faculty Directory Information" form (see appendix A) must be completed prior to the first week of classes each semester. Please return it to your program administrative assistant.

Out of Town Procedures

All faculty who are expecting to be out of town during normal office or class hours, should complete an "Out of Office" form (see appendix A) and give it to the program administrative assistant who will then e-mail this information to staff and administrators as appropriate.

Procedures for mail when faculty are on sabbatical or other extended leaves of absence:
In order to ensure that items such as student paperwork or departmental mail is addressed in an appropriate and timely manner, when a faculty member is out of the office for an extended period of time, the program assistants will monitor the mail. If an item comes in that looks like it may need immediate attention, the assistant will bring the item to the department chair or program director with the faculty member's prior permission. The Director/Chair will determine whether the item should be opened or if it can wait until the faculty member returns. In order to keep the mailboxes from over filling, program assistants will periodically

move the non-urgent items to the faculty member's office.

Returning Student Work

Student work (i.e. papers, exams, projects, etc.) should be returned to students in a timely manner throughout the semester. Please do not leave student papers for pick-up in a public area as this is a serious violation of FERPA policy (*see FERPA Policy guidelines*). Instead, it is preferred that student work be returned during class. If this is not feasible, then you can give student work to your program assistant who can hold them and give out to students on an individual basis.   A student can drop by the administrative assistant office and ask to pick up his/her materials between the hours of 8:30 am– 5:00 pm. All materials not picked up within three weeks of the end of the semester will be discarded.

Risk Management: Job Related Injuries and Accidents

Workers' compensation insurance covers only those injuries and illnesses that arise from or are incurred in the course of job-related activities on behalf of the University. Injuries that occur outside these parameters are, by law, not covered by Workers' Compensation insurance. The following policies and procedures govern work-related injury or illness:

Reporting Procedures

Employees must report all injuries, regardless of how minor an injury may appear to be, to their supervisor (your Program Director or Department Chair). The supervisor then has the responsibility to see that appropriate medical treatment is provided to the employee and that Public Safety is called to make a report so that the University has a record of the injury.

Injuries or illnesses that are not reported may become impossible to verify, particularly if a problem arises after a significant amount of time has elapsed. This could cause delays in obtaining workers' compensation benefits for the employee, or the employee could be denied benefits under the law.

Once notified, the supervisor must complete the supervisor's report of work injury form and the employee completes an employee's claim for Workers' Compensation benefits form. These forms are available from Public Safety and must be fully completed, signed, and forwarded to the Risk Manager within 24 hours. One copy should be given to the injured party.
The Risk Manager maintains a record of all occupational injuries and illnesses, as required by law. Recordable injuries include those requiring medical treatment beyond first aid or involving loss of consciousness, restriction of work, lost work days, and transfer to another job or fatality.

Investigation of Injuries:

To prevent the recurrence of an incident, the supervisor of the injured employee should carefully investigate the circumstances that caused the injury and take appropriate steps to prevent repeat occurrences. Incidents in which there are no injuries should also be investigated, especially if there is frequent recurrence of a particular type of incident. The near-accident that might have caused serious injury is equally important from the viewpoint of prevention.

Risk Management: Student and Visitor Injuries and Accidents

The University needs your cooperation in order to keep USD a safe place. It is very important to report accidents and injuries immediately to Public Safety so that they can promptly investigate the facts and document the circumstances.

Accident/Incident Reporting Procedures:

A student or visitor, who has had an accident, needs emergency medical attention or requires other assistance, should call the Public Safety emergency number at ext. 2222. For non-emergencies, call ext. 7777. The responding officer will assess the situation, coordinate assistance and write a report.

Security

1. If you are going to be absent from your office for any length of time, be sure to lock the door.

2. If you are in the building late at night or on the weekends, please make sure the outside doors are locked when you depart.

3. Report any suspicious activity in the building to Security (7777) immediately, especially when the University is not in session. If you have an emergency, dial 2222. In the event of a natural disaster or other event that results in a major telephone system failure you may use one of the two lines listed below:

    619-294-7654 or 619-297-9044

    These lines operate independently of the campus telephone system and are permanent outside lines that are part of the University's emergency communications system.

4. Keep all equipment of value locked up when not in use.

5. Do not give keys to your office or other rooms assigned to you to unauthorized persons. Persons who are authorized to have keys include faculty members, certain graduate workers, and administrative assistants.

Semester Course Listing

A listing of courses, instructors and classrooms for the current semester can be found by logging into your MySandiego account (http://my.sandiego.edu) and looking up classes on the One Stop Services Tab (under "Registration Tools"). You may look up classes using any number of criteria, including program, instructor, course title, or course number (please see your program assistant for questions on using this system). Please be aware that changes are occasionally made to the schedule that might not be posted. **It is advisable to check with your Program Director or Department Chair the week prior to the start of your class for changes in times or classroom assignment.**

Student Course Evaluation Procedures

- All SOLES courses (weekend, 5 week or other non-traditional courses, distance), fieldwork, and student teaching supervision will be evaluated by students each semester. Exceptions are independent study, thesis, and dissertation courses.

- At the time courses are scheduled (approximately two semesters in advance), the scheduler must be notified of courses that will start or end on dates different from university term start and end dates.

- Course evaluations are available to students within their MySanDiego accounts via the Active Registration link on their One-Stop Services tab. Course evaluation in the Online M.Ed. courses will be available within Blackboard during the final two weeks of the course.

- It is the responsibility of the instructor to inform students when to evaluate the course. Program administrative assistants will send instructions to faculty each term before the course evaluations are made available to students. Instructors must forward these instructions to students when the course should be evaluated or distribute copies of the instruction in class. The instructions will also be available on the SOLES website.

- Instructors will be able to see course evaluations in their MySanDiego accounts after grades are posted <u>and</u> more than 50% of students in the course have completed the evaluation. Programs/departments are responsible for sending instructions to faculty members for viewing course evaluation results. . For courses offered through Continuing Education, data are collected via a web link from QUALTRICS. Course evaluation data collection and distribution are coordinated through the SOLES Office of Assessment in conjunction with the program assistant of the corresponding department.

- Arrangements may be made for course evaluations of Continuing Education courses by contacting the Office of Assessment.

Disabilities

If a part-time professor has a disability, he/she is encouraged to notify the Department Chair, Dean's office or Human Resources so support and/or accommodations can be made.

Disability Services

Disability Services at USD assists enrolled students with disabilities in achieving equal access through specific accommodations for which they are eligible. Under the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (see p. 35), individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. In order to access these rights, a student must self-identify and present documentation indicating that the disability substantially limits one or more major life activities, including learning. USD's Disability Services is responsible for securing and maintaining this documentation as it relates to the disability claims of each student who chooses to identify himself/herself. Certain disabilities, such as mobility impairments, blindness, and deafness, are often readily observable and, therefore, do not require complicated documentation.

The majority of students with disabilities, however, struggle with less physically obvious signs: low vision; hearing loss; learning disabilities; attention deficit hyperactivity disorder; psychiatric disabilities; chronic health/medical concerns, such as diabetes, cancer, epilepsy, heart disease, HIV, or AIDS. These students require more extensive documentation. All students must submit current documentation to Disability Services from a qualified physician, psychiatrist, psychologist, learning disabilities specialist, or other licensed professional that discusses explicit connections between the functional limitations specific to the disability and evidence to establish a rationale supporting the need for suggested accommodations. Once the disability has been verified by Disability Services, it is the student's responsibility, with assistance from Disability Services, to arrange recommended accommodations with individual faculty members, e.g., accommodated administration of tests/exams; taping of lectures. Each request and/or recommendation for an accommodation is examined on a case-by-case basis and is implemented at the discretion of the Director of Disability Services after meeting with the student and assessing his/her present needs.

It is the goal of Disability Services to promote maximum student independence. For questions specific to documentation for students with Learning Disabilities and/or Attention Deficit Hyperactivity Disorder, Educational Testing Service (ETS) in Princeton, NJ has a Web site that addresses requirements to which many colleges and universities are beginning to adhere: http://www.ets.org/disability. USD is not responsible for the provision of support services if the student has not self-identified and submitted the required documentation to Disability Services, Serra Hall, Room 300. Disability Services can be reached by calling **(619)260-4655**. Additionally, information may be found on USD's website at http://www.sandiego.edu/disability.

Take into consideration the following:

• Disability Services in Serra Hall, Room 300 needs to be the first place where students with disabilities go if they want to be accommodated in their classes. As a faculty member, you are under no obligation to accommodate if the student has not submitted official documentation to Disability Services and has not presented you with a memo from the Director that outlines the

appropriate accommodations for that course. You would be doing yourself, and the student, a huge favor by including on your syllabus a statement similar to the following:

> "Students with disabilities who believe that they may need accommodations in the class are encouraged to contact Disability Services in Serra Hall 300 **(619) 260-4655** as soon as possible to better ensure that such accommodations are implemented in a timely fashion."

- Confidentiality of all disability information is essential. At no time should the class be informed that a student has a disability, except at the student's express request. All disability information that the student gives to the faculty member is to be used specifically for arranging reasonable accommodations for the course of study.

- Provide students with a detailed course syllabus that is available before registration.

- If possible, select a textbook with an accompanying study guide for optional student use.

- Clearly spell out expectations at the beginning of the courses (e.g., grading, material to be covered, due dates).

- Announce reading assignments well in advance for students who are using taped materials or other alternative formats. It takes an average of six weeks to get a book tape-recorded.

- Start each lecture with an outline of material to be covered that period. At the conclusion of class, briefly summarize key points.

- Speak directly to students, and use gestures and natural expressions to convey further meaning.

- Give assignments both orally and in written form to avoid confusion.

- Facilitate use of tape recorders for note taking by allowing students to tape lectures.

- Provide adequate opportunities for questions and answers, including review sessions.

- Provide study questions for exams that demonstrate the format of the test, as well as study questions on content. Explain what constitutes a good answer and why.

- Allow students with disabilities requiring alternate testing formats to demonstrate mastery of course material using methods appropriate to the student and the subject matter (e.g., extended time limits for testing, taped exams, tests that combine formats, such as multiple choice, essay, and short answer).

- Permit use of basic 4-function calculators, scratch paper, and spellers' dictionaries during exams.

- Encourage students to use campus support services.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 states, "No otherwise qualified person with a disability in the United States…shall, solely by reason of…disability, be denied benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance."

A "person with a disability" includes "any person who (i) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment."

A "qualified person with a disability" is defined as one who meets the requisite academic and technical standards required for admission or participation in the post secondary institution's programs and activities. Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities.

The Americans with Disabilities Act of 1990 (ADA)

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for person with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protection for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

A "person with a disability" is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those people who have visible disabilities-persons who are blind, deaf, or use a wheelchair - the definition includes people with a whole range of invisible disabilities. These include psychological problems, learning disabilities, or some chronic health impairment such as epilepsy, diabetes, arthritis, cancer, cardiac problems, HIV/AIDS, and others.

Syllabi

All faculty are required to file a syllabus within the first two weeks of each semester for every course he/she teaches. You must submit your syllabi by e-mail to the program assistant for your program. The following should be included in the syllabus:

a. Instructor contact information (phone and email address)
b. Office Hours
c. Date/Term of Course
d. Course description
e. Course Objectives and Student Learning Outcomes– Aligned with SOLES, department/ program learning objectives
f. Course Outline of topics
g. Assignments and methods of evaluation
h. Required and recommended readings and websites.
i. Statements about grade of incomplete and requests for accommodation

j. Statement regarding course evaluations

All syllabi must include the elements listed on the SOLES syllabus template located at:
http://www.sandiego.edu/soles/documents/2012_1128_Syllabus_Template.doc

The template for online courses is located at:
http://www.sandiego.edu/soles/documents/2013_0304_Online_Syllabus_Template.docx

All syllabi should include the following:

Grade of Incomplete:
The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. 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 become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Requests for Accommodation:
Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

Statement on Plagiarism
The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

SOLES On-line Course Evaluation
Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Campus Community Policies

2.2.2 Policy Prohibiting Discrimination and Harassment
The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. It is the policy of the university to maintain an educational and work

environment free from all forms of unlawful discrimination and harassment.

To that end, the university prohibits and does not tolerate unlawful discrimination against or harassment of its employees, students or applicants for employment or admission on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position.

All members of the university community are expected to uphold this policy. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including dismissal from the university.

The complete policy can be found at the following website:
http://www.sandiego.edu/legal/policies/community/institutional/discrimination.pdf

2.2.11 Policy on Consensual Relationships Between Employees and Students

The integrity of the educational process depends on the maintenance of professional relationships between employees and students. This is especially true when an employee occupies a position of authority over a student. Employees must recognize and respect the ethical and professional boundaries that necessarily exist in these relationships.

Consensual relationships between employees and students can create conflicts of interest and/or appearances of impropriety or bias that impair the integrity of academic, employment or other decisions. Consensual relationships can be disruptive to the educational and work environment and can result in a real or perceived abuse of power by the employee in the position of authority. In addition, relationships that begin as consensual can later change and give rise to claims of sexual harassment or other misconduct.

Accordingly, no employee shall occupy a position of authority over a student with whom the employee has or has had a consensual relationship. Similarly, no employee shall enter into a consensual relationship with a student if the employee occupies a position of authority over the student. Moreover, any consensual relationship between an employee and any student under age 18 is prohibited. These prohibitions similarly apply to consensual relationships between university volunteers and students, and to activities on-campus or off-campus.

Even where the employee is not in a position of authority over the student, the university strongly discourages consensual relationships between employees and students. Employees and students should be aware that entering into a consensual relationship will limit the employee's ability to teach and mentor, direct work, provide references, employ and advance the academic and/or professional career of a student involved with him or her in the consensual relationship. Individual schools or departments may adopt more restrictive standards than those of this policy.

The complete policy can be found at the following website:
http://www.sandiego.edu/legal/policies/community/institutional/Consensualrelationships.pdf

Appendix

I   University of San Diego Campus Map
http://www.sandiego.edu/maps

II   Copy and Graphics Requisition Form
http://www.sandiego.edu/copy/documents.php

III   Faculty Directory Information Form
http://www.sandiego.edu/soles/gateways/faculty-and-staff/handbooks-policies-forms.php

IV   Add/Drop Form
http://www.sandiego.edu/soles/gateways/faculty-and-staff/handbooks-policies-forms.php

V   Agreement and Release of Liability Form
http://www.sandiego.edu/hr/employment_eeo/forms.php

VI   Employment Eligibility Verification Form I-9
http://www.sandiego.edu/hr/employment_eeo/forms.php

VII   Form W-4
http://www.sandiego.edu/hr/employment_eeo/forms.php

VIII   Confidential Employee Information Form
http://www.sandiego.edu/hr/employment_eeo/forms.php

Please Note: *The form copies enclosed are for reference only. Please obtain the original forms from your program assistant or from the SOLES Faculty Handbooks, Policies, and Forms Website for actual use. For additional instructional and research resources, forms, and course information, visit the SOLES Faculty Resources website at: www.sandiego.edu/soles/gateways/faculty-and-staff.*

This handbook has been designed as a supplement to the Full-Time Faculty and Personnel Handbook published by the School of Leadership and Education Sciences, and to the Policies and Procedures Manual which is available on the VP and Provost Page of the USD website. For information not contained in this handbook, please refer to these other resources.