

University of San Diego
School of Leadership and Education Sciences

Part-Time Faculty Handbook

2015-2016



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 Alcalá Park
San Diego, CA 92110-2492
P: (619) 260-4540
F: (619) 849-8195
www.sandiego.edu/soles

Dear Colleague:

Please accept my sincere appreciation for your efforts in serving as a part-time faculty member of SOLES. The energy, efforts, and interest to teach a graduate course is substantial and it makes an important, highly-valued contribution to the professional development of our students. We take pride in our commitment to high-quality teaching, and we feel that the personal attention given our students is one of the strengths of SOLES and the university.

Please review this handbook for information about policies, procedures, and expectations of part-time faculty in SOLES. A few highlights of special note:

- Please be mindful to integrate issues of diversity, multiculturalism, and equity in courses
- SOLES is committed to sustainability. Please limit the use of printing and photocopying and consider using ebooks when possible. (Page 18)
- All instructors are asked to use only their USD email for correspondence with students. (Page 25)
- Please be sure to use the title Part-Time Faculty in any correspondence and your CV when identifying your connection with the university.
- Office hours should be listed in your course syllabus. Typically, part-time faculty list about one hour of office hours per week per course. (Page 38)
- Please make use of the Learning Management Tools provided through Blackboard and ITS. Note that it takes several weeks to secure copyright permissions for many course readings
- Please make sure that you and our students are aware of our policies on academic integrity. (Page 42)

Additionally, please carefully read the Federal Educational Rights and Privacy Act (FERPA) in the handbook. It is essential that you follow the instructions in order for the university to be in compliance with the Act. The handbook and the university policies are posted electronically on the [School of Leadership and Education Sciences website](#).

If you have any questions regarding the handbook or any applicable university policies, please contact your program director or the SOLES Dean's office.

Thank you again for your important teaching contribution.

Sincerely,

Nicholas Ladany
Dean



SOLES PART-TIME FACULTY HANDBOOK

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I. SOLES GENERAL INFORMATION

University Calendar 2015 – 2016

Tuesday, September 1	SOLES Orientation and Welcome for New Students
Wednesday, September 2	Fall Semester Classes Begin
Monday, September 7	Labor Day Holiday (no classes, offices closed)
Thursday, September 10	Mass of the Holy Spirit
Friday, October 23	Fall Holiday (no classes)
Wednesday, November 25 – Friday, November 27	Thanksgiving Holiday (no classes; offices closed Thursday and Friday)
Monday, December 14	Last Day of Classes
Wednesday, December 16 – Tuesday, December 22	Final Examinations
Monday, January 4	Final Grades Due First Day of Intersession
Monday, January 18	Martin Luther King Jr. Holiday (no classes; offices closed)
Friday, January 22	Last Day of Intersession
Monday, January 25	Spring Semester Classes Begin
Thursday, January 28	All Faith Service
Monday, March 21 – Monday, March 28	Spring Break (no classes; offices closed Friday, March 25)
Monday, May 9	Last Day of Classes
Thursday, May 12 – Wednesday, May 18	Final Examinations
Saturday, May 21	Graduate Commencement
Sunday, May 22	Undergraduate Commencement
Tuesday, May 24	Final Grades Due

Click here for the full calendar: [2015-2016 Graduate Academic Calendar](#)

Office of the Dean Meeting Dates

SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES

Office of the Dean 2015-2016 Meeting Dates



DEAN'S ADVISORY CABINET (DAC)

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

Fall 2015

September 8 (*EDAC, MRH 102)
October 6
November 3
December 1

Spring 2016

February 2 (*EDAC, MRH 127)
March 1
April 5
May 3

*If you are ever unable to attend a DAC/EDAC Meeting,
please notify Sonya Mohamed: smohamed@sandiego.edu*

SOLES MONTHLY MEETINGS

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

Fall 2015

September 16
October 14
November 11
December 9

Spring 2016

February 10
March 9
April 13
May 11

*If you are ever unable to attend a SOLES Monthly Meeting,
please notify Elaine En: epoen-en@sandiego.edu*

DEAN'S ADVISORY CABINET

Tim Council, Linda Dews, Devon Foster, Ann Garland,
Lea Hubbard, Capt. Mark Johnson, Heather Lattimer, Karen Lee,
Afsaneh Nahavandi, Emily Rankin, Rondi Stein

* EXTENDED DEAN'S ADVISORY CABINET

(DAC +), Janice Cook, Kathleen Coughlan, Julie Cramer, Laura Deitrick,
Todd Edwards, Beth Garofalo, Cheryl Getz, Peggy Hetherington,
Scott Himmelstein, Jacquie Kennedy, Helene Mandell, Sergio Rodriguez,
Mary Jo Schumann, Lorri Sulpizio, Teresa VanHorn, Jennifer Yebba

Full-Time Faculty Areas of Interests

Department chairs are available to help part-time instructors identify full-time faculty who can serve as lead course instructors and primary points of contact for academic questions. The following list provides an introduction to the areas of expertise among full-time faculty.

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	
Sandy Buczynski	Associate Professor	Learning & Teaching
	STEAM (science, technology, engineering, arts, & math) education, curriculum design, mobile learning technology, action research, and science teacher preparation	
Erika Cameron	Assistant Professor	Counseling & Marital and Family Therapy
	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	Leadership Studies
	Educational administration; multicultural education; cross-cultural educational leadership; internationalizing the curriculum	
Laura Deitrick	Professor-of-Practice (Interim Director)	Leadership Studies
	Nonprofit management, including board governance and leadership; economics of the nonprofit sector; organizational behavior and change management; program evaluation	
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	
Todd Edwards	Professor (Director)	Counseling & Marital and Family Therapy
	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	Counseling & Marital and Family Therapy
	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)	Counseling & Marital and Family Therapy
	Quality of public mental health care; training providers in evidence-based practices; bridging research and practice	
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	
Zachary Green	Professor-of-Practice	Leadership Studies
	Specialization in organizational leadership and consulting	
Kristopher Hall	Assistant Professor	Counseling & Marital and Family Therapy
	Mental health stigma in military populations, counselors-in-training and multicultural skill development, educational applications for relational-cultural theory	
C. Bobbi Hansen	Associate Professor	Learning & Teaching
	Math and science education; curriculum development; service learning	
Nancy Hanssen	Clinical Faculty	Learning & Teaching
	Literacy, special education, community service learning and international education	
Peggy Hetherington	Associate Professor	Counseling & Marital and Family Therapy
	Statistics and quantitative design; lifespan development; cross-cultural competence	
Lea Hubbard	Professor (Chair, Learning & Teaching)	Leadership Studies and Learning & Teaching
	Educational policy; underrepresented students and achievement; gender and education; leadership and qualitative research methods	
Noriyuki Inoue	Associate Professor	Learning & Teaching
	Human cognition and learning, educational research methods, teacher expertise development, action research, lesson study, motivation theories and psychology of mathematical thinking methodology	
Ronn Johnson	Associate Professor	Counseling & Marital and Family Therapy
	Psychological assessment; ethical and legal issues associated with professional practice; psychopathology; psychotherapy	
Maya Kalyanpur	Associate Professor	Learning & Teaching
	Intersection of culture and special/ inclusive education, families of children with disabilities from culturally and linguistically diverse backgrounds, international development and disability studies, disability policy	
Frank Kemerer	Professor-in-Residence	Leadership Studies
	Education law and policy at all levels of schooling	
Florencia Lebensohn-Chialvo	Assistant Professor	Counseling & Marital and Family Therapy
	Identification of family processes involved in the maintenance of maladaptive health behaviors, systemic family theories and therapies, treatment development and implementation, therapist training and supervision	
Nick Ladany	Professor (Dean)	
	Supervision; the working alliance, self-disclosures and nondisclosures, multicultural training, ethics, and social justice	

Marcus Lam	Assistant Professor	Leadership Studies
	Nonprofit financial capacity and sustainability, cost and capital structures; nonprofit health, human services, and housing organizations; innovations in organizational data analysis including use of spatial statistics, geographical information systems (GIS), and hierarchical linear modeling	
Heather Lattimer	Associate Professor (Associate Dean)	Learning and Teaching
	Secondary literacy; teacher education and professional development; action research; international education; transitions to higher education for first generation students	
Ian Martin	Associate Professor	Counseling & Marital and Family Therapy
	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	
Sarina Molina	Assistant Professor	Learning & Teaching
	TESOL (Teaching English to speakers of Other Languages), TEIL (Teaching English as an International Language), TESOL teacher development, and providing educational opportunities to rural communities in developing countries	
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	Counseling & Marital and Family Therapy
	Family functioning and physical health; health care reform and mental family therapy	
Reyes Quezada	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	
Lonnie Rowell	Associate Professor	Counseling & Marital and Family Therapy
	Program development and evaluation in school counseling; men's issues in counseling and therapy; International collaboration and cooperation in educational reform	
Hans Peter Schmitz	Associate Professor	Leadership Studies
	Specializations in nonprofit and philanthropic leadership; transnational NGOs	
Joi Spencer	Associate 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	
Suzanne Stolz	Online M.Ed. Coordinator	Learning & Teaching
	Disability studies, universal design for learning, inclusive education, curriculum design, school culture, and online instruction	

Mariam True	Adjunct Clinical Assistant Professor	Learning & Teaching
	Organizational and professional development including the use of inquiry-base needs assessment, and collaborative action research. New teacher preparation and induction to the profession; designing and implementing support for teachers along a continuum of growth	
Teresa VanHorn	Administrator and Lecturer	Leadership Studies
	Experiential education, mentoring, online projects, project-based learning and service learning	
Lee Williams	Associate Professor	Counseling & Marital and Family Therapy
	Premarital counseling; interchurch couples; family therapy training	
Sue Zgliczynski	Associate Professor	Counseling & Marital and Family Therapy
	Statistics and quantitative design; lifespan development; cross-cultural competence	

For complete biography information, please visit: <http://www.sandiego.edu/soles/directory/>.

Professional Education Unit



The Professional Education Unit within the School of Leadership and Education Sciences is a learning community collaboratively engaged in the pursuit of professional competence. It is comprised of the Learning and Teaching Department, the School Counseling Specialization, and the Educational Leadership Development Academy (ELDA). Faculty in the School of Leadership and Education Sciences Professional Education Unit are committed to the pursuit of truth, the attainment of academic excellence, and the advancement of knowledge, as they prepare educational leaders. Candidates in these programs seek licensure and certification in their areas of expertise. They demonstrate their capabilities as collaborators, agents of change, and leaders who positively impact the communities they serve.

Professional Education Unit – Expected Outcomes

1. Candidates place value in academic excellence, as demonstrated through their persistence and by following through on commitments.
2. Candidates demonstrate through verbal and non-verbal observable behavior, the belief that all individuals can learn and succeed.

3. Candidates place value in self-reflection, as evidenced by active engagement in reflective activities or critical analysis of one's practice.
4. Candidate place value in critical inquiry, as demonstrated by the use of higher order thinking skills applied to a wide array of investigative pursuits.
5. Candidates demonstrate community values, as evidence by the use of theory and practice to effectively collaborate with students, family members, community members, and colleagues.
6. Candidates demonstrate belief in service, as evidence by engagement in professional and community related service activities.
7. Candidates place value in diversity, as evidenced by interactions with or decisions made relating to students, family members, community members, and colleagues.
8. Candidates advocate for social justice, as evidenced by verbal or non-verbal observable behavior.
9. Candidates adhere to the professional code of ethics for their field, as evidenced by verbal or non-verbal observable behavior.
10. Candidates apply fairness in decision-making to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner, as evidenced in observable behavior of the candidate.

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 the CEE Director, Dr. Sandra Sgoutas-Emch, at ext. 4005. The Center for Educational Excellence is located in Copley Library, Room 211.

Program Assistant

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
Counseling & Marital and Family Therapy	Lindsay Dyer	215-M	7441	ldyer@sandiego.edu
Leadership Studies	Heather Gibb	273	4637	heatherg@sandiego.edu
Learning and Teaching	Maria Menezes	257-A	5938	mmenezes@sandiego.edu

SOLES Graduate Student Policies Handbook

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>

SOLES Personnel 2015-2016

Roster by Program Area

Fall 2015

SOLES MAIN RECEPTION			
Name/Position	Office	Ext.	Email
	101M	4538	solesstudentstaff@gmail.com

DEAN'S OFFICE			
Name/Position	Office	Ext.	Email
Cash, Andrea, <i>Credential Analyst</i>	224A	4821	andreamcash@sandiego.edu
Coughlan, Kathleen, <i>Assistant Director of Alumni and External Relations</i>	205G	4539	kcoughlan@sandiego.edu
Council, Timothy, <i>Director of Admissions and Outreach</i>	149B	2952	tcouncil@sandiego.edu
Dews, Linda, <i>Assistant Dean</i>	205C	7585	ldews@sandiego.edu
Foster, Devon, <i>Associate Director of Marketing and Communication</i>	205F	4283	dfoster@sandiego.edu
Hoagland, William, <i>AV Technician and Support Specialist</i>	105	7576	whoagland@sandiego.edu
Ladany, Nicholas, Dean	205H	4540	nladany@sandiego.edu
Lattimer, Heather, <i>Associate Dean & Professor</i>	205E	7616	hlattimer@sandiego.edu
Lee, Karen, <i>Assistant Dean of Accreditation and Assessment</i>	205D	4270	kmllee@sandiego.edu
Lentz, Casey, <i>Web Developer</i>	205	7589	clentz@sandiego.edu
Mitcham, Melissa, <i>Academic Scheduler</i>	101B	2201	mmitcham@sandiego.edu
Mohamed, Sonya, <i>Executive Assistant to the Dean</i>	205M	4540	smohamed@sandiego.edu
Mohan, Bharat, <i>Research Assistant, SOLES Assessment</i>	205Q	2592	bmohan@sandiego.edu
Poeu-En, Elaine, <i>Executive Assistant</i>	205M	7475	epoeu-en@sandiego.edu
Rankin, Emily, <i>Director of Development</i>	205A	7783	erankin@sandiego.edu
Stein, Rondi, <i>Budget & Operations Manager</i>	205B	6803	rstein@sandiego.edu
Stein, Laura, <i>Interim Operations Coordinator and Events Scheduler</i>	101A	7915	lbstein@sandiego.edu
Sterk, Peter, <i>Admissions Coordinator</i>	149	7988	petesterk@sandiego.edu
Ta, Teresa, <i>Graduate Assistant, SOLES Admissions</i>	149	6647	tta@sandiego.edu

COUNSELING & MARITAL AND FAMILY THERAPY			
Name/Position	Office	Ext.	Email
Cameron, Erika, <i>Professor</i>	215G	4288	ecameron@sandiego.edu
Dyer, Lindsay, <i>Executive Assistant</i>	215M	7441	ldyer@sandiego.edu
Edwards, Todd, <i>MFT Program Director & Professor</i>	225F	5963	tedwards@sandiego.edu
Estrada, Ana, <i>Professor</i>	215B	7547	estradaa@sandiego.edu
Garland, Ann, Department Chair	215A	7879	agarland@sandiego.edu
Hall, Kristopher, <i>Professor</i>	215H	2680	kghall@sandiego.edu
Hetherington, Peggy, <i>Director of Field Experiences</i>	215F	8804	peggyh@sandiego.edu
Johnson, Ronn, <i>Professor</i>	233	4702	ronjohn@sandiego.edu
Lebensohn-Chialvo, Florencia, <i>Professor</i>	215E		flebensohn@sandiego.edu
Martin, Ian, <i>Professor</i>	229	7612	imartin@sandiego.edu
Patterson, JoEllen, <i>Professor (Sabbatical S'16)</i>	225D	2273	joellen@sandiego.edu
Rowell, Lonnie, <i>Professor</i>	231	4212	lrowell@sandiego.edu
Vistica, Lily, <i>MFT Program Specialist</i>			lilydancis@sandiego.edu
Williams, Lee, <i>Professor (Sabbatical F'15)</i>	227	6889	williams@sandiego.edu
Williams, Jessica, <i>Graduate Assistant</i>	215C	2670	jjwilliams@sandiego.edu
Zgliczynski, Susan, <i>Professor</i>	215D	4287	zglnski@sandiego.edu

LEADERSHIP STUDIES			
Name/Position	Office	Ext.	Email
Bae, Bo, <i>Graduate Assistant, Leadership Minor</i>	275	2567	bbae@sandiego.edu
Bagnu, Grace, <i>Graduate Assistant, SASC Coordinator</i>			gracebagnu@sandiego.edu
Cordeiro, Paula, <i>Dammeyer Distinguished Professor of Global Leadership and Education (Sabbatical F'15)</i>	129B	4282	cordeiro@sandiego.edu
Corona, Amanda, <i>Executive Assistant, Nonprofit Institute</i>	263	7442	amandacorona@sandiego.edu
Deitrick, Laura, <i>Interim Director of the Nonprofit Institute</i>	265A	2903	lauradeitrick@sandiego.edu
Donmoyer, Robert, <i>Professor</i>	275F	7445	donmoyer@sandiego.edu

Edberg, Tara, <i>Graduate Assistant, Leadership Minor</i>	275	2567	taraedberg@sandiego.edu
Galloway, Fred, <i>Professor</i>	275H	7435	galloway@sandiego.edu
Garofalo, Beth, <i>Associate Director of Leadership Programming</i>	273A	7790	bethg@sandiego.edu
Getz, Cheryl, <i>Director of Leadership Minor & Professor</i>	275K	4289	cgetz@sandiego.edu
Green, Zachary, <i>Associate Director of the Leadership Institute & Professor of Practice</i>	275C	7670	zgreen@sandiego.edu
Gibb, Heather, <i>Executive Assistant</i>	273	4637	heatherg@sandiego.edu
Kemerer, Frank, <i>Professor-in-Residence</i>	275E	7789	fkemerer@sandiego.edu
Hodgdon, Scott, <i>Lieutenant Colonel, Army ROTC</i>	101C	7920	scot.r.hodgdon.mil@mail.mil
Nahavandi, Afsaneh, Department Chair	275L	4181	anahavandi@sandiego.edu
Meschen, Connelly, <i>Interim Coordinator of the Nonprofit Institute</i>	263	7442	cmeschen-09@sandiego.edu
Monroe, Terri, <i>Professor</i>	273B	4291	tmonroe@sandiego.edu
Newman, Christopher, <i>Professor</i>	275D	8896	cnewman@sandiego.edu
Peshon, Mariko, <i>Graduate Assistant</i>	273	2120	marikopeshon@sandiego.edu
Schumann, Mary Jo, <i>Interim Director of the Caster Center</i>	269	7649	mjschumann@sandiego.edu
Schible, David, <i>Sergeant First Class, Army ROTC</i>	101C	7920	david.w.schible.mil@mail.mil
Simmons, Nicole, <i>Clinical Assistant Professor</i>	271	6782	-
Schmitz, Hans Peter, <i>Professor</i>	275J	2747	schmitz@sandiego.edu
VanHorn, Teresa, <i>Director of the Nonprofit Leadership Alliance & Professor</i>	275G	4760	tvanhorn@sandiego.edu
Witenstein, Matthew, <i>Clinical Assistant Professor</i>	271	6782	-
Yebba, Jennifer, <i>Assistant Director of the Nonprofit Institute</i>	261	2918	jyebba@sandiego.edu
Stidum, Ryan, <i>Major, Officer in Charge, Army ROTC</i>	101C	7920	rstidum@sandiego.edu

LEARNING & TEACHING

Name/Position	Office	Ext.	Email
Alexandrowicz, Viviana, <i>Professor</i>	243	4121	vivianaa@sandiego.edu
Ammer, Jerome, <i>Professor</i>	234	4292	ammer@sandiego.edu
Buczynski, Sandy, <i>Professor</i>	249	7991	sandyb@sandiego.edu
Hansen, C. Bobbi, <i>Professor</i>	255	2381	chansen@sandiego.edu
Hanssen, Nancy, <i>Undergraduate Programs Coordinator</i>	238	4159	nhanssen@sandiego.edu
Hubbard, Lea, Department Chair	257	7818	lhubbard@sandiego.edu
Inoue, Noriyuki, <i>Professor</i>	235	7669	inoue@sandiego.edu
Kalyanpur, Maya, <i>Professor</i>	241	7655	mkalyanpur@sandiego.edu
Lattimer, Heather, <i>Associate Dean & Professor</i>	205E	7616	hlattimer@sandiego.edu
Mandell, Helene, <i>Director of Field Experiences</i>	245	7817	hmandell@sandiego.edu
Mantovani, Katherine, <i>Executive Assistant, Online M.Ed.</i>	253	8801	kmantovani@sandiego.edu
McConnell, Michele, <i>Assistant Director of Field Experience</i>	224B	5913	mmccconnell1@sandiego.edu
Menezes, Maria, <i>Executive Assistant</i>	257A	5938	mmenezes@sandiego.edu
Molina, Sarina, <i>Professor</i>	239	4685	sarina@sandiego.edu
Quezada, Reyes, <i>Professor</i>	247	7453	rquezada@sandiego.edu
Rodriguez, Sergio, <i>Assistant Director of Programming</i>	237	7452	srodriguez@sandiego.edu
Spencer, Joi, <i>Professor</i>	251	7819	joi.spencer@sandiego.edu
Stolz, Suzanne, <i>Online M.Ed. Coordinator</i>	253	2707	sstolz@sandiego.edu
True, Mariam, <i>MCC Coordinator</i>	240	7713	mtrue@sandiego.edu

NAVAL RESERVE OFFICER TRAINING CORPS (NROTC)

Name/Position	Office	Ext.	Email
Dickerson, Steve, <i>Commander, Executive Officer</i>	SHH 113	2283	sdickerson@sandiego.edu
Johnson, Mark, Captain, Commanding Officer	SHH 114	8891	markjohnson@sandiego.edu
Saragosa, Sara, <i>Executive Assistant</i>	SHH 112A	2284	sarasaragosa@sandiego.edu
Weegar, Sally, <i>Supply Clerk</i>	SHH 126	2960	sweegar@sandiego.edu

SOLES OFFICES & CENTERS

Name/Position	Office	Ext.	Email
Camp Adventure			

Fuller, Kasee	101D	7854	kaseefuller@sandiego.edu
Character Development Center			
DeRoche, Edward, Director	236	2250	deroche@sandiego.edu
Desktop Support			
TBD		7900	help@sandiego.edu
Educational Leadership Development Academy (ELDA)			
Basom, Peg, <i>Associate Director</i>	271B	8711	mrb@sandiego.edu
Cook, Janice, Director	271B	8711	janicecook@sandiego.edu
Cornell, Andrea, <i>Executive Assistant</i>	271	8839	andrea.cornell@sandiego.edu
Hansen Summer Institute			
Bee, Ronald, Managing Director	129B	7546	rbee@sandiego.edu
Lamb, Bonnie, <i>Program Coordinator</i>	129B	7546	blamb@sandiego.edu
Institute for Entrepreneurship in Education			
Cawkwell, Kimberly, <i>Professional Learning Specialist, MTLC</i>	259	7593	kcawkwell@sandiego.edu
Cramer, Julie Zoellin, <i>Deputy Director, IEE</i>	143D	4285	jazcramer@sandiego.edu
Drew, Teresa, <i>Project & Personnel Manager, IEE</i>	143A	4344	teresaldrew@sandiego.edu
Flewelling, Kay, <i>Doctoral Research Assistant, MTLC</i>	246B	6745	
Foster, Devon, <i>Associate Director of Marketing & Communication, IEE</i>	205F	4283	dfoster@sandiego.edu
Garza, Veronica, <i>Assistant Director of Research, CEPAL & MTLC</i>	259	6602	vgarza@sandiego.edu
Gross, Shawn, <i>Director of Technology & Innovation</i>		Remote Location	shawngross@sandiego.edu
Himelstein, Scott, Executive Director, IEE	143C	7852	shimelstein@sandiego.edu
Horsley, Maria Kelly, <i>Doctoral Research Assistant</i>	246B	6745	mariakelly@sandiego.edu
Jiang, Yang, <i>Doctoral Research Assistant, MTLC</i>	246B	6745	
Keicher, Anne, <i>Project and Research Assistant</i>	143A	4355	annekeicher@sandiego.edu
Martin, Kathryn, <i>Director of Professional Learning, MTLC</i>	259	6609	martin@sandiego.edu
Ottinger, Ron, <i>Noyce Foundation - CEPAL Affiliate</i>	134	2665	rlottinger@sandiego.edu
Popov, Vitaliy, <i>Post Doctoral Scholar, MTLC</i>	132	4460	vpopov@sandiego.edu
Quandt, Elizabeth, <i>Executive Assistant, IEE</i>	143	7418	elizabethq@sandiego.edu
Ruzic, Roxanne, <i>Director of Research, IEE</i>	225E	2540	ruzic@sandiego.edu
Sanchez, Diana Cornejo, <i>Professional Learning Specialist</i>	259	7593	dcsanchez@sandiego.edu
Shook, Andria, <i>Research Associate</i>		Remote Location	ashook@sandiego.edu
Simko, JoHanna, <i>Professional Learning Specialist</i>	259	7593	johannasimko@sandiego.edu
Thome, Richard, <i>Director of Leadership Development, IEE</i>	271A	7839	thomer@sandiego.edu
Tinkler, Tessa, <i>Research Associate</i>	132	2560	ttinkler@sandiego.edu
Traylor, Polly, <i>Operations & Marketing Coordinator</i>	143	7418	pollyt@sandiego.edu
Tremble, Angela, <i>Professional Learning Specialist, MTLC</i>		7593	atremble@sandiego.edu
Whitaker, Warren, <i>Doctoral Research Assistant, MTLC</i>	246B	6745	wwhitaker@sandiego.edu
Institute for Nonprofit Education and Research			
Ahearne, Michelle, <i>Doctoral Research Assistant, Caster Center</i>	265	2684	
Bukalova, Dominika, <i>Doctoral Research Assistant</i>	265	4312	dbukalova@sandiego.edu
Corona, Amanda, <i>Executive Assistant, Nonprofit Institute</i>	263	7442	amandacorona@sandiego.edu
Deitrick, Laura, Interim Director of the Nonprofit Institute	265A	2903	lauradeitrick@sandiego.edu
Hunt, Kim, <i>Doctoral Research Assistant, Caster Center</i>	265	2603	kdhunt@sandiego.edu
Meschen, Connelly, <i>Interim Coordinator, Nonprofit Institute</i>	263	7442	cmeschen-09@sandiego.edu
Schumann, Mary Jo, Interim Director of the Caster Center	267	7649	mjschumann@sandiego.edu
Trull, Crystal, <i>Doctoral Research Assistant, Caster Center</i>	265	2642	crystaltrull@sandiego.edu
Yebba, Jennifer, <i>Assistant Director of the Nonprofit Institute</i>	261	2918	jyebba@sandiego.edu
Leadership Institute			
Castillo, Elizabeth, <i>Graduate Assistant</i>	271	4379	eac@sandiego.edu
Garofalo, Beth, <i>Associate Director of Leadership Programming</i>	273A	7790	bethg@sandiego.edu
Green, Zachary, <i>Associate Director</i>	275C	7670	zgreen@sandiego.edu

Polonia, Adriano, <i>Graduate Assistant</i>	271	4379	adrianopolonia@san Diego.edu
Sulpizio, Lorri, Director	275B	4593	sulpizio@san Diego.edu
Manchester Family Child Development Center (MFCDC)			
Kennedy, Jacqueline, Director	MFCDC	6819	kennedyj@san Diego.edu
NCCHC Leadership Fellows Program			
Martinez, Ted, Executive Director	122B	7708	tmartinezjr@san Diego.edu
SOLES Global Center		5901	
Brion, Corinne, <i>Graduate Assistant, Assistant Coordinator</i>	129	5901	corinnebrion@san Diego.edu
Maribei, Peter, <i>Graduate Assistant, Assistant Coordinator</i>	129	5901	pmaribei@san Diego.edu
Van Dellen, Stephanie, Graduate Assistant, Coordinator	129	5901	svandellen@san Diego.edu
SOLES Graduate Student Association			
Davis, Emily, President	101E	2615	eadavis@san Diego.edu
SOLES Librarian			
Burgert, Lisa	122B	4695	lburgert@san Diego.edu
SOLES Student Staff			
Alim, Vanessa, <i>Student Employee</i>	101M	4538	vdalim@san Diego.edu
Kim, David, <i>Student Employee</i>	101M	4538	davidkim@san Diego.edu
Mitchell, Christina, <i>Student Employee</i>	101M	4538	cmitchell@san Diego.edu
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		
Counseling & Marital Family Therapy	619-849-8125		

Date of last revision: 8/17/15 sm

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 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.

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.
- 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.
- 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.

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.

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.

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.

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.

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:

- Announce sustainable best practices and regional efforts at each SOLES faculty meeting.
- Post sustainability tips on SOLES' Sala screens monthly or more often.
- 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:

- 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.
- 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.
- 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

- SOLES will increase paperless practices and electronic forms processing.
 - The Sustainability Committee will conduct an annual survey of practices across SOLES.
- 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.

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.”

II. INFORMATION, POLICIES AND PROCEDURES

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, including part-time faculty members, to inform the appropriate Department Chair about graduate students whose academic performance is below expectation and 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.

For more information please see the undergraduate course catalog -

<http://catalogs.sandiego.edu/undergraduate/academic-regulations/scholastic-probation-disqualification/>

Academic Review

If, for any reason, an instructor has serious concerns about a student, he/she should contact the Program Director and/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 <http://www.sandiego.edu/registrar/documents/ADD-DROPform2014.pdf> within the stipulated time period.

Students are allowed to add and/or drop courses during the pre-registration period at the One-Stop Student Center.

Online Students:

For students in the Online M.Ed. Program, courses must be dropped prior to the first day of the term to receive a 100% refund and within the first three days of the term to receive a 95% refund. No refund will be provided after the third day of the term.

Courses officially dropped between the third day of class and the start of Week 5 will receive a grade of “W” (not included in GPA).

Students who wish to withdraw from the University can access the [Notice of Withdrawal E-Form](#) through the SOLES website.

During the fall and spring semesters, courses may be added during the first eight days of class (adviser's signature required), dropped until the tenth week of the semester (adviser's signature not required), and withdrawn until the tenth week of the semester (adviser'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 E-Form](#). 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 student must file a [Notice of Withdrawal E-Form](#) with the One Stop Student Center. [Dates and Deadlines](#) for the tuition refund schedule is located on the Student Financial Services website (<http://www.sandiego.edu/finance/student-financial-services/student-accounts/dates-deadlines.php>). No refund will be made for withdrawal after the final deadline has passed.

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

For deadlines and tuition refund policies during Summer and Intersession, see the relevant Summer and Intersession course catalogs or go to <http://www.sandiego.edu/sio/>. Condensed or

abbreviated sessions (e.g. five week, one week, weekend, online, etc.) also require that students register and/or withdraw 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. For details please contact the One Stop Student Center, Hahn University Center, Room 126, (619) 260-2700.

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.

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>

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 Department Chair, indicating what arrangements have been made for the make-up of the class.

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 executive assistant explaining why you need to change rooms, as well as your course name, number, and enrollment. The executive assistant will then coordinate with Academic Scheduling, solesacademics@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 executive 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.

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 and USD offer family-oriented activities throughout the school year and encourage 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. Faculty are strongly encouraged to make use of the Blackboard system. 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 iteam@sandiego.edu or x7900.

*** 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 immediately. If, after three weeks in 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.**

Communication with Students

It is the policy of the University of San Diego to use only the official @sandiego.edu email address for correspondence. Faculty are directed to use their @sandiego.edu account for corresponding with students and require students to do the same.

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

Copley Library Reserves

Contact:

Lisa Burgert, Reference Librarian
(619) 260-4695, lburgert@sandiego.edu

The SOLES library liaison is available to provide library instruction, consultations, reference assistance, purchase materials, and more.

Hours

- Copley Library is open 7 days a week.

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.

Online Databases

- New streaming video database: PsychotherapyNet
- Copley Library provides access to over 150 online databases with access to abstracts, full-text articles, news articles, videos, dissertations, book chapters, and more
- Log in with your MySanDiego user name and password.

Reference Assistance

- Librarians are available to help you and your students in person, by chat, 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. You are encouraged to submit requests at least two weeks before the beginning of the semester.
- Questions? Contact Leslie Hovland, Interlibrary Loan and Reserves Assistant, reserves@sandiego.edu or (619) 260-5973.

Interlibrary Loan

- If Copley Library does not have the book or video you need they will be able to obtain copies from other institutions.
 - **Circuit**
Borrow material from SDSU, UCSD, CSU San Marcos, San Diego County, and San Diego Public libraries. Complete the online request form or visit the academic libraries in person with your USD ID card.
 - **ILLiad**
Copley Library will request books not available from Copley or Circuit from other institutions.

Questions? 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 **619-260-2222** 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. More information on the services offered by USDCC is available at <https://www.sandiego.edu/usdcc/>

Disabilities

USD is committed to the fair and equal treatment of individuals with disabilities. To that end, USD will make reasonable accommodations for disabled persons in a manner consistent with applicable law.

Students who believe they have a need for accommodations due to a disability must request accommodations and provide appropriate documentation to USD's Disability and Learning Difference Resource Center (DLDRC). An employee should notify his or her supervisor or Human Resources of the need for a reasonable accommodation due to a disability. For more information, please see the university's Policy on Reasonable Accommodations for Disabled Persons (<http://www.sandiego.edu/legal/policies/community/institutional/disabled.pdf>). Additional information is available through the DLDRC website: <http://www.sandiego.edu/disability/>.

Email List Serves

Each program area has an e-mail mailing list. Additionally, some programs have their own list-serves. 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 SOLES Newsletter 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.

The Family Educational Rights and Privacy Act (FERPA)

<http://www.sandiego.edu/legal/policies/community/institutional/privacy.pdf>

General Privacy Provisions

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. As a general rule, a student must consent to the release of his or her education records unless the disclosure is permitted under FERPA. For more information, see <http://www.sandiego.edu/registrar/ferpa/>.

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 FERPA and must demonstrate that they have such familiarity. To aid employees in gaining this familiarity, all SOLES employees are to complete the FERPA tutorial available on the Registrar's website at:

<http://www.sandiego.edu/registrar/ferpa/>

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.

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 see the following website: <http://www.sandiego.edu/its/usdone.php>)

Frequently Called Numbers

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

Academic/Information Technology Services Help Desk	7900
Center for Health and Wellness Promotion	4618
Bookstore	4551
Campus Recreation	4533
Career Services.....	4654
Child Development Center.....	4620
Committee on Innovation in Community Engagement (CICE).....	4798
Counseling Center.....	4655
Emergency.....	2222
Health Center.....	4595
Human Resources	4594
Information Desk (University Center).....	8888
Library, Copley	4799
Media Services	4567
Police (Campus).....	7777
Professional and Continuing Education.....	4585
Provost Office	4553
Public Safety.....	7777
Registrar.....	2888
United Front Multicultural Center	2395
University Ministry.....	4735
Women’s Center.....	2396
Writing Center	4581
University Copy Print Shop.....	4890
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, including emergency number

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.

Incompletes, Withdrawals, Change of Grades

1. The grade of Incomplete is available only when the requirements for the course have been substantially completed; the reason for an Incomplete is legitimate only if a small fraction of work remains, and the progress of the student in the course gives promise of a passing grade upon completion.
2. The Incomplete grade is not counted in the computation of GPA for the semester for which the Incomplete grade was authorized.
3. A student who receives a grade of Incomplete must complete all missing work by the end of the tenth week of the next regular semester; otherwise, the Incomplete grade remains in the record permanently, with the same effect on the grade point average as if it were an F.
4. W for Withdrawal is the allowable designation until the end of the tenth week of a semester; after that date, there is no possibility of withdrawal; the student will receive a grade for the course.
5. A faculty member assigning a grade of Incomplete must file a “Removal of Incomplete or Change of Grade” notice using the Teach and Advise tab located in the My.SanDiego.edu portal.
6. The student is ineligible for honors or awards until the work for the semester in question is completed, at which time “honors” may be applied retroactively.

When the work is completed, a [Removal of Incomplete or Change of Grade form](#) must be completed online via the instructor's teach/advise tab in their my.sandiego.edu account (form located at: <http://www.sandiego.edu/soles/gateways/faculty-and-staff/handbooks-policies-forms.php>).

Pass/Fail Grading - Graduate Program 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 Program 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. More information on the undergraduate pass/fail grading option may be found in the undergraduate course catalog. Please read carefully prior to authorizing the pass/fail grade option - <http://catalogs.sandiego.edu/undergraduate/academic-regulations/credit-grading-system/>

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 sets the due date for Final Grades (usually four working days after the end of finals). For Fall 2015, final grades must be submitted by January 4, 2016. For Spring 2016, final grades must be submitted by May 24, 2016. Please read the instructions for the exact due date and details about submission. PLEASE SUBMIT GRADES ON TIME.

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 OR 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 prior to being paid.** Please see the Appendix (VI-VIII) for forms and samples of eligibility. Once the forms have been submitted to Human Resources (HR), 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 mailed to you. If you would like to have your paychecks directly deposited, please see the Payroll Office to make that request.

Please note that USD requires 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 semester hours are Monday through Thursday from 9AM to 5PM , Friday until 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). Some activities may require that students provide evidence of medical insurance.

Office Procedures

Examination of a Textbook/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

A designated department mailbox is located in the faculty lounge in 223A for all part-time faculty. If you would like your own box, there are a limited number that can be requested on a first-come, first-serve basis. Please see your program assistant for details. Please be sure to check this box 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 DO NOT 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 department 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.

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 (Torero Store) Website: <http://www.usdtorerostores.com>

Parking Permits & Information

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/parking-information/index.php>. Under the "Parking Information" tab, click on the link for the Parking Rules & Regulations document (PDF) version to view the policies.

Photocopies

Faculty can perform **smaller copying jobs on the School of Leadership and Education Sciences photocopiers**, located on the premises. If you need larger quantities, please submit materials to your executive assistant along with a completed Print Shop requisition form (found on the following website http://www.sandiego.edu/copy/documents/copy_requisition.pdf). 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 executive assistant provides administrative support to several of your colleagues; therefore, allow appropriate time for processing these requests.

Supplies

Please ask your executive 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. **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's office hours should be listed in their course syllabus. Typically, part-time faculty list about one hour of office hours per week per course. Specific hours must be listed; "by appointment" is not sufficient. Office hours should be scheduled to accommodate students. Part-time faculty should work with department chairs and program assistants to identify on campus locations for office hours.

Office hours and locations must also be submitted via the "Faculty Directory Information" form found at <http://www.sandiego.edu/soles/gateways/faculty-and-staff/handbooks-policies-forms.php> (see Appendix). The form must be completed prior to the first week of classes each semester. Please return it to your program assistant.

Out of Town Procedures

During the semester, all efforts should be made to avoid being out of town during regularly scheduled course meetings and office hours. If faculty have extenuating circumstances that require you to be out of town during normal office or class hours, you must complete an "Out of Office" form prior to departure (located at <http://www.sandiego.edu/soles/gateways/faculty-and-staff/handbooks-policies-forms.php>) and give it to the program administrative assistant who will then e-mail this information to staff and administrators as appropriate. Faculty are expected to schedule make-up office hours, online course meetings, and/or alternative learning experiences to make up for any time missed while out-of-town.

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 electronically through email or the learning management system or 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

The University of San Diego strives to provide a safe and secure working environment for all employees. However, when a work related injury or illness occurs (i.e. injuries and illnesses that arise out of, or are incurred in the course of job related activities on behalf of the University), the University shall provide appropriate medical care and treatment to the injured worker through its Workers' Compensation program.

The Risk Management office is responsible for administering the University's Workers' Compensation program in accordance with the California Department of Industrial Relations codes. Coverage is provided for all paid faculty, staff, exempt professionals, and student employees who are injured or become ill while acting within the course and scope of their duties. Coverage begins automatically the first day of employment. Volunteers are provided industrial insurance medical benefits only. For further information on workers' compensation regulations and benefits, contact the Risk Management Director at extension 7677.

For more information on risk management including reporting procedures please see USD's policy for Employee Work Related Injuries and Illnesses

<https://www.sandiego.edu/hr/documents/WorkRelatedInjuriesIllnesses.pdf>

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.

It is important to note that USD does not provide accident or medical insurance coverage for students or visitors. Students not covered by their family's medical or property insurance are strongly encouraged to purchase individual policies. Information regarding medical insurance available for student purchase can be obtained from Student Affairs.

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. Remember you must dial the (619) 260 – xxxx prefix prior to these extensions. 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 conducting a "Course Search" through the Teach/Advise page. 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.**

Smoking and Tobacco Free

The university's policy is located here: <http://www.sandiego.edu/smokefree>

Effective August 18, 2015, the university's Smoking and Tobacco-Free Campus policy will promote a healthful environment and a "Culture of Care" for all students, faculty, staff and visitors. Smoking and tobacco use will be prohibited on all University of San Diego property. The university is also providing resources to support those students, faculty and staff who are interested in smoking cessation programs.

Student Assessment

Evaluation of student work is an important component of teaching and learning. When preparing and teaching your course it will be important to understand and respond to the norms of assessment in the program area. Please contact your Program Director or Department Chair if you have questions regarding appropriate methods of assessing students (i.e., exams, research papers, quizzes, homework or participation).

Final Examination Policy

Please be aware that during exam week, classrooms, times and days will differ from the regular semester schedule. There can be no changes from the exam schedule without the prior written authorization from the Dean's office. The exam schedule for each semester can be found on the teach/advise tab on the my.sandiego.edu site.

Student Course Evaluation Procedures

- **All SOLES courses** - traditional, online, weekend, condensed, fieldwork, and student teaching supervision - as well as non-traditional courses, will be evaluated by students each semester. Exceptions are independent study, thesis, and dissertation courses.
- Because the **end-of-term date** determines the course evaluation window, the scheduler of courses must be notified if courses start or end on dates different from the University term start or end dates.
- Course evaluations for students in the **M.Ed. Online program** are administered via a Qualtrics web link posted on the course's Blackboard website during the final two weeks of the course.
- Course evaluations for **Continuing Education** students can be offered via a Qualtrics web link if arrangements are made with the Office of Accreditation & Assessment in advance.
- Each semester, **Department Executive Assistants** send a reminder email to faculty regarding the course evaluation period, so that faculty can direct students to complete the course evaluations. Evaluations become available two weeks prior to the end-of-term date recorded for the course. Department Executive Assistants will provide faculty with the link to the **Student Course Evaluation Instructions**:

<https://lib.sandiego.edu/soles/documents/Student%20Instructions%20for%20Accessing%20Course%20Evaluations%208.3.15.pdf>

- **Faculty should provide students** with the step by step student course evaluation instructions (please see link above). To ensure **higher response rates**, faculty may provide students with a specified date to complete the evaluation or take students to a computer lab for 10 minutes to complete the evaluation (labs must be booked in advance).
- **Please note that once instructors have submitted grades**, students can no longer complete the evaluation (the grade replaces the evaluation link).

Faculty Access to Course Evaluation Data

- **Faculty** can access completed course evaluations via their *MySanDiego* accounts after grades are posted (please see link below for instructions).
- Department Executive Assistants are responsible for sending instructions to faculty members for how to access course evaluation results. The link to **Faculty Instructions for Accessing Course Evaluations** is:
<https://lib.sandiego.edu/soles/documents/Faculty%20Instructions%20for%20Accessing%20Course%20Evaluations%208.3.15.pdf>
- For M.Ed. online courses or Continuing Education courses, **Department Executive Assistants** should request course evaluation reports from the SOLES Office of Accreditation and Assessment.

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.

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 administrative assistant for your program. Please refer to the sample course templates below. 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. SOLES Statements (see required text below):
 - a. Request for Accommodation
 - b. Grade of Incomplete
 - c. Online Course Evaluation
 - d. Plagiarism
 - e. Sustainability (Optional)

All syllabi must include the elements listed on the SOLES syllabus template located at:
<http://www.sandiego.edu/soles/documents/Course%20Syllabus%20Template%202008.06.15.doc>

The template for online courses is located at:
http://www.sandiego.edu/soles/documents/M.Ed_Syllabus_Template_Rev_08.13.15.docx

All syllabi should include the following:

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.

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.

SOLES On-line Course Evaluation

SOLES Course Evaluations 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 Torero Hub drop down menu: 1) My Academics, 2) Registration Tools, and 3) Registration History. The course evaluation window opens two weeks prior to the end-of-term date for the course. Instructions for accessing course evaluations can be found at:

<https://lib.sandiego.edu/soles/documents/Student%20Instructions%20for%20Accessing%20Course%20Evaluations%208.3.15.pdf>

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.

Sustainability (optional)

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

University Policies

The University of San Diego maintains a number of other policies that are applicable to SOLES employees. You may access those policies through the following link:
<http://www.sandiego.edu/legal/policies>.



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/copy_requisition.pdf
- 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/registrar/documents/ADD-DROPform2014.pdf>
- V Assumption of Risk and Release of Liability Form
<http://www.sandiego.edu/hr/documents/AssumptionofRiskandReleaseofLiability.pdf>
- VI Employment Eligibility Verification Form I-9
<http://www.sandiego.edu/hr/employment-eco/forms.php>
- VII Form W-4
<http://www.sandiego.edu/hr/employment-eco/forms.php>
- VIII Confidential Employee Information Form
<http://www.sandiego.edu/hr/employment-eco/forms.php>

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.