



KROC SCHOOL

Graduate Student Handbook

2016-2017



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WELCOME

From the Dean

DEAR GRADUATE STUDENTS:

I am delighted that you chose the Joan B. Kroc School of Peace Studies (Kroc School) at the University of San Diego (USD). We are pleased to share the 2016-17 Graduate Student Handbook, which will guide you in navigating different aspects of graduate student life. Our goal is that your graduate study at the Kroc School meets all your expectations and beyond.

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

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

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

PATRICIA C. MÁRQUEZ, PhD
DEAN



JOAN B. KROC

School of Peace Studies

The Joan B. Kroc School of Peace Studies at the University of San Diego was founded in 2007 as the first stand-alone school of peace and justice in the United States to promote a multifaceted approach to peacebuilding and social justice, integrating theory and practice in the classroom as well as in communities worldwide. The Kroc School regards peace as inseparable from justice, and advances a philosophy where education, scholarship and service are essential to establishing a more humane world. Our goal is to develop curricula for innovators in peacebuilding with the empathy, knowledge, and capabilities to lead changemaking endeavors across a variety of sectors and situations, locally and abroad.

Located in the community of Linda Vista, USD has been ranked among the most beautiful campuses in the United States — it's the perfect atmosphere for academic excellence and personal development. As part of USD, the Kroc School is uniquely positioned to embrace the best of the Catholic moral and social commitment to ethical leadership and compassionate service.

In addition to its academic programs and faculty, the Kroc School includes two institutes: the Institute for Peace and Justice and the Trans-Border Institute, as well as the Center for Peace and Commerce (a collaboration with USD's School of Business).

The Kroc School is a resource for international peacebuilders and changemakers, students, faculty, community members and all who are dedicated to peace and justice. We're excited that you're here!

WHO'S WHO IN THE KROC SCHOOL

A. ACADEMIC PROGRAMS

We're here to help you succeed in your graduate endeavors — from academics to student services, we've got you covered!

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B. KROC SCHOOL FACULTY/FACULTY ADVISORS

Your experience at the Kroc School is shaped through close learning relationships with our international faculty. Not only will you have the opportunity to engage with our faculty in the classroom, you will have an assigned faculty advisor to mentor and support you throughout your time at the Kroc School. All faculty members hold office hours and we encourage you to get to know your professors. Read more about faculty areas of interest, publications and view course syllabi and office hours online:

www.sandiego.edu/peacestudies/about/faculty.php

AMI CARPENTER *Associate Professor*

- PhD, Conflict Analysis and Resolution, George Mason University
- MA, Communication Studies, New Mexico State University
- BA (Honors), Psychology, New Mexico State University

Dr. Carpenter has worked on numerous initiatives as a mediator, facilitator, trainer and conflict resolution consultant. She currently advises the San Diego Commission on Gang Prevention and Intervention and the San Diego County Human Trafficking and Commercial Sexual Exploitation of Children Advisory Council. Her previous publications cover resilience in fragile states and violent conflict in Mexico and Central America. Her research focuses on community resilience to violence and the criminal dimensions of political conflicts. Currently, she is researching vulnerability and resilience to conflict in Iraqi and Guatemalan communities, and the connection between transnational gangs and criminal networks in Central America.



AUSTIN CHOI-FITZPATRICK *Assistant Professor*

- PhD, Sociology, University of Notre Dame
- MA, Sociology, University of Notre Dame
- MA, Josef Korbel School of International Studies, University of Denver
- BS, Mass Communication, Middle Tennessee State University

Dr. Choi-Fitzpatrick's work focuses on current and vexing issues of human rights and social movements. He is currently engaged in three projects: the first is an effort to promote a human rights approach to antislavery efforts; the second explores how human rights violators respond to being targeted by social movements; and the third is focused on how social movements use new technology, especially drones.

WILLIAM HEADLEY *Professor*

- PhD, Sociology, New York University
- Med, Counseling, University of South Carolina
- BD, Theology, St. Mary's Seminary
- BA, Philosophy, St. Mary's Seminary

William R. Headley, CSSp, PhD, is a sociologist, counselor, educator and Catholic priest. In 2007 he became the founding dean of the Kroc School. Dr. Headley has a broad background in church leadership, justice, peace and international aid with experience in over 80 countries. Dr. Headley was the major superior (1979-85) of the USA-Eastern Province of his Holy Spirit community (Spiritans). In July 1993, he established a graduate program in Conflict Resolution and Peace Studies at Duquesne University, Pittsburgh, Pa. He was named the deputy executive director of policy and strategic issues at Catholic Relief Services (CRS). As a peacebuilder, Dr. Headley has assisted conferences of bishops in Ghana, Nigeria, the Balkans, Sudan, Haiti and Burundi. He currently holds a joint part-time appointment as a professor of practice, Kroc Institute of International Peace Studies, University of Notre Dame.

▼ CYNTHIA IRMER

Visiting Research Scholar

- PhD, Conflict Analysis and Resolution, George Mason University
- PhD, (GMU Honors) International Conflict Resolution, New College, Oxford University, UK
- JD, Law, Creighton University School of Law
- BA, University of Nebraska

Dr. Irmer is a conflict resolution specialist and attorney with more than 30 years' experience in consensus building, negotiation, mediation and other forms of conflict resolution. She has led peacebuilding and conflict resolution teams for the UN, the UK's Department for International Development (DfID), the US Agency for International Development (USAID), the US Department of State and private sector organizations in North and Sub-Saharan Africa, the Middle East, South and Southeast Asia, North and Central America and Europe. At the Department of State, she led the department's Office of the Coordinator for Reconstruction and Stabilization (S/CRS) in developing and applying a governmentwide, systematic and collaborative tool for jointly analyzing deep causes of conflict as well as social and institutional strengths and resilience. Prior to that, she was a trial lawyer for 20 years for the US Department of Justice, private law firms and multinational corporations.

▼ TOPHER MCDUGAL

Associate Professor

- PhD, International Economic Development, Massachusetts Institute of Technology
- MCP, International Development, Massachusetts Institute of Technology
- MS, Geography, University of New Mexico
- BA, Swarthmore College

Dr. McDougal's area is economic development and peacebuilding. His research focuses broadly on the microeconomic causes and consequences of armed violence, including rural-urban trade patterns in conflict-affected societies, illicit trades (especially in small arms) and urban violence. An economic geographer by training, Dr. McDougal has consulted for various organizations including the World Bank, Mercy Corps, Humanitarian Policy & Conflict Research (HPCR) International, and the International Rescue Committee (IRC) on private sector development, urban economics, public finance in postwar and developing countries, and economic cost of violence. He is also a research affiliate at the Centre on Conflict, Development & Peacebuilding (CCDP) at the Graduate Institute for International & Development Studies, Geneva, Switzerland, and a principal of the recently formed Small Arms Data Observatory (SADO).

▼ DUSTIN N. SHARP

Associate Professor

- PhD, Law, Leiden University
- JD (cum laude), Law, Harvard Law School
- BA (summa cum laude), English, University of Utah

Dr. Sharp's research focuses on the role of law in post-conflict environments, ranging from the work of human rights NGOs, to rule of law development assistance initiatives, to war crimes tribunals and truth commissions. His classes typically enroll equal numbers of law and peace studies students. Prior to joining the Kroc School faculty, Dr. Sharp worked at Human Rights Watch where he was responsible for designing and implementing research and advocacy strategies in Francophone West Africa, with an emphasis on countries in crisis such as Côte d'Ivoire and Guinea. A lawyer by training, Sharp began his legal career as an attorney-adviser at the United States Department of State where he represented the United States in multilateral treaty negotiations and advised the Bureau of International Organization Affairs.

▼ NECLA TSCHIRGI

Professor of Practice

- PhD, Political Economy, University of Toronto
- MA, Political Science, American University of Beirut
- BA, Political Science, American University of Beirut

A native of Turkey, Dr. Tschirgi's extensive international career has spanned research, policy analysis, grantmaking and teaching at the intersection of security and development. Prior to joining the Kroc School, she served as in-house consultant and senior policy advisor with the Peacebuilding Support Office at the United Nations Secretariat in New York from 2007 to 2009. Previously, she was the vice president of the International Peace Academy (now the International Peace Institute) in New York where she led the Security-Development Nexus research program from 2001-2005. Her interest in the interplay between development and security dates back to the immediate post-Cold War years when she served as a senior specialist with the International Development Research Centre (IDRC) of Canada from 1992 to 2001. She was instrumental in the creation of IDRC's Peacebuilding and Reconstruction Program Initiative, which she led until her departure for New York.

C. DEAN'S OFFICE

The Dean's Office is where you can find Dean Patricia Márquez, and other key Kroc School administrators.

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D. INSTITUTE FOR PEACE AND JUSTICE (IPJ)

The Joan B. Kroc Institute for Peace and Justice (IPJ) is at the nexus of practice, policy and scholarship in peacebuilding and human rights. Since its founding in 2000, the IPJ has worked internationally to support individuals and organizations working to build more peaceful and just societies.

The IPJ is actively engaged in international peacebuilding work in Cambodia, Kenya and Nepal, and continues to respond to requests from international partners and colleagues to support local efforts in their communities.

Through its Women PeaceMakers and WorldLink programs, the institute puts a special emphasis on the impact that women and youth have in building sustainable peace. The

Distinguished Lecture Series brings high-level national and international leaders to campus to discuss cutting-edge issues in peace and justice. By convening conferences on critical issues — particularly on the women, peace and security agenda — the institute serves as a global and local resource for the rapidly growing field of peacebuilding.

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E. TRANS-BORDER INSTITUTE (TBI)

The Trans-Border Institute (TBI) helps to build sustainable peace in Mexico and the border region through research, outreach and teaching. TBI's work includes addressing the crisis of violence and corruption in Mexico. It has developed innovative pedagogical models to support democratic participation and international collaboration across our border. TBI engages students in the protection of the most vulnerable populations, learning as they help train the next generation of peacebuilders in Mexico, and promoting innovative local alternatives to the war on drugs and the militarization of the border.

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G. OPERATIONS AND EVENTS

The Operations and Events Office manages the Kroc School's academic, conferencing and guest residence facilities. Stop in to inquire about space availability and reservations, lost and found and assistance with events.

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F. CENTER FOR PEACE AND COMMERCE (CPC)

The Center for Peace and Commerce (CPC) is a partnership between the School of Business and the Kroc School with the mission to prepare new generations of social entrepreneurs and Changemakers. The CPC encourages students to develop and exercise innovative approaches for making a positive impact on the four Ps: people, profit, planet and peace. The CPC contributes to a new paradigm for business and peacebuilding through teaching, scholarship and social enterprise development.

CENTER FOR PEACE AND COMMERCE

KIPJ 133
260-4857

H. STUDENTS

The heart of the Kroc School is the student! Here you can find contact information for your colleagues by class and by program.

Class of 2017: MA in Peacebuilding

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Class of 2018: MA in Peace and Justice (full time)

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MA in Peace and Justice (part time)

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Class of 2016: MA in Peace and Justice Studies (17-month track)

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I. CONNECTING WITH THE KROC SCHOOL ON SOCIAL MEDIA

Get connected with the Kroc School on social media. Join these groups and follow these people to stay up-to-date on the latest and greatest events, careers and networking opportunities!



FIND OUT THE LATEST ON FACEBOOK:

- Kroc School official Facebook page (www.facebook.com/USDPeace)
- Institute for Peace and Justice (www.facebook.com/KrocIPJ)
- Trans-Border Institute (www.facebook.com/USDTBI)
- Center for Peace and Commerce (www.facebook.com/USDCPC)
- WPM Program (www.facebook.com/WomenPeaceMaker)
- WorldLink Program (www.facebook.com/IPJ.WorldLink)

FACEBOOK GROUPS:

- Kroc School Students and Alumni Group (www.facebook.com/groups/USDPeaceStudies)
- 2016-2017 Kroc School MA Cohort (www.facebook.com/groups/277266045961058/)
- 2015-2016 Kroc School MA Cohort (www.facebook.com/groups/507294696101290/)



WATCH PAST SPEAKERS AND KROC SCHOOL VIDEOS ON YOUTUBE:

- Joan B. Kroc School of Peace Studies (www.youtube.com/channel/UCAUDAZ4km3XjfhfxzG0DnoQ)



CONNECT WITH OTHER KROC ALUMNI AND CURRENT STUDENTS ON LINKEDIN*:

- Joan B. Kroc School of Peace Studies (www.linkedin.com/edu/school?id=192014&trk=edu-cp-title)

**make sure to add the Joan B. Kroc School of Peace Studies as your current school*



VIEW PHOTOS ON FLICKR:

- Joan B. Kroc School of Peace Studies (www.flickr.com/people/peacestudies/)



FOLLOW THE KROC SCHOOL ON TWITTER:

- @USDPeace Kroc School
- @DeanP Marquez Dean Patricia Márquez
- @KrocIPJ IPJ
- @USDTBI TBI
- @WomenPeaceMaker IPJ Women Peace Makers Program
- @USDCPC Center for Peace and Commerce



FOLLOW THE KROC SCHOOL ON INSTAGRAM:

- @USDPeace



ACADEMIC PROGRAM RESOURCES

A. PROGRAM REQUIREMENTS AND CURRICULUM

Requirements for the MA in Peacebuilding (one-year program)

- Full-time status as a graduate student
- Required orientation
- Approval of courses by faculty advisor
- 30 units of graduate work with a 3.0 or higher
- Three core courses (9 units)
- Five elective courses (15 units)
- Three one-unit workshops (three units)
- Capstone Proposal and Project (three units) must be at “B” or better performance
- No more than six units of coursework may be completed outside of the Kroc School (of which only three units may be at the 300 level or 400 level)

Requirements for the MA in Peace and Justice (two-year program)

- Full-time or part-time status as a graduate student
- Required orientation
- Approval of courses by faculty advisor
- 39 units of graduate work with a 3.0 or higher
- Six core courses (18 units)
- Four elective courses (12 units)
- Three one-unit workshops (three units)
- In-Organization Experience, 10-week Summer Internship and Internship Reflection Seminar (three units)
- Capstone Proposal and Project (three units) must be at “B” or better performance
- No more than six units of coursework may be completed outside of the Kroc School (of which only 3 units may be at the 300 level or 400 level)

Curriculum

Core Courses: MA in Peacebuilding

1. Leadership and Organizations
2. Program Design, Monitoring and Evaluation
3. Peace and Conflict Analysis OR International Justice and Human Rights

Core Courses: MA in Peace and Justice

1. Leadership and Organizations
2. The International System
3. Peace and Conflict Analysis
4. International Justice and Human Rights
5. Program Design, Monitoring and Evaluation
6. Field-Based Practicum

B. DISTRIBUTION OF UNITS: MA IN PEACEBUILDING (ONE-YEAR PROGRAM)

MA in Peacebuilding 2016-2017 Year Level Plan (30 units)			
FALL 2016			
COURSE NUMBER	COURSE TITLE	UNITS	NOTES
PJSS05	Peace and Conflict Analysis	3	*
PJSS00	Leadership and Organizations	3	Required
PJS	Elective	3	Elective+
PJS	Elective	3	Elective+
SPRING 2017			
PJSS11	Program Design, Monitoring and Evaluation	3	Required
PJSS15	International Justice and Human Rights	3	*
PJS	Elective	3	Elective+
PJS	Elective	3	Elective+
PJS	Elective	3	Elective+
FALL 2016/SPRING 2017			
PJSS94	Workshops	3	Required
SUMMER 2017			
PJSS95	Peace and Justice Capstone	3	Required
Total	Units required for degree		Total=30

*Students can take Peace and Conflict Analysis or International Justice and Human Rights
+Electives are chosen in consultation with your faculty advisor.

C. DISTRIBUTION OF UNITS: MA IN PEACE AND JUSTICE (TWO-YEAR FULL-TIME PROGRAM)

MA in Peace & Justice 2016-2017 Year Level Plan (39 units)			
FALL 2016			
COURSE NUMBER	COURSE TITLE	UNITS	NOTES
PJSS05	Peace and Conflict Analysis	3	Required
PJSS00	Leadership and Organizations	3	Required
PJSS20	The International System	3	Required
		Total = 9	
SPRING 2017			
PJSS11	Program Design, Monitoring and Evaluation	3	Required
PJSS15	International Justice and Human Rights	3	Required
PJSS93	Field-based Practicum	3	Required
PJSS94	Internship Seminar	0	
		Total = 9	
SUMMER 2017			
Internship Field Experience			
FALL 2017			
PJSS94	Capstone Seminar	0	Required
PJSS98	Internship (Reflection Seminar)	3	Required
PJS	Elective	3	Elective+
PJS	Elective	3	Elective+
		Total = 9	
SPRING 2018			
PJSS95	Capstone Development	3	Required
PJS	Elective	3	Elective+
PJS	Elective	3	Elective+
		Total = 9	
FALL /SPRING			
PJSS94	Workshops (take 1 per semester for 3 semesters)	3	Required
		Total = 3	
Units required for degree		Total=39	

+Electives are chosen in consultation with your faculty advisor.

D. PEACE AND JUSTICE COURSE SCHEDULE 2016-2017 (AS OF JUNE 9, 2016)

Kroc School Classes (three units) and Workshops (one unit) — Fall 2016

COURSE NO.	COURSE TITLE	UNITS	FACULTY	SCHEDULE
PJS 505	Peace and Conflict Analysis	3	Carpenter	Wed., 5:30 to 8:20 p.m.
PJS 500	Leadership and Organizations	3	Rivas	Thur., 5:30 to 8:20 p.m.
PJS 520	The International System	3	Tschirgi	Mon., 5:30 to 8:20 p.m. Wed., 2:30 to 5:20 p.m.
PJS 541	War, Gender and Peacebuilding,	3	Freeman	Tues./Thurs., 4 to 5:20 pm
PJS 598	Internship (Reflection Seminar)	3	McDougal	9/12, 10/3, 10/24 & 11/4 (all Mon.) 2 to 4 p.m.
PJS 595	Capstone (Reflection Seminar)	3	Various	Tue., 1 to 3:50 p.m.
PJS 594	Sustainable Development	3	McDougal	Mon., 9:05 to 11:55 a.m.
PJS 551	Technology and Social Change	3	Choi-Fitzpatrick	Wed., 9:05 to 11:55 a.m.
PJS 594	Restorative Justice	1	Darling	10/28 & 10/29
PJS 594	Quantitative Methods	1	McDougal	9/23 & 9/24
PJS 594	Globalization and Development	1	McDougal	11/11 & 11/12

Kroc School Classes (three units) and Workshops (one unit) — Spring 2017

COURSE NO.	COURSE TITLE	UNITS	FACULTY	SCHEDULE
PJS 511	Program Design, Monitoring and Evaluation	3	McDougal	Wed., 5:30 to 8:20 p.m.
PJS 515	International Justice and Human Rights	3	Sharp	Mon., 5:30 to 8:20 p.m.
PJS 593	Field-based Practicum (San Diego)	3	Meade	Tentative day
PJS 593	Field-Based Practicum (Colombia)	3	Tschirgi	Tentative day
PJS 594	Internship Seminar	0	Tschirgi	Feb. 6, 2 to 4 p.m. Feb. 13, 2 to 5 pm Feb. 20, 2 to 5 p.m.
PJS 510	Religion and Conflict Transformation	3	Headley	Tues./Thur., 4 to 5:20 p.m.
PJS 530	Transitional Justice	3	Sharp	Mon., 9:05 to 11:55 a.m.
PJS 594	Elective	3	Choi-Fitzpatrick	Wed., 9:05 to 11:55 a.m.
PJS 594	TBD	1	Choi-Fitzpatrick	Tentative March
PJS 594	The Peacebuilder	1	Headley	Tentative Feb.
PJS 594	Social Innovation	1	Henken	Tentative April

E. CAPSTONE

The capstone is the culminating achievement of the academic program. Students can select from two types of capstone projects: applied-peace capstone or research-based capstone. Both types of projects require students to demonstrate their capacity to interweave academic knowledge, research capabilities and professional skills on a specific peace and justice issue of their choice.

All students are required to complete a final capstone project.

MA in Peacebuilding Capstone: Students in this program work closely with their faculty advisors who can assist in the selection of the capstone theme. This does not mean that a faculty advisor is automatically the overseer of an advisee capstone project; students in this one-year program have the option of selecting the faculty member to supervise them during the capstone experience until the completion of work during the summer. For students enrolled in this program the capstone project is due in late August, 2017.

MA in Peace and Justice: The capstone project in this program is divided into two sections. The first section consists of an eight-hour pre capstone seminar, in which students will work on a problem definition for their project. The pre capstone seminar will provide detailed guidance on the process for developing a successful applied-peace or research capstone. The second section of the capstone is a last-semester-long seminar, where students work with a faculty member according to their selection of applied-peace or research tracks. In this semester-long capstone seminar, students share their findings and gain lateral learning from peers.

Additional information about the capstone can be found here:

<http://www.sandiego.edu/peacestudies/documents/2015CapstoneGuidelines.pdf#-2015CapstoneGuidelines>

F. FIELD-BASED PRACTICUM

The Kroc School's field-based courses create a space for students to apply classroom knowledge in the field within creative and structured environments. The field-based course includes three common elements: a) an applied curriculum, b) the opportunity to interact with practitioners from communities affected by violence and injustice, and c) experience in implementing collaborative projects in the field. Students' work will be guided by USD's core humanistic principles, emphasizing how to look at individuals and communities in a holistic manner.

Spring 2017: Post-Conflict Peacebuilding: An Unfolding Case Study in Colombia (International Field-Based Course)

Peacebuilding in conflict-affected countries has emerged as a critical priority with interlocking local, national and international dimensions. This course aims to illuminate the challenges and dilemmas of peacebuilding as well as strategies for peacebuilding by examining peacebuilding in Colombia, which is on the verge of a major breakthrough in its peace process. Students will spend the first part of the course learning about peacebuilding theory and policy based on international experiences to date. They will then visit Bogotá to learn about the Colombian experience from the perspective of a variety of actors from the government, the private sector and civil society. Upon returning to USD, they will reassess the Colombian case in a comparative perspective.

Spring 2017: The Border, Peacebuilding and Human Rights (San Diego Field-Based Course)

The U.S.-Mexico border is often framed as a dead zone, a breeding ground for crisis and tragedy. But the border is also a vibrant space, a source of boundless creativity and hope. Working with the Trans-Border Institute, students in this course will examine the most pressing challenges facing the border region through the lenses of human rights, peacebuilding and citizenship. Students will partner with the leaders and staff of San Diego and Tijuana NGOs to explore peaceful, innovative and sustainable solutions to the most intractable regional problems, with a special emphasis on violence. Together they will carry out a collaborative or "hive model" research project, assessing the impact of violence around the world on the San Diego-Tijuana region, and its differential effects on local immigrants, refugees, and combat veterans. The students will gain hands-on experience problem-solving with local leaders, conducting ethnographic interviews, and analyzing and presenting data for maximum social impact.

G. MAPJ INTERNSHIP PROGRAM

The MAPJ Internship Program is an opportunity to apply the knowledge and skills developed in your coursework into practice. It is a unique chance to gain additional field experience in an organizational setting, and to connect the theoretical knowledge and skills from your coursework to the messiness and complexities of real world peace and justice work. Being part of an organization will expand your understanding of what it means to be a leader, to manage programs, and to work effectively within organizations creating social change and addressing issues of conflict and violence.

The MAPJ Internship Program is designed to enhance self-awareness and capacity for critical reflection. Working with professionals in real-life settings, you will acquire insights into your individual strengths and weaknesses. The organizational immersion will help you understand how you can create real contributions, which is a vital step in the career development path.

The three-unit MAPJ Internship Program is organized into three modules:

1. The Internship Seminar is an eight-hour seminar designed to prepare students to maximize personal and professional growth during the internship. In this module, students link their area of interest with potential organizations and projects. Working individually and in teams, students will develop strategies for securing a suitable internship opportunity. At the end of this module, students are expected to have a viable list of two to three organizations that align with their career and learning goals, as well as a rationale for their selections, which includes taking the necessary steps to apply to the organizations. This seminar will support the process for those applying to obtain Kroc School internship funding (maximum of \$3,000).

2. The In-Organization Experience. For students in the full-time MAPJ program, the

in-organization component of the internship program requires a full-time internship for a minimum of 10 weeks during the summer months. Part-time students may follow the 10-week model or propose flexible internship modalities. The assigned faculty advisor must approve internship proposals for full-time and part-time students.

3. The Internship Reflection Seminar. After completing the in-organization experience (in the field), you must participate in this seminar, which focuses on guided reflective practice. In class, you will discuss your individual experience and will make connections between theories and practices of strategic peacebuilding. You will address issues of how the internship influenced your self-awareness and personal expectations. The critical reflection goes beyond the personal, as you will be expected to share lessons about the cultural and organizational context in which you were immersed.

Internship Support

The Kroc School offers a variety of services to support students with their internship experience, including individualized internship advising, faculty advisor support, a list of organizational partners, and résumé and cover letter review. For students completing internships abroad, the academic programs team provides assistance with visa and travel coordination, an extensive predeparture orientation and University of San Diego comprehensive travel insurance while overseas.

Minimum Requirements

Students must complete an internship at least 10 weeks in length in an operational (nonvirtual) setting, working full time (25-40 hours per week).

Internship Funding

To learn more about applying for internship funding, please see Kroc School Applied Peace Learning Funding Opportunities: MAPJ Internship Funding.

Additional Information

Students will receive additional information related to internships at orientation, and will convene mid-Fall to discuss the internship requirement, processes and opportunities. Students are also required to attend 2016 summer internship presentations on 10/24/16 and 11/14/16 from 2-4pm (location TBD).

H. RECENT MAPJ INTERNSHIP ORGANIZATIONS AND LOCATIONS

You can access a list of select previous internship organizations here: www.sandiego.edu/outcomes/careers/graduate/peacestudies/internships.php

I. PEACE STUDIES RESEARCH GUIDE

Copley Library has put together a helpful LibGuide specifically for the Kroc School. Here you will find databases and other resources (print and online) to help you in your research in peace and justice throughout your time at the Kroc School. You can find the guide here: <http://libguides.sandiego.edu/peace>



ACADEMIC POLICIES FOR GRADUATE STUDENTS

A. ACADEMIC REGULATIONS

By completing the registration process, the student acknowledges the academic regulations of the university, accepts them and pledges to abide by them.

Most USD graduate courses are offered during the late afternoon and early evening hours, although course schedules vary by department and school to accommodate student needs. A list of courses offered and their days and times is available on the MySanDiego portal for all terms.

Integrity of Scholarship

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

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

1. Unauthorized assistance on an examination;
2. Falsification or invention of data;
3. Unauthorized collaboration on an academic exercise;
4. Plagiarism;
5. Misappropriation of research materials;
6. Any unauthorized access to an instructor's files or computer account; or
7. Any other serious violation of academic integrity as established by the instructor.

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

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

B. CREDIT AND GRADING SYSTEM

At the end of each semester or session, a graduate student's grade and credit in semester-hours for each course taken is recorded on the transcript and the grade report, accessible through the MySanDiego portal. A final grade below "C-" is not acceptable and the course(s) in which the grade was earned will not count toward the graduate degree (see Repetition of Courses). Students should consult program descriptions for details regarding the minimum acceptable grade for courses and the minimum overall grade point average in their program.

Grade Point Average (GPA)

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

Grade points are assigned as follows:

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	.67
F	0.00

Grade of Incomplete

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

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

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

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

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

Pass/Fail Grading

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

Graduate students who take a course in the USD School of Law will have the grade converted automatically to pass or fail on the graduate transcript.

C. CALCULATING YOUR GPA

Your GPA (Grade Point Average) is computed by dividing the total number of grade points earned by the total number of units attempted, excluding courses that were passed under the pass/fail option.

For steps to compute your GPA: www.sandiego.edu/registrar/documents/gpa.pdf

Online GPA calculator: www.koofers.com/university-of-san-diego/gpa-calculator

D. DARS

DARS (Degree Audit Report System) is a service designed to assist you with planning and tracking your progress toward graduation by comparing or auditing your academic record against the requirements for your degree. Your DARS report includes completed USD courses and in-progress courses and can be accessed by logging in to your MySanDiego account, accessing MyAcademics under the ToreroHub tab, and clicking on the DARS/U.Achieve module.

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

DARS does not eliminate the need for advising. It should be used in consultation with your faculty advisor, who makes the final determination about completion of degree requirements. To report an error or ask a question about your DARS report, please contact your faculty advisor or the Academic Programs Manager.

E. REPETITION OF COURSES

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

Students are allowed to repeat only one course during their enrollment in a graduate program at USD (exception: two courses in the MBA and IMBA programs). Within some programs, specific required courses are not approved for repetition (see appropriate program section). A student who fails such a course will not be permitted to continue in the program.

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

F. ACADEMIC PROBATION AND DISQUALIFICATION

To be in good academic standing and to be eligible to graduate, students must maintain in their program courses the minimum semester and cumulative grade point average (GPA) that is required by their program. Students should consult program descriptions for details regarding the minimum acceptable grade for courses and the minimum overall grade point average required in their program. The following GPA minimums are calculated on a 4.0 scale:

MA in Peacebuilding and MA in Peace and Justice – 3.0

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

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

Grade Grievance Procedures

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

It is assumed that grievances will be resolved by the instructor and student.

Grading criteria, requirements, content, etc. are established by the instructor. The presumption is that students have been given ample opportunity for clarification of class requirements at the beginning of a given course.

The procedure for a grade grievance is as follows:

1. Initial grade/grievance must be addressed to the instructor in the course.
2. In those rare circumstances when no agreement is reached in number 1 (above), the student may seek advice from the department chair.
3. If the matter is not satisfactorily settled at number 2 (above), the student then may seek advice from the dean who will refer the matter to a standing faculty committee (e.g. academic affairs).
4. The committee will hear the student's grievance and make its recommendations to the parties involved. At every level in this grievance procedure, the instructor must be apprised of the situation.

Applicability of New Academic Requirements

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

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

Source: <http://catalogs.sandiego.edu/graduate/academics-admission/regulations/>



G. UNIVERSITY OF SAN DIEGO INTEGRITY POLICY

The University of San Diego is an educational institution inspired by Roman Catholic values as expressed in the Mission Statement of the University. (See Appendix A, Mission Statement.) As an educational community the University seeks to make clear the rights and responsibilities of individuals and organizations, which are part of that community.

This Code has been established in order to ensure community order and to facilitate students' unencumbered pursuit of education both inside and outside of the classroom. Stated first are the Rules of Conduct. Secondly are University policies related to students and student organizations. Thirdly are disciplinary procedures and sanctions.

The rules, policies and procedures outlined in this Code provide a framework for community life at the University of San Diego. Recognized student organizations may establish rules and procedures for the purpose of self-regulation so long as those rules and procedures are not in conflict with the provisions of this Code.

The University reserves the right to employ procedures outlined in this Code to respond to behavioral difficulties or violations of civil or criminal statutes both on and off campus regardless of the actions of civil and criminal authorities.

As changing times and needs of the University community dictate, the President of the University may appoint a committee to recommend additions to or deletions from this Code.

Rules of Conduct

Enumerated below are the specific prohibitions, policies and procedures of the Student Code, which are the foundation for individual/group conduct at the University of San Diego. As they are the fundamental basis of individual/group conduct, each student is responsible for understanding and following them while being a member of the USD community.

The following conduct is prohibited on University premises or at University events, wherever it may occur. (The same conduct, though occurring off University premises and not at University events, may nonetheless be subject to University sanctions when it adversely affects the University, its educational mission or its community.) Violation of these rules and regulations may subject an individual or group to disciplinary action.

1. Violations of law, including local, state and federal statutes, and specifically including, but not limited to: theft; unauthorized possession or storage of a weapon; and use, possession or distribution of marijuana or any controlled substances.
2. Knowingly furnishing false information to the University; forgery, alteration or use of institutional documents or instruments of identification with intent to defraud; or appropriation of institutional resources for personal advantage.
3. Intentional disruption of teaching, research, administration, disciplinary proceedings or any other institutional activity.
4. Abuse of any person.
5. Any inconsiderate behavior toward a community member or guest.
6. Engaging in disorderly conduct, lewd, indecent or obscene behavior on University property or at a University-sponsored event.
7. Any sexual assault. Sexual assault is nonconsensual sexual conduct including but not limited to: rape, sodomy, oral copulation, sexual battery (unwanted sexual touching), or penetration with a foreign object.
8. Failure to comply with the direction of University officials acting in performance of their duties.
9. Damage to University property or to non-University property being used for a University event.
10. Any activity on the façades, ledges or roofs of University facilities.
11. Launching of an object or substance from within or on a University structure or property.
12. Possession, consumption or sale of alcoholic beverages by persons under the age of 21 years on University property or at a University-sponsored event; furnishing alcoholic beverages to persons under the age of 21 years on University property or at a University-sponsored event; driving on University property while under the influence of alcohol; public display of intoxication on University property or at a University-sponsored event.
13. Presence on campus while under the influence of marijuana or any controlled substance.
14. The following violations of the Dining Service rules: (a) transfer of a meal card; (b) use of a meal card other than one's own; (c) attempting to enter dining facilities other than at designated points; (d) theft of food, utensils, supplies or any other items; (e) throwing of any object; (f) failure to return dishes and/or trays to the dish room.
15. Violations of University parking rules and regulations.
16. Violations of published rules and regulations for Residence Hall contracts and Residence Hall living.
17. Violations of any University policy listed in Section III below.
18. Hate Crimes and Bias-motivated incidents.



H. ACADEMIC INTEGRITY POLICY

This policy applies to all students of the University except Law students (see Honor Code below). The University is an academic institution, an instrument of learning. As such, the University is predicated on the principles of scholastic honesty. It is an academic community, all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community.

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

I. ACADEMIC DISHONESTY

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

1. **Examination Behavior.** Any intentional giving or use of external assistance during an examination shall be considered a serious violation if knowingly done without express permission of the instructor giving the examination.
2. **Fabrication.** Any intentional falsification or invention of data, citation or other authority in an academic exercise shall be considered a serious violation, unless the fact of falsification or invention is disclosed at the time and place it is made.
3. **Unauthorized Collaboration.** If the supervisor of an academic exercise has stated that collaboration is not permitted, intentional collaboration between one engaged in the exercise and another shall be considered a serious violation by the one engaged in the exercise, and by the other if the other knows of the rule against collaboration.

4. **Plagiarism.** Any intentional passing off of another's ideas, words or work as one's own shall be considered a serious violation.
5. **Misappropriation of Resource Materials.** Any intentional and unauthorized taking or concealment of library or course materials shall be considered a serious violation if the purpose of the taking or concealment is to obtain exclusive use, or to deprive others of use, of such materials.
6. **Unauthorized Access.** Any unauthorized access of an instructor's files or computer account shall be considered a serious violation.
7. **Serious Violations Defined by Instructor.** Any other intentional violation of rules or policies established in writing by a course instructor or supervisor of an academic exercise is a serious violation in that course or exercise.

Infractions are the following acts:

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

II. Academic Dishonesty: Sanctions and Procedures

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

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

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

1. **Initiation of Procedures.** The instructor or supervisor has the initial responsibility for determining whether a person has engaged in academic dishonesty in a course or academic exercise. Therefore, information concerning possible academic dishonesty in a course or academic exercise should be brought to the attention of its instructor or supervisor. If the instructor or supervisor is unavailable, then

information concerning possible academic dishonesty should be brought to the attention of the appropriate department head or dean, who will then assume the role of the instructor or supervisor in the procedures that follow:

1. When information of an act of academic dishonesty comes to his or her attention, the instructor or supervisor must undertake an investigation of the information or allegation in a manner that is reasonable under the circumstances.
 2. Unless it clearly appears that there has been no dishonesty, the instructor or supervisor must contact the person who may have engaged in the dishonesty act and give that person the opportunity to deny or to explain the events with respect to which allegations of dishonesty have been made. (If the person in question is not able to be contacted or fails to respond, then the instructor or supervisor will notify the Dean who will attempt to contact the person on behalf of the instructor or supervisor.)
 3. After investigation and reasonable efforts to discuss the matter with the affected person, the instructor or supervisor must determine whether (a) no act of academic dishonesty has occurred, (b) an infraction has occurred or (c) a serious violation probably has occurred.
 4. The instructor or supervisor must prepare a written record of the investigation and summary of discussions with the affected person, if any, together with his or her determination made in accordance with paragraph 3 above. A copy of this record, together with any penalty imposed upon the person by the instructor or supervisor with respect to the course or academic exercise, must be made available to the affected person.
2. **Sanctions Regarding Course or Exercise: Procedures Regarding Infractions.** Unless the instructor or supervisor has erred in his or her determination that the affected person has engaged in an act of academic dishonesty, the instructor's or supervisor's imposition of penalty with respect to the course or academic exercise is final and unreviewable.
 1. The instructor or supervisor of a course or academic exercise may impose a penalty for dishonesty with respect to the course or academic exercise, regardless of whether the affected person has engaged in an infraction or likely serious violation.
 2. Penalties imposed by the instructor or supervisor with respect to a course or academic exercise may include: reduction in grade of the affected person in the course or exercise; the requirement that the affected person withdraw from the course or exercise; the requirement that all or part of the course or exercise be retaken; the requirement that the person engage in additional work in connection with the course or exercise.

3. One who has been determined by the instructor or supervisor to have committed an infraction may appeal the determination of infraction, but may not appeal the sanction imposed by the instructor or supervisor unless the determination of infraction is successfully appealed, in accordance with "Administrative Procedures" discussed below. Any such appeal must be initiated within fifteen (15) days after the notification of the determination of infraction.
3. **Hearing Committee.** Each allegation of serious violation, and each appeal from the determination of an infraction, will be heard by a Hearing Committee.
 1. The Hearing Committee will be composed of five members of the University community, as follows:
 2. The dean, associate dean or acting dean of the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred;
 3. A member of the full-time faculty of the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred;
 1. A student of the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred;
 2. Two members of the full-time faculty from schools or colleges other than the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred.
 3. The deans of each school or college covered by this guide, shortly after commencement of each academic year, will appoint two members of the full-time faculty and two students of that school or college to serve on Hearing Committees, with respect to allegations of academic dishonesty either in that school or college or in other schools or colleges. In making these appointments the dean may rely on recommendations made by the faculty or general student organization of that school or college.
 4. No dean, faculty member or student who has a conflict of interest with respect to the subject matter of the hearing may participate as a member of the Hearing Committee. One who, having a conflict of interest is appointed to serve on a Hearing Committee, must disqualify himself or herself, after which the dean will appoint another member of the same category as the disqualified member (see section II.C.1 above) to serve on the Hearing Committee as an ad hoc member.
4. **Administrative Procedures.** The following procedures apply when (a) an instructor or supervisor has determined that a serious violation probably has occurred [section II.A.3(c) above]; or (b) one appeals from an instructor's or supervisor's determination of infraction (section II.B.3 above).
 1. Administrative procedures commence upon filing written notice of their invocation with the dean of the school or college in which the course or academic exercise was given.
 2. Upon request of the dean, the instructor or supervisor must promptly transmit to the dean a copy of the written record in accordance with section II.A.4 above.
 3. Upon receipt of the written record, the dean will convene a Hearing Committee to hear the matter.
 4. The Hearing Committee, as soon as is practicable after reviewing the record prepared by the instructor or supervisor, and after consultation (or attempted consultation) with the instructor or supervisor who has determined an infraction or alleged serious violation and with the person who is accused of having engaged in the dishonest act, will:
 1. Establish the procedures that are to be applied with respect to the hearing to be held and communicate those procedures to the affected persons;
 2. Establish the date, place and time at which a hearing before the Hearing Committee will be held or, if the hearing is to be by written presentations only, the date and place by which written presentations are to be submitted to the Hearing Committee;
 3. Hold a hearing date and determine whether the serious violation or infraction in fact occurred; and
 4. In the event a serious violation has occurred as alleged by the instructor or supervisor, determine the appropriate sanction.
 5. The hearing held before the Hearing Committee, and the deliberations of the Hearing Committee, will be closed to the public, except that the Hearing Committee has discretion to hold a public hearing at the request of the person who has been accused of having engaged in the dishonest act.
 6. If the Hearing Committee determines that a serious violation has occurred, it must determine the sanction to be imposed. A sanction may be:
 1. Expulsion from the University;
 2. Suspension from the University or any or all of University rights and privileges, for a period up to one academic year, except that any such suspension may not have the effect of determining the grade received in any course;
 3. Letter of censure;

4. The requirement that additional courses or credits be taken as a prerequisite to graduation from the University;
5. In the event of b, c or d, imposition of a period of probation on such conditions as the Hearing Committee considers to be appropriate.
7. If a Hearing Committee determines that no serious violation or infraction has in fact occurred, it will remand the matter to the instructor or supervisor who determined the infraction or probability of serious violation with a request that the instructor or supervisor take further action with respect to the course or exercise that is consistent with the Hearing Committee's determination.
8. The Hearing Committee must prepare a written record of the proceedings, including a summary of the procedures for hearing that it has established, a summary of the information submitted to it by interested persons and its decision in accordance with sections II.D.4.c and d above, together with any dissenting opinions and any other material the Hearing Committee deems appropriate to include. A copy of this record, together with any sanction imposed upon the person by the Hearing Committee, must be made available to (a) the affected person, (b) the affected instructor or supervisor, (c) the dean of the school or college with jurisdiction over the course or academic exercise involved, and (d) the President and Provost of the University.
9. In the event the Hearing Committee determines that expulsion is the appropriate sanction, or in the event of two dissenting votes on the Hearing Committee, the person who is adversely affected by the Hearing Committee's decision may appeal that decision to the Provost, who may finally determine the matter in the exercise of sound discretion.

Source: http://home.sandiego.edu/~kaufmann/USD_academic_integrity.html



I. HOW TO GUARD AGAINST PLAGIARISM

Guidelines for University Writing

[Department of English, University of San Diego]

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

TWO RULES FOR INCORPORATING SOURCES IN YOUR WRITING:

1. Always present an author's actual words within quotation marks and accompanied by a full and accurate citation.
2. Always paraphrase thoroughly by reshaping the original with your own vocabulary, syntax, and sentence rhythm. Paraphrases must be accompanied by a full and accurate citation.

RULE 1

Always enclose an author's actual words within quotation marks and include a full and accurate citation: Copying entire or partial texts without adding both quotation marks and full citation is plagiarism.

RULE 2

Always paraphrase by thoroughly reshaping the original with your own vocabulary, syntax, and sentence rhythm. Paraphrases require full and accurate citations.

To paraphrase means to restate a text in your own words; this requires that you rewrite the original text in a significantly new way. Inadequate paraphrases may include sentence patterns close to those of the source and/or synonyms of words found in the original.

As you practice paraphrasing and citing sources, you will probably find that the number of words you place in quotations will decrease as your own language begins to take precedence in your writing. This is a sign that both your thinking process and your writing are becoming more sophisticated.

Your professors are the best resources for information about specific writing assignments. Be sure to thoroughly discuss with them their expectations about the assignments you receive. Some questions you might ask:

- May I write in first person?
- Do I need to use a specific font or margin?
- Do I need to use outside sources in my writing?

- How many sources do I need to include?
- How recent must my sources be?
- May I use Internet sources?
- Is there a limit to the number of internet sources I may include?
- How should I evaluate Internet sources?
- Are there types of internet sources I should avoid?
- What is a writing style guide?
- What referencing style should I use American Psychological Association (APA),- Modern Language Association (MLA), Chicago, etc.?
- May I use secondary sources?
- If I use secondary sources, how should I cite them?
- Do you require copies of my sources when I submit my paper?
- May I submit my paper via email?

For more examples, please visit: <http://www.sandiego.edu/cas/documents/theo/Plagiarism.pdf>

J. TURNITIN

All Kroc School faculty members require students to submit all original work to Turnitin, and will include helpful information in their syllabi in reference to how to use this application.

Turnitin is a web-based plagiarism detection application that can be used by instructors to check the originality of work by collecting electronic student submissions via Blackboard or other means. Turnitin works by checking an uploaded assignment against a large database of other published and written work. Once uploaded, students can check their Originality Report for a detailed summary of possible plagiarized words or phrases.

For additional information about Turnitin, please visit the USD's ITS website: http://www.sandiego.edu/its/teaching/instructional_technology/software/turnitin.php

Turnitin Student Training Video: https://guides.turnitin.com/01_Manuals_and_Guides/Student/Student_QuickStart_Guide



CAREER DEVELOPMENT

A. USD Career Development Center

USD has a Career Development Center (www.sandiego.edu/careers), which supports undergraduate and graduate students. This department is located in Manchester Hall 101 and offers a variety of resources including career counseling, internships, job search, alumni connections and assistance with résumés, cover letters and interviews.

In partnership with the Career Development Center, the Kroc School now offers you a **Career Development Plan** to prepare you in your job search. This plan includes event and workshop listings, reminders and action items to help you achieve your career development goals!

- **Drop-in advising:** Hours: Monday-Friday, 10 to 11 a.m. and 2 to 3 p.m. in Manchester Hall 101.
- **Appointments:** To schedule an appointment, contact Career the Development Center at (619) 260-4654 or make an appointment online at www.sandiego.edu/careers/students.
- **Career and job search resources:** USD Career Development Center provides extensive professional development support and job search related resources at www.sandiego.edu/careers/resources.

B. KROC SCHOOL MENTORING ALLIANCE

Mentors represent an indelible force supporting students' journeys as agents of peace and justice, and their impact can be lifelong. Mentors can be especially influential in supporting career development in the field of peace and justice, where a clear and struc-

tured path is not always evident. With this in mind, the Mentoring Alliance is designed to provide unique and enriching one-on-one mentoring opportunities for students in our MA programs. Student participation is voluntary, and directions regarding application, mandatory meetings and matching will be emailed early in the fall semester.

Regardless of a student’s level of professional experience, mentors can help future leaders think about problems and opportunities in new ways through guided conversations. They can provide encouragement and support in areas where students might not otherwise have access. For example, mentors can facilitate interactions with networks of Changemakers broadening a student’s range of professional opportunities. A mentor relationship can increase access to new contacts, advice, knowledge and capabilities. Mentors can guide mentees in a number of ways from advice on a project to resource identification to strategies for building networks.

How does the Mentoring Alliance work?

Kroc School graduate students are encouraged to work with a mentor whose expertise matches individual passions and interests. To make the most of a mentoring relationship, we provide guidance on expectations and readily available resources on the mentorship process. A mentoring relationship must be respectful and professional, offering both parties the opportunity to learn from the experience and from each other.

The mentor and mentee will establish the duration and frequency of mentoring meetings at the beginning of each semester, with an expectation of at least two encounters per semester. The format and content of the exchange will also be determined between the mentor and the student. Interactions can include brainstorming sessions, updates and follow-ups on current projects, or more focused discussion of professional development topics.

As the relationship develops, mentees will share their successes with their mentors and make sure the mentor knows the value of his/her time and insights. It is important to always keep in mind that mentoring is about sharing knowledge and expertise. To sustain productive and mutually beneficial relationships between mentors and students we have created a memorandum of understanding for mentors and students to sign.

Mentors are not expected to provide internships or jobs for their student mentees.

Student’s Responsibilities

1. Meet with the mentor at least two times during the semester. It is the student’s responsibility to reach out to the assigned mentor. Ask for appointments well in advance, keeping in mind that mentors are professionals with demanding schedules. Always provide several options for a meeting.
2. Be professional in attire and conduct all communications with the mentor in a professional manner.

3. Attend all meetings with the mentor on time and come prepared (e.g., prepare questions in advance of each meeting).
4. Provide any materials for the mentor to review at least one week before the meeting.

C. STRATEGIC PEACEBUILDING WHEEL AND CAREER PATHWAYS

(Source: <http://kroc.nd.edu/alumni/career-resources/strategic-peacebuilding-pathways>)

What does the field of peacebuilding look like? What are the potential career pathways for a strategic peacebuilder? Where do you fit in?

Careers in Peacebuilding: Strategic Peacebuilding Pathways

This graphic, developed by John Paul Lederach, Professor of International Peacebuilding, and Katie Mansfield, illustrates the main components and subcomponents of the field of peacebuilding and their relationship to each other.



The inner circle highlights the three major areas of strategic peacebuilding: 1) efforts to prevent, respond to, and transform violent conflict; 2) efforts to promote justice and healing; and 3) efforts to promote structural and institutional change.

The outer circle highlights subareas of practice and career focus within those three areas. For each of these subareas, a variety of individual career pathways emerge (see next page).



Careers in Peacebuilding: Strategic Peacebuilding Pathways

Restorative Justice

- Addressing historical and ongoing harms against indigenous people
- Community-based restorative justice
- National restoration processes (addressing historical structural harm)
- Prison system reform

Transitional Justice

- International Criminal Court or tribunals
- Justice to address mass atrocity and human rights
- National and local justice processes

Trauma Healing

- Child soldier reintegration
- Collective community healing
- Refugee resettlement and services
- Trauma therapy and counseling/social support
- Victim support and reparations

Humanitarian Action

- Crisis health care and social services
- Human rights protection and monitoring
- Humanitarian advocacy and law
- Humanitarian emergency response
- Information management for relief operations
- Public health work related to structural and physical violence

Government and Multilateral Efforts

- Civil-military relations
- Demobilization and disarmament
- Diplomacy
- Intergovernmental organizations
- Peace processes
- Policy analysis and implementation
- Post-conflict reconstruction

Nonviolent Social Change

- Active nonviolence
- Community organizing, mobilization or social action/movements
- Issue-based educational campaigns
- Media/journalism/writing
- Minority and marginalized empowerment and civil rights advocacy

Dialogue / Conflict Resolution Strategies

- Arts-based approaches to social transformation
- Conflict monitoring and early warning
- Cross-cultural contact programs
- Interfaith, interethnic, and intercultural dialogue
- Language interpreting or teaching
- Local peacebuilding institutes and training
- Mediation or dispute settlement
- Reconciliation
- Violence prevention or resolution

Education

- Adult and civic education
- Applying gender lenses to peace and conflict
- Building peaceable schools
- Educational reform initiatives
- Investigating cultural and structural violence
- Leadership development and training among historically disadvantaged groups
- Service learning
- University-based peace studies/ peace education/ peace research
- Vocational schools

Development

- Economic development
- Gender equality work
- Housing and urban development/ redevelopment
- Human and social development
- Local and international development
- Microfinance and small business development
- Strengthening democratic institutions and participation
- Sustainable development, sustainable agriculture

Dealing with Transnational and Global Threats

- Corruption and organized crime
- Cultural and structural violence
- Economic and social injustice
- Environmental degradation and climate change
- Gender exclusion and gender-based violence
- Genocide and mass violence
- Human rights violations
- Human trafficking
- Imperial domination
- Nuclear and small arms proliferation
- Poverty, hunger and homelessness
- Terrorism
- War

Law: Advocacy and Solidarity

- Family law and domestic violence protection
- Human rights law
- Immigration law, immigrant services and education
- Indigenous cultural preservation, solidarity and rights
- International law and policy work
- Labor and employment law/protection
- Land issues
- Migrant justice, migration and human trafficking
- Work with youth: Child protection, rights, services



D. PEACE AND COLLABORATIVE DEVELOPMENT NETWORK

Another resource available to students is the Peace and Collaborative Development Network (<https://pcdnetwork.org>), which is organized by Dr. Craig Zelizer (Georgetown University) and is a tremendous resource for information related to the field of peace and justice, including careers, internships and networking opportunities.

Career Resource Links:

Job, Consulting and Internship Opportunities (<https://pcdnetwork.org/jobs>)

Guides to Careers and Internships (<https://pcdnetwork.org/guides>)

World's Top Meta List of Job Sites/Resources in Social Change, Social Impact, Development, Peacebuilding and Related Fields (<https://pcdnetwork.org/resources/worlds-top-meta-list-of-job-sitesresources-in-social-change-social-impact-development-peacebuilding-and-related-fields>)

Additionally, Subscribe or Visit Key Websites and Job Lists. There are countless websites that provide resources on jobs and internships in the field (and in related fields). You should get on all or some of these sites as you will get daily or weekly updates of opportunities around the world (note some charge a fee, while others are free or provide partial postings for free).

E. KROC SCHOOL CAREER OUTCOMES

To get a snapshot of the careers of Kroc School alumni, go to the Kroc School of Peace Studies Careers Outcomes page: www.sandiego.edu/outcomes/careers/graduate/peacestudies/

This page provides a breakdown of employment by organization and by sector, as well as internship locations, employers of recent graduates and job titles of recent graduates, based on data of Kroc School graduates between 2003 and 2013.

F. USD BUSINESS CARDS

Students are eligible to order business cards that feature their name and the USD/Joan B. Kroc School of Peace Studies logo. Students can use these cards for networking, Kroc School events, interviews, while conducting research or for use during their internship. Students should take advantage of this offer in the fall to be able to use these business cards throughout the school year.

How to order your USD business cards:

1. Go to <http://business.officedepot.com>
2. Enter username: GRAD-PEACESTUDIES
3. Enter password: Password
4. Click on "Printed Products" under the USD logo
5. Click on "Order this Item" under USD Graduate Business Card
6. Fill out Imprint Information — for Logo Option, select "Joan B. Kroc School of Peace Studies;" for Title, input "Candidate"; and for Degree Program, input "Master of Arts in Peace and Justice Studies or "Master of Arts in Peacebuilding"
7. Confirm details are correct
8. Complete online checkout using your personal credit card information.
9. If you would like to pick up your order at University Copy, do not modify user information (Theresa Andersen) or shipping information (University Copy).
10. If you would prefer to have your order shipped to you, you will need to modify the user information and shipping information.
11. Click "Put this order on hold." Once your order is approved by University Copy, it will be processed and shipped accordingly.

Contact:

University Copy – Theresa Andersen

Location: Former Print Shop Building (*behind Maher Hall, just east of the Immaculata*)

Hours: 8 a.m. to 5 p.m., Monday through Friday

Phone: (619) 260-4890

Email: usdcopy@gmail.com

Fee: The fee for 500 cards is \$24.06 plus tax, for a total of \$25.98.

Payment must be submitted online via the Office Depot website.

Notes:

Students must use their personal home address and phone number in their USD Business cards. Students who are also employees of USD may get cards as the normal course of business and by the approval of their supervisor.

The "Candidate" and "Degree Program" must be prominently displayed below their name.

G. KROC CONNECT

Becoming a successful peacebuilder and Changemaker involves engaging with a wide range of leaders and communities, inside and outside the classroom. Networking requires the opportunity to meet people, and it requires practice. Networking while at the Kroc School will help you realize your professional path postgraduation. Similarly, when organization and community leaders have the opportunity to meet you, they will recognize the value of what you have to offer.

How does Kroc Connect work? Each semester Kroc Connect will provide you with a carefully selected set of opportunities to connect, network and learn from the most incredible leaders working for peace and justice — locally and around the world. Kroc Connect will give you yet another chance to expand your social capital and successfully pursue the purposeful career path you want to have.

At the beginning of each semester you will receive a Kroc Connect path to complete before the end of the semester. The path will indicate activities that are part of the graduate requirements (they must be completed in order to graduate from your program) and it will provide a variety of activities you can select from according to your individual interests.

You will receive additional information related to Kroc Connect at orientation, and resources will be available online.

H. PROFESSIONALISM

Kroc School events are key opportunities to meet and interact with professionals in the field of peace and justice, and are excellent opportunities to make networking connections.

Good first impressions are crucial to landing an internship, interview or job. Your level of success will be determined by several nonverbal cues, such as the style, fit, color and cleanliness of your clothes; your choice of accessories; the firmness of your handshake; your posture; the manner in which you carry yourself; and the degree of your eye contact, enthusiasm and confidence.

The clothing you select is a key indicator of your respect for the interviewers (and the company they represent) as well as how seriously you take the interview itself. The better you dress, the more seriously you will be taken and considered. Not dressing professionally could be taken as an insult or offense, so we encourage students participating in Kroc School events to always dress professionally — you never know whom you are going to meet and what opportunities will present themselves!



KROC FUNDING FOR LEARNING OPPORTUNITIES

A. Student Opportunity Grant (SOG)

At the Kroc School, we encourage students to take advantage of opportunities to become more professionally engaged in the peacebuilding community. We also recognize that cost can sometimes be a barrier to participation, which is why we offer a limited number of Student Opportunity Grants (SOGs) to support extraordinary learning opportunities.

Examples of such opportunities might include presenting a paper at an academic or professional conference or traveling to work with one of the school's institutes on a special field project. Applications may be submitted on an individual or group basis, and students are encouraged to discuss ideas for a grant with their faculty advisor in advance of submitting an application to the review committee.

SOG Guidelines

- SOG funding is limited, and the total pool of funds available can vary from year to year. Funding will be awarded on a competitive basis and is restricted to students enrolled in the Kroc School's graduate programs.
- The maximum award to any one individual will be \$1,200. Actual amounts are at discretion of the SOG Review Committee, which is comprised of Kroc School faculty members and administrators.
- Students who have already received an SOG will be given the lowest priority for new funding, and only in exceptional circumstances will a second award be made to the same student.

2016 SOG Application Deadline

SOG applications should be submitted electronically to the Academic Programs manager and will be reviewed by the SOG Review Committee.

2016 SOG Application deadlines are as follows:

Fall Semester: Friday, October 15, 2016

Spring Semester: Friday, February 17, 2017

SOG Applications

Students interested in submitting an application should draft a three- to five-page narrative grant proposal.

Proposals must include:

1. A brief description of the opportunity to which the student is applying.
2. An explanation how the opportunity relates to the program's learning objectives and the applicant's career objectives.
3. A description of why these objectives cannot be achieved through existing Kroc School or USD programs and resources.
4. A work plan that articulates project goals and the ways in which they will be measured.
5. An itemized budget, listing expenses for which funds are requested.

SOG Awards

SOGs will be awarded on a competitive basis. In determining whether to award a grant, as well as how much to award, the Review Committee will evaluate the strength of the aforementioned criteria. Grant applications that are poorly written, which contain typos and spelling errors, etc., will likely not be funded.

Upon completion of the opportunity for which the grant was awarded, awardees are expected to make a full financial account for all monies received, including receipts at least equal to the amount received. Funds that cannot be accounted for must be repaid to the Kroc School.

Expectations After SOG-funded Experience

Students are expected to submit a short summary of their experiences, which may be shared on the website or in School publications.

All questions should be directed to The Academic Programs team.

Student Reimbursement Instructions

Upon approval of a SOG, the Kroc School will reimburse approved expenses, once the student has returned from his or her approved experience. Students must have documentation in the form of original, itemized receipts to support approved expenses, which may not exceed the approved dollar amount, as specified by the Academic Programs manager.

1. List a summary of your expenses on the **SOG Reimbursement Form**.
2. Include a **copy of the email** from Academic Programs Manager approving your SOG proposal and a **copy of your SOG proposal**.
3. Attach **program documentation** (as applicable), which may include:
 - Conference Program (actual or website)
 - Program Description
4. Attach **original, itemized travel expense documentation** (as applicable). For small receipts, please tape them onto a plain sheet of white paper, in chronological order. These expenses may include:
 - Flight Itinerary/Receipt
 - Conference Registration/Confirmation Email
 - Hotel Receipt
 - Car Rental Receipt
 - Taxi/Transit Receipts
 - Food Receipts or Per Diem Printout
 - Misc. Receipts
5. Indicate your **preferred method of reimbursement**: check or direct deposit.
6. Submit the **SOG Reimbursement Form** and **accompanying expense documentation** outlined above to the Academic Programs executive assistant for processing.

Students can be reimbursed via USD-issued check or via direct deposit. For check requests, please submit your mailing address on the **SOG Reimbursement Form**. For reimbursement via direct deposit, please fill out and submit the **Direct Deposit Form** with your **SOG Reimbursement Form**. Reimbursement processing typically takes 10 business days.

Deadline for submitting reimbursement

Request for your reimbursement must be submitted no later than **two weeks** (14 days) from the end of your SOG-approved experience.

Contact the Academic Programs executive assistant with questions or concerns related to your reimbursement.

B. MAPJ INTERNSHIP FUNDING

Because there is simply no substitute for the "real world" knowledge gained through the internship program, the Kroc School is committed to providing funding to students to make it possible.

Students may apply to receive funding to be applied towards internship expenses (up to \$3,000). This competitive process will require submission of a funding application and will be explained during the logistics portion of the Internship Seminar in February. Please note, however, that funding is limited and is not guaranteed.

Additional information is available on the Kroc School website: www.sandiego.edu/peacestudies/programs/masters/internship-program.php

C. CAPSTONE RESEARCH FUNDING

Students completing research related to their capstone project may apply to receive for up to \$1,500 in funding. To apply, students must submit a detailed proposal and budget to the program director for review prior to departure.

D. KROC SCHOOL GRADUATE ASSISTANTSHIP PROGRAM

Kroc School Graduate Assistantships (GAs) are designed to enhance student learning by working in collaboration with faculty. It is an opportunity to assist in research, the design of pedagogical innovations or in undergraduate courses. As a graduate assistant, you will be asked to conduct research or support faculty teaching in areas related to your academic and educational program at the Kroc School.

Applicants must be newly admitted or currently enrolled students in the full-time Master of Arts in Peace and Justice or Master of Arts in Peacebuilding program. In order to apply, applicants must be in good academic standing. Graduate assistants are required to work 40 hours per semester. Please note actual hours will vary by position and are typically between 8 a.m. and 5 p.m. Graduate assistants are expected to be able to meet with their assigned faculty member during normal business hours. Please do not apply if your activities prevent you from being able to comply with this expectation.

Students who are selected for a GA will receive \$1,200 in funding, which will be applied toward tuition costs during the semester. Assistantship awards do not cover fees, books or other expenses.

Assistantships are awarded on a term-by-term basis with no automatic renewal. Assistantship awards will be based upon the following criteria:

1. Potential for assisting a faculty member in his or her research or teaching activities.
2. Potential and demonstrated high scholastic performance in the MAPJ/MAPB program.
3. Receipt of a positive evaluation from previous assistantships (if applicable).

Application Deadline:

Fall 2016: September 15, 2016

Spring 2017: January 15, 2017

Apply Online: <https://usd.tfaforms.net/218140>

FAQs: www.sandiego.edu/peacestudies/students/current-students.php



KROC SCHOOL AND USD RESOURCES

A. GRADUATE ACADEMIC CALENDAR (FALL 2016 – SPRING 2017)

FALL SEMESTER 2016

AUGUST

24	Wed.	Final Registration/Fee Payment without penalty
25	Thur.	Late Charges Begin
31	Wed.	Classes Begin

SEPTEMBER

5	Mon.	Labor Day holiday (no classes; offices closed)
8	Thur.	Mass of the Holy Spirit
12	Mon.	Last day to enroll in classes and to drop a class without a 'W' Deadline — 100 percent tuition refund
19	Mon.	Deadline — 90 percent tuition refund
26	Mon.	Deadline — 80 percent tuition refund

OCTOBER

1	Sat.	Financial aid applications for Intersession 2017 available
3-28	Mon.-Fri.	Online class reservation for Intersession 2017
3	Mon.	Deadline — 70 percent tuition refund
10	Mon.	Deadline — 60 percent tuition refund
12	Wed.	Last day to petition for May 2017 graduation
17	Mon.	Deadline — 50 percent tuition refund
21	Fri.	Fall holiday (no classes)

NOVEMBER

1	Tue.	Priority deadline for Intercession 2017 financial aid applications Walk-in registration begins for Intercession 2017 at the One Stop Student Center Class reservation begins for Spring 2017
2	Wed.	Deadline to select grade or pass/fail option
9	Wed.	Last day to withdraw from classes with a 'W' Deadline for removal of Incompletes from prior semester/summer sessions
11	Fri.	Final fee payment deadline for Intercession 2017 online registration
23-25	Wed.-Fri.	Thanksgiving holiday (no classes; office closed Thursday and Friday)
30	Wed.	Deadline for completion of dissertation defense for January 2017 graduation (PhD, EdD)

DECEMBER

12	Mon.	Last day of classes Deadline for online submission of master's thesis/doctoral dissertation for January 2017 graduation
13	Tue.	Study Day
14-20	Wed.-Tue.	Final examinations
20	Tue.	Last day to petition for August 2017 graduation

INTERSESSION 2017 (*optional*) Tue., January 3–Mon., January 23

JANUARY (*Intercession*)

3	Tue.	First day of Intercession classes
16	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
23	Mon.	Last day of Intercession classes For specific courses, dates and registration procedures for Summer Sessions 2016 go to www.sandiego.edu/sio .

SPRING SEMESTER 2017

JANUARY

2	Mon.	Fall 2016 final grades due
20	Fri.	Final registration/fee payment without penalty
26	Thur.	Classes begin All Faith Service

FEBRUARY

1	Wed.	Financial aid applications for Summer 2017 available
6	Mon.	Last day to enroll in classes and to drop a class without a 'W' Deadline — 100 percent tuition refund
13	Mon.	Deadline — 90 percent tuition refund
20	Mon.	Deadline — 80 percent tuition refund
27	Mon.	Deadline — 70 percent tuition refund

MARCH

1-30	Wed.-Thur.	Online class reservation for Summer Sessions 2017
6-10	Mon.-Fri.	Spring Break
13	Mon.	Deadline 60 percent tuition refund
17	Fri.	Priority deadline for Summer 2017 financial aid applications
20	Mon.	Deadline 50 percent tuition refund
30	Thur.	Deadline to select grade or pass/fail option

APRIL

1	Sat.	Priority deadline for Fall 2017 and Spring 2018 financial aid applications
13-17	Thur.-Mon.	Easter Break
3	Mon.	Walk-in registration begins for Summer Sessions 2017 at the One Stop Student Center Class reservation begins for Fall 2017
5	Wed.	Last day to withdraw from classes with "W" Deadline for removal of Incompletes from prior semester and Intercession
7	Fri.	Final fee payment deadline for Summer Sessions 2017 online registration
26	Wed.	Deadline for completion of dissertation defense for May 2017 graduation (PhD, EdD)

MAY

15	Mon.	Deadline for online submission of master's thesis/doctoral dissertation for May 2017 graduation Last day of classes
16-17	Tue.-Wed.	Study Days
24	Wed.	Last day to petition for January 2018 graduation
18-24	Thur.-Wed.	Final examinations
27-28	Sat.-Sun.	Commencements
31	Wed.	Spring 2017 Final Grades Due

B. COURSE CATALOG

The Graduate Course Catalog for 2015-2017 can be found here: <http://catalogs.sandiego.edu/graduate/academics-admission/graduate-degrees/>

Please note that requirements, courses and other information are subject to change. Always confirm information with the Academic Programs Office.

C. ONE STOP CENTER

Located in UC 126, the One Stop welcomes all students who need assistance with their registration, student account or financial aid. Their mission is to consolidate the business transactions of the Financial Aid, Registrar, and Student Accounts offices into one location where students can receive outstanding customer service.

Additional information about the One Stop Center, including hours can be found here: www.sandiego.edu/onestop

D. OFFICE OF FINANCIAL AID

The USD Office of Financial Aid provides financial assistance and resources to eligible graduate students.

Contact Information:

Phone: (619) 260-2700

Email: usdofas@sandiego.edu

Office: Hughes Center 319

Website: www.sandiego.edu/financialaid/graduate-students

E. FINANCE OFFICE — STUDENT ACCOUNTS

Student Accounts is committed to providing outstanding service to students, their parents and friends of USD with billing and payment of tuition, fees, room and meal plans.

For in-person Student Accounts assistance, please visit the One Stop Services Center:

Office: Hahn University Center, Room 126

Email: onestop@sandiego.edu

Available to walk-in customers:

Monday, Tuesday, Friday: 9 a.m. to 5 p.m. Wednesday: 9 a.m. to 6 p.m.

Thursday: 10 a.m. to 5 p.m. (and by appointment)

Contact Student Accounts:

Office: Hughes Center 203

Phone: (619) 260-2700 (Opt. 3)

Fax: (619) 260-4126

Email: studentaccounts@sandiego.edu

Office Hours: 9 a.m. to 5 p.m. Monday through Fri.

Website: www.sandiego.edu/finance/student-financial-services/student-accounts



F. LIBRARIES: COPLEY LIBRARY AND THE LEGAL RESEARCH CENTER

The libraries at USD are members of the San Diego Circuit Library Consortium, which maintains a database linking university libraries in the region. Through this consortium, USD students and faculty can easily access library materials from other campuses. In addition to its own collection and the San Diego Circuit, Copley Library has connections to libraries throughout the world.

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

The Katherine M. and George M. Pardee Jr. Legal Research Center (LRC), located east of the law school, is the region's premier law library, and is also a great place to study. It is open seven days a week.

For additional information about USD libraries: www.sandiego.edu/library

G. WRITING CENTER

The USD Writing Center, which is free to all USD students, helps students improve their academic writing. Students may bring work in any stage of completion to the Writing Center, from brainstorming notes to rough drafts to graded essays. Students are tutored individually by their peers in all phases of the writing process, including:

- Understanding a text
- Thinking critically
- Generating paper topics
- Developing and focusing ideas
- Organizing information
- Refining and expanding ideas
- Grammar and punctuation

Writing Tutors

The Writing Center staff includes tutors experienced in working with students for whom English is a second language and with graduate students working on small and large writing projects. Although tutors won't "fix" your paper, they are experts in helping you meet your goals for all your written projects.

The Writing Center tutoring services are free and by appointment, with drop-ins accommodated if appointment slots are open (www.sandiego.edu/cas/english/affiliated-programs/writing-center/). Tutoring sessions usually last 45 minutes to one hour. At this time we are unable to provide tutoring to online students. Note: The Writing Center is not open during finals, Intersession or Summer Session

Location: Founders Hall, Room 190B

Writing Center Hours (subject to change):

Monday-Wednesday: 9 a.m. to 7 p.m.

Thursday: 9 a.m. – noon and 2 to 7 p.m.

Friday: 9 a.m. – 2 p.m.

For an appointment, stop in or call (619) 260-4581.

Website: www.sandiego.edu/cas/english/affiliated-programs/writing-center/

H. GRADUATE STUDENT LIFE (GSL)/GRADUATE AND LAW STUDENT COMMONS (GLSC) AND PEACE AND JUSTICE STUDENT ASSOCIATION (PJSA)

The Graduate and Law Student Commons fosters community among all graduate and law students. It is designed to promote collaborative programs that enrich graduate student life. The Commons supports the goals of the graduate student associations and provides opportunities for faith development and outreach to community. The Commons is a central source for information and serves as a liaison to resources across campus.

To connect and learn more about Graduate Student Life opportunities or about the Graduate and Law Commons space, please visit: www.sandiego.edu/gradlife

The Peace and Justice Student Association at the Kroc School is a recognized student organization at the University of San Diego and is a student-run initiative.

The mission statement of the PJSA is as follows: To enhance and empower students while adding value to their overall academic experience while at the Kroc School; actively contribute to the growth and improvement of the MA programs; facilitate student participation; provide various resources including a place to discuss ideas and concerns alike; to help bring higher visibility to the Kroc School not only within the USD community but on a local, national and international level.

The transition of leadership occurs during elections in mid- to late-September.



I. USD STUDENT HEALTH INSURANCE REQUIREMENT, STUDENT HEALTH CENTER, COUNSELING CENTER AND CENTER FOR HEALTH AND WELLNESS PROMOTION

Student Health Insurance Requirement

All new and returning students are required to carry health insurance. At the beginning of every year, students need to actively enroll in or opt out of the USD-sponsored Student Health Insurance Plan. The 2016-2017 deadline for all students to complete this process is September 12, 2016.

Learn more about the University of San Diego's Student Health Insurance Requirement here: www.sandiego.edu/healthinsurance

Student Health Center

The Student Health Center provides high-quality, accessible and timely primary care to meet student health needs. Currently registered graduate students who have paid the health fee are eligible for services. Family members of students are not eligible. Costs for services vary.

To view a full list of services provided, visit the website: www.sandiego.edu/health-center

NOTE: Services NOT Provided:

Services not provided include urgent or emergency care, onsite X-ray, optical exam or prescriptions, birth control devices or contraceptives used for the purpose of birth control, dental care, medical specialists and insurance billing.

To set up an appointment at the Student Health Center:

Use your USD MySanDiego username and password to log on to the USD MyWellness Portal, which can be accessed via any computer or smartphone: https://mywellness.sandiego.edu/login_directory.aspx. If this is your first time securing Student Wellness services for the academic year you should begin by clicking the "Forms" tab and completing your Consent to Receive Services and Health History forms.

After-Hours:

"On Call" Health Care Provider for urgent medical questions: (619) 260-7777

On-Campus Emergency: (619) 260-2222

Off-Campus Emergency: 911



USD Counseling Center

The easiest way to secure USD Counseling Center services is by going to the online USD MyWellness Portal.

In the MyWellness Portal, click on the Appointments tab and follow the instructions to arrange for an initial appointment at the Counseling Center.

If you have any problems identifying a same- or next-day appointment at the Counseling Center that will work for you, please call the Counseling Center at (619) 260-4655 or come by Serra Hall 300 during regular office hours and ask for help.

Once you attend your initial appointment, the counselor you meet with will assess your concerns and help you decide next steps. For example, the counselor may identify a support group that would work for you, or may arrange for you to begin counseling at the Counseling Center or in the community, or may arrange for a psychiatric evaluation, all depending on what makes the most sense given your concerns.

Emergency Counseling Services

A counselor on call is available to consult about after-hours psychological emergencies at all times. The counselor on call can be reached by calling Public Safety at (619) 260-2222 or extension 2222 on any campus telephone.

The 24-hour San Diego Access and Crisis Line (1-888-724-7240) also offers crisis intervention, information and referrals.

For additional information related to Counseling Services:
www.sandiego.edu/usdcc

Center for Health and Wellness Promotion

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

Please review the various student services available on their website (www.sandiego.edu/health-wellness) for more detailed information or contact their office at (619) 260-4618 with questions.

J. DISABILITY SERVICES

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

Services include evaluating disability documentation, arranging academic accommodations and providing disability management/counseling to students with disabilities. They also coordinate with other departments, both academic and administrative, such as Residential Life, the Department of Public Safety, the School of Law, and the dean's offices of the various schools on campus, to meet students' needs. They are available to the USD community (faculty, staff, parents and all students) for consultation on a broad range of disability issues and manage the needs of students with temporary disabilities (e.g., mobility limitations and transient but severe illnesses).

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

K. INFORMATION TECHNOLOGY SERVICES (ITS)

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

Contact Information:

Phone: (619) 260-7900

help@sandiego.edu

ITS Office Hours:

8 a.m.-5 p.m., Monday through Friday

(after-hours phone support is also available)

Location: University Center 117 and Torero Store

Website: www.sandiego.edu/its

L. OFF-CAMPUS HOUSING FOR GRADUATE AND LAW STUDENTS

Looking for off-campus housing in San Diego can be challenging; however, there is an online guide that has been created to help you through this process.

For more information about housing in San Diego or to make an appointment with the coordinator: www.sandiego.edu/offcampushousing

M. TRANSPORTATION

Public Transportation Resources

MTS Fall Semester Bus Pass/Monthly Bus Pass can be purchased through the University Center Ticket Office (\$158.65/semester or \$57.60/month): www.sandiego.edu/tickets/transportation.php

Campus Transportation Resources

Trams and Zip Cars

www.sandiego.edu/safety/tram-services/transportation.php

N. OFFICE OF PARKING SERVICES

The Office of Parking Services provides information related to on-campus parking and is your source for purchasing parking permits: www.sandiego.edu/parking

USD Parking Services is also on Facebook: www.facebook.com/ParkingUSD

O. THE MULVANEY CENTER FOR COMMUNITY, AWARENESS AND SOCIAL ACTION

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

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

Learn more about The Mulvaney Center and local service-learning opportunities: www.sandiego.edu/mccasa/index.php



KROC SCHOOL HEADQUARTERS

A. GENERAL INFORMATION

The Joan B. Kroc Institute for Peace & Justice (KIPJ) contains all of the Kroc School's administrative offices and classrooms, and serves as a venue for various conferences and meetings.

On the first floor, Suite 121 houses the Academic Programs Office, the Center for Peace and Commerce (CPC), faculty offices, the Trans-Border Institute (TBI) and the Ideation Station. The Institute for Peace and Justice can be found in Suite 113, and Operations and Events is located in Room 134.

On the second floor you'll find classrooms, additional faculty offices and the Dean's Office located in Suite 238. You can learn more about the KIPJ facility here: www.sandiego.edu/peacestudies/about/host-event.

B. IDEATION STATION

The Ideation Station serves as a location where undergraduate and graduate peace and justice studies students can gather to study, meet and exchange ideas. It features comfortable seating, portable white boards, a flat screen monitor and a study table.

Students are permitted to bring food and beverages into the space, and are encouraged to pick up after themselves upon exiting the space.

Students can access the Ideation Station from Suite 121 during regular office hours (8 a.m. to 5 p.m.) or after-hours via the north hallway entrance with their student ID card. To obtain after-hours access, bring your student ID card to the Operations Office, Room 134.



C. EMERGENCY CONTACTS AND EVACUATION PROCEDURES

The Department of Public Safety is located on the south side of Hughes Administration Hall and is open 24 hours a day, 7 days a week.

In case of emergency, dial (619) 260-2222 or extension 2222 from any campus phone.

For nonemergencies, dial (619) 260-7777 or extension 7777 from any campus phone.

Email: publicsafety@sandiego.edu

Website: www.sandiego.edu/safety

Public Safety Escort

Did you know you can request a public safety officer to escort you to your car or to your on-campus residence? Simply call the nonemergency number and ask for an escort.

Evacuation Procedures: General Information

Be Prepared

Know the exit routes from your office, floor and building. Review the EMERGENCY EVACUATION PLANS that are posted inside the main entrances, stairways, and by elevators in your building. Know the location of the nearest exit and an alternate one in case one is blocked. Also know the location of the designated assembly area, the location of fire extinguishers and fire alarm pull stations for your building.

In the event of an emergency, faculty members, residence life personnel and supervisors have the responsibility to give instructions to students and staff, close and lock doors, and provide other safety and first aid measures unless otherwise directed by the Public Safety Department or other emergency personnel.

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

...A Building is Evacuated

1. Fire alarms or verbal notice will be used to sound the evacuation.
2. Call USD Public Safety at extension 2222 from a safe location.
3. Remain calm, walk quickly but do not run.
4. Exit via stairway, DO NOT USE ELEVATORS.
5. Follow instructions of the building, floor safety representatives and Public Safety Department or other emergency personnel.
6. Seek out and give as-needed assistance to any disabled persons in the area.
7. If time permits, turn off the power to all electrical equipment and close doors.
8. Go to the designated assembly area for your building. These are located outside away from the building. Keep roadways and walkways clear for emergency vehicles.
9. WAIT FOR INSTRUCTIONS from emergency personnel. DO NOT RE-ENTER THE BUILDING until instructed to do so by the Public Safety Department or other emergency personnel.

If emergency situations not covered by this information occur, call the appropriate emergency number for instructions.

For additional information for the evacuation of resident students, faculty/staff and commuter students and information related to the evacuation of disabled persons: www.sandiego.edu/emergency/procedures/evacuation

D. EVACUATION PROCEDURES: CAMPUS ACTIVE SHOOTER

We encourage all students to watch the Campus Active Shooter Training Video (<https://video.sandiego.edu/Watch/Qr35Jwf8>) and to follow the procedures outlined under the Campus Active Shooter section of the Emergency Preparedness section of the USD website (www.sandiego.edu/emergency). Should you have additional questions, comments or concerns regarding the information presented in this video, please contact Public Safety at (619) 260-7777.

“The moral imagination believes the unexpected is possible. Creativity requires moving beyond the parameters of what is visible, what currently exists, or what is taken as given. The moral imagination does not just think outside the box, it is willing to take the risk to live outside the box.”

- JOHN PAUL LEDERACH



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