



## SOLES GRADUATE STUDENT POLICIES MANUAL



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## **Introduction**

This SOLES Graduate Student Policies Manual is intended to provide students with the current graduate student policies of SOLES. Students are expected to read and become familiar with each policy.

This manual supersedes all previously issued SOLES Graduate Students Policies Manuals. SOLES may change, delete, suspend or discontinue any part or parts of the provisions of this manual at any time in its sole and complete discretion.

## **About SOLES**

The School of Leadership and Education Sciences houses academic departments, centers and institutes within Mother Rosalie Hill Hall on the campus of the University of San Diego. The nationally-accredited, innovative and vibrant programs offered within SOLES are led by an administrative team, faculty and participatory advisory boards for the school and the centers.

### **Mission**

The School of Leadership and Education Sciences (SOLES) at the University of San Diego believes in academic excellence, innovation, and a strong commitment to equity and inclusion. We educate, engage, model, mentor, and challenge the campus community to promote social justice and ignite meaningful change in our diverse society.

### **Vision**

SOLES shapes the future by educating and empowering professionals to enact social justice, enhance human dignity, and improve the quality of life of diverse individuals, families, and communities.

### **Core Values**

Diversity, inclusion, and social justice  
Excellence in teaching  
Care for the whole person and common home  
Community engagement  
Excellence in scholarship

# Code of Ethics

## University of San Diego Policy 1.6

As members of the University of San Diego community, we commit ourselves to:

### **1. Support the University of San Diego's Mission Statement and Core Values.**

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

### **2. Act with Integrity and Honesty.**

We act with integrity and adhere to high moral and ethical standards. We are honest, and we keep our commitments. We act responsibly and are accountable for our actions. We actively seek to distinguish right from wrong. We comply with the ethical codes that govern our particular professions.

### **3. Pursue Excellence.**

We strive for excellence and encourage excellence in others. We conform to the highest standards of professional conduct. We seek truth, knowledge, and achievement as individuals and as a university community. To that end, we encourage the free expression of ideas, and we listen respectfully and with civility to the views of others.

### **4. Treat Others with Dignity and Respect.**

We treat others with dignity, respect, fairness and compassion. We care about their well-being. We embrace diversity, which enriches our academic, professional and life experiences with one another. We strive to create a welcoming and inclusive community. We do not tolerate degrading behavior towards others or unlawful discrimination or harassment.

### **5. Use University Resources Responsibly.**

We are responsible stewards of the university's resources. We use university resources for their intended purposes and not for personal gain. We prepare honest and accurate reports regarding university resources.

## Diversity

### University of San Diego Policy 2.2.9

The University of San Diego's mission statement and stated goals reflect its commitment to the view that a community is enriched by the diversity of points of view that individuals from a wide variety of backgrounds bring to it. When shared and actually put to use, diversity in culture, life experience, and perspective among students and employees informs, enriches, and expands upon the university's central mission to pursue truth, academic excellence, and the advancement of knowledge within the values provided by its Catholic heritage.

Accordingly, within the general framework provided by its educational mission, academic standards, Catholic heritage, and conformity to applicable law, the university commits to a process of formal and verifiable assessment of campus diversity in pursuit of the following goals:

1. continuing development of university culture, policies, and programs that demonstrate respect for and encourage the sharing, consideration, and accommodation of a wide variety of points of view, experiences, and traditions.
2. promotion of the knowledge, skills, attitudes, habits, beliefs, and behaviors that enable individuals to define themselves, to understand and to negotiate successfully the interactions between individual self-definitions and collective identities (whether historically given, socially imposed, or freely elected), to relate successfully to others, and to function constructively in diverse social environments.
3. active recruitment and retention of students and employees who contribute to a campus culture characterized by respect, tolerance, inclusion, and belief in the importance of diversity to its academic enterprise.

This policy does not alter any existing university policies, including diversity policies (for example, on employee recruitment, non-discrimination, harassment) and diversity-related policies (for example, on academic freedom, guest speakers). Instead, this policy provides a way to assess the university's progress in the pursuit of diversity.

## **Academic Regulations**

### **Academic Integrity Policy**

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

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

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

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from

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

## Registration Policies and Procedures

SOLES student registration policies vary depending on the program they are enrolled in. Many programs follow the university's registration policies and procedures while others are registered as a cohort by their program

### **Independent Enrollment:**

Students are allowed to add and/or drop courses during the registration period at the [MySanDiego](#). Students who wish to change their registration outside of registration dates must do so on the SOLES Late Add/Drop [form](#).

### ***USD Managed Enrollment Programs:***

The Program Coordinator at PCE registers all students in online Master of Science in Nonprofit Leadership and Management (online MSNP) and MEd online after the student submits an Enrollment Agreement. For any registration, drop or withdraw inquiries, students should reach out to their Program Coordinator to discuss options/deadlines/forms.

The Department of Leadership Studies will register students into courses each semester for specified cohort modeled programs, such as the Master of Arts in Restorative Justice (MARJ), the Doctor of Education in Organizational Leadership and for the PhD program in Leadership Studies (beginning in 2025). Details about this process can be obtained from your assigned advisor.

### ***Change of Course Registration***

For courses which run the full semester in the regular **fall and spring semesters**, students may add or drop courses added during the first eight days of the semester and may withdraw from a course with a grade of "W" until the 10th week of the semester.

For deadlines during Summer Sessions and Intersession, see the Summer Sessions and Intersession course catalogs or go to [www.sandiego.edu/sio](http://www.sandiego.edu/sio).

The following programs have different course schedules and deadlines. Refer to your program's site for the list of deadlines:

- [MEd site](#)
- [MSNP site](#)
- [EdD in Organizational Leadership](#)
- [MA in Restorative Justice Leadership](#)

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

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

Registered students who withdraw from the university (e.g. terminate all courses in progress) must officially drop their courses by filing a Notice of Withdrawal form and submitting it to the Torero Hub. The same drop policies and deadlines apply to students who withdraw from the university as for those who drop only one course (see also [Withdrawal from the University](#)).

Students who discontinue class attendance and neglect to withdraw ("drop") officially from the course are subject to failing the class. Registered students who withdraw from the University (i.e. terminate all courses in progress) must officially drop their courses by filing a [Notice of Withdrawal E-Form](#). The same drop policies and deadlines apply to students who withdraw from the University as for those who drop only one course.

Tuition is fully or partially refundable only when a student officially withdraws. The student must file a [Notice of Withdrawal E-Form](#) with the Torero Hub. [Dates and Deadlines](#) for the tuition refund schedule are located on the Student Financial Services website except for the following programs [Online MEd](#) and [Online MSNP](#), [MARJ](#), and [EdD in Organizational Leadership](#). No refund will be made for withdrawal after the final deadline has passed. **Withdrawal is effective on the date that the completed form is received by the Graduate Records Office.**

For deadlines and tuition refund policies during **Summer and Intersession**, see the relevant [Summer and Intersession course catalogs](#). Condensed or abbreviated sessions (e.g. five week, one week, weekend, online, etc.) also require that students register and/or withdraw by the posted deadlines in the relevant summer or intersession bulletin. Read semester course schedules carefully. Again, there are different deadlines for [Online MEd](#) and [Online MSNP](#) [MARJ](#) and [EdD](#)- See specific program sites for dates/deadlines. Summer is a required term in the online programs. For details please contact the Torero Hub, Hahn University Center, Room 126, (619) 260-2700. Students who receive any form of financial aid must consult with the Office of Financial Aid if their registered units drop below the required number of units for continuation of aid. Students withdrawing from their current classes will lose eligibility for Federal financial aid, and depending on the time of their withdrawal, will be required to return either all, or part, of the Federal financial aid they received for that semester.

***Policies Specific to Online Students, including: MEd, MSNP, MARJ and EdD students:***

#### **Drop/Withdrawal Period**

For students in these programs, courses must be dropped prior to the first day of the semester to receive a 100% tuition refund\* and within the first three days of the semester

to receive a 95% tuition refund.\* No refund will be provided after the third day of the semester. Courses officially dropped between the third day of class and the start of Week 5 (for 7 week classes) will receive a grade of “W” (not included in GPA). Courses of less than 7 weeks, will have adjusted dates for withdrawals. Students who wish to withdraw from the University must use the [Notice of Withdrawal E-Form](#). \*During the first semester of enrollment, any tuition refund amounts will not include the non-refundable enrollment deposit amount (5% of tuition for MEd and MSNP, or your program’s specific admission deposit of \$200 or \$500 for the MARJ and EdD, respectively).

### **Missing A Week of Class/Late Assignments**

Courses in these online programs move very quickly. It is important that you turn in all assignments on or before their due dates. If, because of an emergency, you have missed a week or more of course work, please contact your professor immediately to inform them. While there is no guarantee that you will be allowed to make up your work, informing your professor early is the best way to get back on track and finish your course successfully. Please do not wait more than a week without informing your professor.

## **Policy Regarding Grade of Incomplete**

The [University’s Grade of Incomplete policy](#).

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 she/he/they 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 should have completed at least 75% of a course to request an incomplete, for the Online MEd and Online MSNP programs. 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.



## Continuous Registration Policy

The [University's Continuous Registration policy](#).

Upon matriculation, students are expected to register in at least 1 unit of coursework every fall and spring semester until all degree requirements have been completed. Doctoral students who have advanced to candidacy must continue to enroll in at least one unit of dissertation every fall and spring semester until the dissertation is completed. Master degree candidates working on a thesis must also enroll in one unit of thesis each fall and spring semester. Students are not required to enroll during intersession or summer, although some courses may only be taught during those sessions. Summer is a required term for Online MEd, MSNP, MARJ and the EdD.

### *Leave of Absence*

The [University's Leave of Absence Policy](#).

A Leave of Absence is an approved, limited suspension of participation in a graduate program during the Fall and/or Spring semester (a Leave is not necessary for the January Intersession or the Summer Sessions). A Leave allows students in good academic standing to take time off and return to the University without applying for readmission. Students who are unable to maintain continuous enrollment need to complete a [Petition for Leave of Absence form](#). The advisor, Department Chair, and the School of Leadership and Education Sciences Dean must approve the leave of absence. Failure to maintain continuous enrollment may result in suspension from the program and students must apply for readmission unless this form is on file and current. Leaves may be granted for up to one year, and only under extreme circumstances will a student be granted a second leave of absence. Students in the dissertation or thesis stage are not eligible to take a leave of absence. However, a Leave does not constitute grounds for an extension of the time limit for degree completion.

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

International student visas are typically suspended for students on leave of absence. International students must obtain clearance from the International Resource Office at the University Center.

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

In extreme cases, students may need to withdraw from current classes by completing a [Notice of Withdrawal E-form](#). If they wish to remain in the program, they must also file a [Leave of Absence form](#). Students withdrawing from their current classes will lose eligibility for federal financial aid, and depending on the time of their withdrawal, will be required to return either all, or part, of the federal aid they received for the semester.

### ***Notice of Withdrawal***

Students who terminate their enrollment in a graduate program must file an official [Notice of Withdrawal](#) with the Graduate Records Office. If they are currently registered for courses, students must withdraw prior to the deadline to withdraw from classes. Courses dropped on or before the deadline will receive a grade of 'W' (not included in the GPA). Filing a Notice of Withdrawal after the deadline will make the withdrawal effective at the end of the current term and will result in the posting of grades for the term. Students forced to discontinue enrollment after the withdrawal deadline due to a documented emergency may petition the Graduate Records Office for an exception to this policy; however, the petition must be filed prior to the last day of classes and is subject to review. International students must follow the same procedures and in addition, obtain clearance from the International Resource Office at the University Center.

## **Academic Probation**

The [University's Academic Probation policy](#).

To be in good academic standing and to be eligible to graduate, graduate students in the School of Leadership and Education Sciences must maintain a 3.0 semester and cumulative grade point average (GPA) in their programs. A student who has completed at least six (6) units of course work and whose cumulative USD GPA for graduate program courses falls below a 3.0 will be placed on academic probation. At the end of each semester the Registrar notifies the School of Leadership and Education Sciences Dean's Office of students eligible for probation. The Associate Dean will send a letter to the student indicating probationary status and copies to the appropriate Department Chair or Program Director, and adviser. The student should meet with his/her/their faculty adviser to develop a plan for academic success. A review will take place at the end of the next term in which the probationary student has registered for six (6) units. If students have not raised the cumulative USD GPA for graduate program courses to at least 3.0 at the end of the subsequent academic term they will be disqualified from the program. Students who wish to appeal their disqualification must do so in writing to the Associate Dean within ten calendar days of receiving such notice. For students who are placed on probation, the department will be requested to submit an [Student Assistance Plan](#) for the student to the Office of the Associate Dean. Doctoral students who are placed on academic probation and are advanced to candidacy or those nearing the seven year time limit for the degree will be requested to submit a Dissertation Assistance Plan. Please consult with your respective departments regarding this plan.

## **Student Dismissal**

Students may be dismissed from the Graduate Programs in the School of Leadership and Education Sciences for the following reasons:

1. Failure to maintain an established grade point average of 3.0 for all coursework.
2. Failure to make satisfactory academic progress toward their degree.
3. Failure to complete time limits for degree.
4. Failure to make satisfactory progress in the development of academic and practitioner skills and dispositions.

5. Violations of ethics code(s) as established by the applicable field of study and program area.
6. Violations of USD policies and the Student Code of Rights and Responsibilities, including academic dishonesty and plagiarism, as published online at: <https://www.sandiego.edu/conduct/the-code/>
7. Failure to maintain cooperative relationships with other students and/or faculty or failure to maintain satisfactory delivery of services to clients during fieldwork, including, but not limited to: internships, student teaching, practicum or service learning.

When any of the above concerns are raised, the student will meet with his/her/their adviser and/or the director/chair to discuss the concern. The director/chair or the student's faculty designee(s) will provide the student with a written plan for improvement that specifies the nature of the concern(s) along with required steps for remediation for successful completion of the program (See [Student Assistance Plan](#) or Dissertation Assistance Plan form in Appendix). The director/chair or the faculty designee(s) will, on an ongoing basis evaluate the student's progress and a written evaluation of progress will be sent to the student and placed in the student's file. In the event that satisfactory progress is not made within the time limits set by the plan, a written notification of dismissal will be sent to the student. Students who are terminated for any reason may appeal for reinstatement in writing to the associate dean in the School of Leadership and Education Sciences within ten calendar days of receiving notice of termination.

## **Student Reinstatement**

Students who fail to make satisfactory progress toward the required deadlines, who have dropped out of the program for any reason, or who have failed to return from an official [Leave of Absence](#) will be dismissed from the program. Students may apply for readmission. Depending upon the time and circumstances, the procedure for readmission may require a complete application, including a new personal statement of interest in the program. Two (2) letters of recommendation are required for an MA program and three (3) letters of recommendation for a PhD program. A complete set of current transcripts. In considering the readmission request, faculty will evaluate previous coursework, clinical/field/practicum/internship work, and other activities both in and out of the program. If the student is readmitted, the faculty may recommend redoing any or all of the student's coursework and clinical/field/practicum/internship work depending on the length of the time away from the program and the circumstances for leaving the program. There is no guarantee of readmission.

## **Transfer of Graduate Credits Policy**

The [University's Transfer of Graduate Credits Policy](#).

### ***Petition to Transfer Courses***

It is recommended that students petition during their first semester in order to plan their academic program accurately. Transfer petitions for previous work will not be accepted in the student's final term unless the transfer course is being taken in the final term. Upon matriculation at USD, students must receive approval prior to taking course work outside USD if they plan to transfer it into a degree program. Immediately upon completion of the course, the student must request that an official transcript be sent to the USD Graduate Records Office.

Students may petition the associate dean in the School of Leadership and Education Sciences for an exception to these regulations, but should do so only after consulting with the adviser and department chair or director of the graduate program, whose recommendations must appear on the Petition for Transfer of Graduate Credit. The student must also request that an official transcript of the course be sent to the Graduate Records Office if the transcript was not included among the admissions documents. When both the petition and transcript are on file they will be reviewed in the Graduate Records Office for conformity to USD policies. Grade(s) awarded by the issuing institution will not be calculated in the student's overall grade point average or taken into account during probationary review.

Students may petition to transfer credit from another university under the following conditions:

1. Credit must be from an accredited, USD-approved university.
2. Credit must be at the graduate-level at the university of origin. The student is responsible for submitting acceptable supporting documentation.
3. Credit must be relevant to the USD degree program and be approved by the department chair or program director.
4. Transfer courses cannot repeat essentially the same content of work taken at USD.
5. Credit may not be used (or have been used) toward any other degree.
6. Credit earned more than five (5) years prior to matriculation at USD will not be accepted.
7. A grade of "B" or higher must have been earned (grade of "pass" or "satisfactory" ordinarily is not acceptable).
8. Students must supply satisfactory documentation regarding course content for independent study or self-directed courses.
9. The number of credit hours transferred will be based on USD's semester credit system rounded down to the nearest full or half unit (multiply the number of quarter hours by .67 and round down). For example, four (4) quarter-hours  $\times .67 = 2.68$  which will be recorded as 2.5 USD semester-hour units). It is the student's responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.
10. Although transfer credit from other universities will be posted on the USD transcript, grades will not be posted or computed in the USD grade point average for probation/disqualification review.
11. See table below for the maximum number of non-USD credits allowed:

<i>Maximum Number of Semester Units Transferable</i>	<i>Program</i>
6	30-44 unit Master's
9	45-53 unit Master's
12	54-63 unit Doctorate

Exceptions to these limits require written permission of the Associate Dean.

This policy does not guarantee the acceptance of transfer units and SOLES programs may enforce lower limits, or not accept transfer units at all. See your program handbook for additional information.

### ***Transferring Courses Taken Prior to Enrollment at USD***

Prospective students should discuss the possibility of credit transfer with the SOLES Office of Admissions and Outreach. If a student has already matriculated at USD then the student should discuss the possibility with their advisor or department chair. The number of prior units allowable for transfer varies from program to program. The student must apply to a SOLES graduate student as a new graduate student and be accepted prior to formally requesting a transfer of graduate credit. Once accepted, the student should secure the appropriate signatures on the [Petition for Transfer of Graduate Credit](#) and submit it to the Torero Hub. The official transcript of the course(s) must be included among the admission documents when the student applied. When both the petition and transcript are on file they will be reviewed for conformity to USD policies and posted appropriately.

### ***Transferring Courses Taken While Enrolled at USD***

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

### ***Waiver of Requirements***

Students who have taken an equivalent course prior to enrollment at USD may petition to waive a course requirement; however, the total number of required program units will remain the same. Consequently, if a waiver petition is approved, students must enroll in course work approved by their advisor and/or program director to make up the difference in the total number of units required. USD has discretion to approve or deny course waivers based on the content of the course and when or where it was taken. The administrative coordinator for your program can provide you with a [Request for Substitution/Waiver of Graduation Requirements](#) form. The completed form with appropriate signatures from the department chair or program director and the SOLES associate dean must be submitted to the Torero Hub. Please work with your Department Academic Program Manager to route this to the authorizing parties via DocuSign.

## **Teach-Out Policy**

In the rare instance that a program is discontinued accommodations are made for continuing students to complete their program. A teach-out plan for a discontinued program is developed in conjunction with the program leadership to support the remaining students in completing the program requirements. If requested the program administrators will make arrangements with another institution to teach out those students at a comparable cost.

The program leadership will develop an academic plan for each enrolled student to support successful program completion, which is outlined below.

- Students will have the opportunity to complete coursework with a designated faculty member.
- If a course required for the degree is not offered in the teach-out period, students may make arrangements, with the program administrator, either to take the course at another

institution and transfer the credit or to arrange with the program to complete the requirements in some other academically acceptable fashion (i.e. through independent study).

- Students with fieldwork requirements will continue to receive supervision.
- Students are required to have ongoing contact with their academic advisor during the teach-out period to ensure that their academic plans are current and consistent with the projected course offering.
- Students who do not make adequate progress in their academic plan for teach-out will be advised into another degree-granting program.
- The teach-out period will, typically, not be continued for more than four academic years following the date on which the program was discontinued.

## Petition to Graduate

The [University's policy](#).

In order to be cleared for degree completion, students must file a Petition to Graduate in the Graduate Records Office by posted deadlines. There are three graduation dates: January 31, May, and August 31. The effective degree date for students who complete their program requirements by the posted deadline for the Fall semester and Intersession will be January 31. Those who meet the deadline for May graduation will receive their degree at that time and students who fulfill all requisites for their degree in the summer will have their degree granted effective August 31.

Instructions:

1. The Petition to Graduate is available online, the link below will take you to mySanDiego portal location where you Petition to Graduate.
2. When you have completed the petition, an email is generated and sent to: you, your Advisor, your Program Director, and the office of Graduate Records in Founders Hall, Room 117 B. for review.

[Petition to Graduate](#) (USD/MySanDiego access required)

Students who fail to meet the stipulated deadlines will not be permitted to graduate, even if all other graduation requirements have been met. In order to receive permission to attend commencement, eligible students must register and pay in full for their remaining units at USD no later than May 1st. The University of San Diego holds only ONE graduation ceremony each year. All graduates during the relevant academic year are welcome to participate in this May graduation ceremony.

Graduate students scheduled to receive their degree the following August who have nine (9) units or fewer of remaining work may participate if their work falls in the category of coursework, portfolio, practicum/fieldwork/student teaching, or internship. Such August graduates must take the remaining Summer work at USD and they must register and pay for their remaining units by May 1st. Students scheduled to graduate in August whose remaining program requirements include any of the following will not be allowed to participate in the preceding May commencement: comprehensive exam; final project, or paper; master's thesis; or doctoral dissertation.

If a candidate does not graduate at the expected time, the registrar will automatically roll the Petition for Graduation over to the next graduation period if it is in the same calendar year. If the graduation period extends beyond the calendar year for which the petition was filed, a new petition must be completed.

## **University Policies of Importance to Graduate Students**

SOLES follows the University's policies regarding equal opportunity, discrimination and harassment, family educational rights and privacy, and the Americans with Disabilities Act. These policies, as well as others are located in the [graduate academic course catalog](#).

## **Student Complaint Policies**

SOLES encourages students to give voice to concerns that arise in the course of their programs of study. When individual student complaints are governed by a specific University or SOLES policy, the complaint should be handled in a manner consistent with that policy. Examples include but are not limited to grade grievances, complaints of harassment, discrimination, or research misconduct.

Complaints about courses, other than grade grievances, should be brought directly to the instructor of the class in question to seek resolution through a face-to-face discussion. If this meeting does not resolve the student's concern or if the student has a legitimate concern regarding approaching the instructor directly, the student should meet with the appropriate program director or department chair to seek assistance. If, after taking this step, the student's concern is still unresolved, the student should contact the associate dean of SOLES who will work to resolve the issue in conformance with the policies of USD, SOLES, and the student's program. There is no appeal beyond this level.

The university encourages any person who feels that he or she has been unlawfully discriminated against or harassed, or observes or is otherwise aware of an incident of unlawful discrimination or harassment, to report the incident promptly. To assist in the investigation, the university may request that a complaint be made in writing with a detailed description of the facts giving rise to the complaint, the names of any individuals involved, including any witnesses, and copies of any documents that support or relate to the complaint. Although the university may request the submission of a written complaint, an oral complaint is sufficient to initiate the procedures set forth under this policy. Complaints against another student or a faculty member should be submitted to the Associate Dean and Dean of the School of Leadership and Education Sciences.

Complaints of a non-academic nature, as well as personal issues that are interfering with academic progress should be brought directly to the SOLES assistant dean.

## **Grade Grievance Procedures**

The [University's Grade Grievance Procedure](#).



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

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

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



- in making out their case, and an opportunity for both parties to respond in writing and/or orally.
- d. If, during the course of this investigation, the instructor voluntarily decides to change the original grade assigned, the instructor will report this decision to the student and the Associate Dean, and the committee will take no further action.
  - e. If no agreement is reached, the committee must decide whether the grade reflected criteria other than those stated on the syllabus, and if so, the criteria that were reflected.
  - f. Their conclusions shall be made in the form of a preliminary written report, copies of which are to be sent to the Associate Dean, the instructor and the student. The instructor and the student will have the opportunity of submitting written responses to the committee within ten days of receipt of the preliminary report. The committee will review the written responses, if any, before issuing its final report to the Associate Dean.
  - g. Submission of the final written report to the Associate Dean will be the final action taken by the committee.

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

## **General Policies and Procedures**

### ***USD Graduate Student Email Requirement***

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

### ***Change of Advisor***

Students may change advisers by submitting the **Change of Adviser** form available from the administrative coordinator of each program. After obtaining the new advisor's signature, the student needs to return the form to the administrative coordinator of their program. The administrative coordinator will distribute completed forms to the program office, previous adviser, new adviser, and Torero Hub.

### ***Change of Address***

Updating your address is done through the MySanDiego portal. If you are unable to access that, complete the attached form. The [Change of Address Form](#) must accompany a signature. Please include your ID number or Social Security number, along with your local, permanent, and billing address, current phone number, and signature. You can either mail or fax your request. Email is not accepted.

### ***Children on Campus***

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

### ***USD Smoking and Tobacco Free Policy***

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

## **Counseling/Mental Health Services**

The University of San Diego Counseling Center (USDCC) provides counseling services for students. Students who are experiencing a high level of distress to the USDCC personal helpline which is available 24/7. The telephone number is (619) 260-4655 and available 24/7. If a serious concern arises after hours (8:30 a.m. to 5:00 p.m.), there is an "on call" psychologist, who can be reached by 619-260-7777 from off-campus. They will page the on-call psychologist.

USDCC services may include individual sessions of personal/social counseling provided by the Counseling Center's staff at no cost and/or group counseling sessions. Recommendations may also involve referrals to professionals such as psychiatrists, physicians, drug/alcohol abuse specialists, nutritionists, and attorneys. The USDCC also stresses the importance of preventive educational interventions.

Visit this website to see a full list of services and resources <https://sites.sandiego.edu/youareusd/>

## **SOLES Graduate Student Writing Center**

[The SOLES Graduate Writing Center](#) (SGWC) is a virtual space designed to accommodate online and on-campus graduate students of all levels of English proficiency. The free web-based services provide students and faculty with feedback on digital versions of their assignments and offer one-on-one coaching sessions via remote conferencing.

The SGWC coaching services are explicitly for written assignments linked to required course work, and students are allowed to submit each assignment only once. The SGWC provides feedback on a maximum of three assignments per semester (Fall, Spring and Summer). Submissions take 3-5 business days for a writing coach to reply with feedback and set a coaching appointment.

Please complete the [SOLES Graduate Writing Center submission form](#) and attach your Word document.

Any questions, please contact us at [SOLESWC@sandiego.edu](mailto:SOLESWC@sandiego.edu).

## Appendix I: Faculty Areas of Interests

Following is a list of current faculty and instructors. This is provided for your information as you work on research and engage in other course activities.

<b>FACULTY</b>	<b>DEPARTMENT</b>
<b>Viviana Alexandrowicz</b>	<b>Learning and Teaching</b>
	Bilingual and second language learning, service learning, and specially designed academic instruction in English
<b>Leslie Boozer</b>	<b>Leadership Studies</b> Department Chair of Leadership Studies
	Educational policy, community engagement, and leading for social justice and equity; leadership and change management in schools and school districts; and leadership and human resources
<b>Nicholas Boyd</b>	<b>Counseling &amp; Marital and Family Therapy</b>
	Primarily military and Veteran mental health, particularly the National Guard, to include access and barriers to mental health treatment and mental health treatment utilization. Other areas of interest include the implementation and training of evidence-based treatments, hoarding, obsessive-compulsive disorder (OCD), anxiety, and depression with particular interests and clinical expertise in post-traumatic stress disorder (PTSD).
<b>Wendell Callahan</b>	<b>Counseling &amp; Marital and Family Therapy</b>
	Community-based interventions to promote wellness and mental health including strengths-based approaches to support positive mental health outcomes of parents and families of K-12 students impacted by homelessness in the metro San Diego area. Educationally-related Mental Health Services (ERMHS) for incarcerated youth with disabilities including the design, implementation, supervision and evaluation of school-based mental health services for incarcerated students with disabilities in San Diego County Juvenile Hall. Multi-tiered System of Supports (MTSS) including implementation and evaluation of multi-tiered services, interventions and supports for student wellness, positive family engagement and positive school climate in Catholic K-8 schools in the Barrio Logan, El Cerrito, City Heights, Encanto and Oak Park areas of San Diego.
<b>Nancy Chae</b>	<b>Counseling &amp; Marital and Family Therapy</b>
	School counselor roles in promoting equitable access to academic rigor, school counselor advocacy for underserved P-12 students and families, and school counseling practice, training, and supervision.
<b>Laura Deitrick</b>	<b>Leadership Studies</b>

	Nonprofit management, including board governance and leadership, economics of the nonprofit sector, organizational behavior and change management, and program evaluation
<b>Edward DeRoche</b>	<b>Leadership Studies, and Learning and Teaching</b>
	Character Education Research & Resources
<b>Robert Donmoyer</b>	<b>Leadership Studies</b>
	Educational leadership, qualitative research methods, research utilization in policy/practice, curriculum theory & policy, and nonprofit and philanthropic leadership
<b>Alexa Douros</b>	<b>Counseling &amp; Marital and Family Therapy</b>
	LGBTQIA+ mental health, identity exploration in emerging adults, trauma and sexual violence recovery, inclusive therapy for non-traditional relationships, neurodivergent-affirming counseling, and feminist, multicultural, and decolonizing counseling practices.
<b>Todd Edwards</b>	<b>Counseling &amp; Marital and Family Therapy</b> Program Chair, Marital and Family Therapy
	Integration of the biopsychosocial model and systems theory, chronic illness in the family, collaboration between family therapists and health care practitioners, and medical family therapy supervision
<b>Ana Estrada</b>	<b>Counseling &amp; Marital and Family Therapy</b>
	Process and outcome of child, couples and family therapy, family diversity and social justice, and training of child and family practitioner
<b>Venus E. Evans-Winters</b>	<b>Department of Learning and Teaching and Department of Leadership Studies</b> Director of Doctoral Programs
	Focuses on the intersection of race, class, and gender in education, emphasizing culturally responsive, healing-centered approaches. Her work highlights the importance of self-knowledge, storytelling, and humanizing dialogue in fostering empowerment, identity development, and social justice.
<b>Fred Galloway</b>	<b>Leadership Studies</b>
	Higher educational policy, the economics of education, econometrics, and. research methodology and design
<b>Erika García</b>	<b>Learning and Teaching</b>
	Early Biliteracy, Bilingual/Multilingual Education, Culturally Sustaining Pedagogies, Latinx Teachers, Teacher Preparation

<b>Hugo A. García</b>	<b>Department of Leadership Studies</b>
	Access and equity in higher education, particularly the retention and success of underrepresented students at two- and four-year institutions. He studies community colleges, student transitions, international higher education, and institutional responses to globalization. His work also examines educational outcomes for students of color across the P-20 education pipeline.
<b>Nedeljko Golubovic</b>	<b>Counseling &amp; Marital and Family Therapy</b>
	Addiction disorders, including the intersection between addiction and trauma, consequences of stigmatization and bias towards persons who are actively using substances or are in recovery, impact of substance use on attribution of blame and responsibility, and student-athlete issues related to severe injuries, substance use, and recovery
<b>Juan Carlos (J.C) Gonzalez</b>	<b>Department of Learning and Teaching</b>
	Emotional wellness, trauma recovery, and culturally responsive therapy for individuals and families—specializing in supporting men of color navigating intersectional stress through integrative, compassionate care.
<b>Zachary Green</b>	<b>Leadership Studies</b>
	Specialization in organizational leadership and consulting
<b>Catherine Griffith</b>	<b>Counseling &amp; Marital and Family Therapy</b>
	The development and validation of strengths-based counseling interventions and assessments, improving school environments for queer youth, increasing methodological rigor in school counseling research, and randomized controlled trials.
<b>Kristopher Hall</b>	<b>Counseling &amp; Marital and Family Therapy</b>
	Mental health stigma in military populations, counselors-in-training and multicultural skill development, and educational applications for relational-cultural theory
<b>C. Bobbi Hansen</b>	<b>Learning and Teaching</b>
	STEAM, evidence-based pedagogies, educational neuroscience, changemaking
<b>Rebekka Jez</b>	<b>Learning and Teaching</b>
	Culturally responsive and sustaining inclusive practices in education to support youth, families, educators, and communities at the local, national, and global levels including trauma-informed/healing practices, transition to adulthood for youth with disabilities, TK-22 educator professional growth.

<b>Antonio Jimenez-Luque</b>	<b>Leadership Studies</b>
	Critical perspectives of leadership; Social change leadership; Global leadership; Organizational culture and change; Leadership development; Leadership and intercultural dialogue.
<b>Yvette C. Latunde</b>	<b>Department of Learning and Teaching</b>
	Inclusion, Transformation Leadership, Women in Leadership, Family, School, and Community Partnerships, and Diverse Family Engagement with School Systems
<b>Cheryl Matias</b>	<b>Learning and Teaching</b>
	Critical Race Theory, Critical Whiteness Studies, emotionality, teacher education, motherscholar, race & racism.
<b>Maya Kalyanpur</b>	<b>Learning and Teaching</b>
	Intersection of culture and special/inclusive education, families of children with disabilities from culturally and linguistically diverse backgrounds, international development and disability studies, and disability policy
<b>René Molenkamp</b>	<b>Leadership Studies</b>
	Group Relations, Group Dynamics, Leadership Development, Executive Coaching, Organizational Behavior, Spirituality
<b>Marcus Lam</b>	<b>Leadership Studies</b>
	Nonprofit financial capacity and sustainability, cost and capital structures; nonprofit health, human services, and housing organizations, innovations in organizational data analysis including use of spatial statistics, geographical information systems (GIS), and hierarchical linear modeling
<b>Ian Martin</b>	<b>Counseling &amp; Marital and Family Therapy</b> Program Chair, School Counseling
	Collaborative school level projects focused on intervention results and/or programmatic outcomes, school counseling programs, program evaluation, leadership and policy, and state and national level research on school counseling
<b>Sarina Chugani Molina</b>	<b>Learning and Teaching</b> Associate Dean, Interim DLT Co-Chair
	Critical, postcolonial language studies, linguistics, TESOL (Teaching English to Speakers of Other Languages), transnational teacher identity, constructive-developmental and sociocultural approaches to teacher development, spirituality in education, decolonizing consciousness
<b>JoEllen Patterson</b>	<b>Counseling &amp; Marital and Family Therapy</b>

	Family functioning and physical health, health care reform, and mental family therapy training
<b>Reyes Limon Quezada</b>	<b>Learning and Teaching</b>
	Models of cultural proficiency in professional education and leadership programs, Hispanic Serving Institution Policy, and politics, teacher and international/global education, educational policy, community college counseling and leadership, bilingual/dual language programs, Family-school, community engagement and partnerships, recruitment, retention of faculty of color, k-12 education, and adventure based counseling
<b>Toya Rattler</b>	<b>Department of Leadership Studies</b>
	Executive coaching, leadership development, Co-Active™ coaching, HR strategy, talent development, organizational growth, team performance, inclusive leadership, executive mentoring, transformational leadership practices
<b>Amanda Roth</b>	<b>Learning and Teaching</b> Associate Chair & Academic Director of Online MEd
	Teacher residencies, reflective teaching practice, data collection and use in the classroom, culturally-responsive teaching, pre-service teacher learning and clinical practice, creating a diverse teaching field, teacher mentoring and coaching, qualitative research methods
<b>Nydia Sanchez</b>	<b>Leadership Studies</b>
	Qualitative Research Methods; Dynamics of Race, Gender, and Culture in Higher Education; Community Colleges; Minority-Serving Institutions; Latine College Students; First-Generation College Students; Graduate Students of Color; Faculty of Color
<b>Suzanne Stolz</b>	<b>Learning and Teaching</b>
	Disability studies in education, anti-ableist pedagogy, universal design for learning, inclusive education, curriculum design, school culture, and online instruction
<b>Saundra Tabet</b>	<b>Counseling &amp; Marital and Family Therapy</b> Program Chair, Clinical Mental Health Counseling
	Mental health stigma in diverse populations, wellness of elite-level athletes, therapeutic outcome research in counseling, psychological instrument development, severe persistent mental illness, and counselor development & supervision.
<b>Cecilia Valenzuela</b>	<b>Department of Learning &amp; Teaching</b>

	Critical & Multimodal Literacies grounded in the everyday experiences of Latine/x communities, Transnational & Chicana feminisms to inform Decolonial approaches in Language Learning & Ethnic Studies Curriculum. Qualitative & Ethnographic methods, Oral History, Testimonio & Arts-based research to center & archive community narratives, Critical Affect & sonic storytelling. Memoir & Folklore in Education.
<b>Lily Vistica</b>	<b>Counseling &amp; Marital and Family Therapy</b>
	Evidence-based practices and recovery orientated case management in community mental health, homeless solutions, access to services for the disability community, enhancing community partnerships to ensure effective practicum student training.
<b>Kimberly White-Smith</b>	<b>Dean</b> Interim DLT Co-Chair
	Urban schooling; educator development experience; academic justice for Black, Indigenous, Queer, Latinx, and neurodivergent students through enhanced learning environments, policies, and practices, teacher preparation against a backdrop of historical schooling inequalities, Black mother scholars, moral capacity building for social justice leadership
<b>Lee Williams</b>	<b>Counseling &amp; Marital and Family Therapy</b>
	Premarital counseling, couple therapy, couples from different religious backgrounds, and family therapy training
<b>Min Xu</b>	<b>Counseling &amp; Marital and Family Therapy</b>
	Dr. Xu's scholarly work primarily focuses on 1) Emotion regulation, especially in romantic relationships; 2) Predictors, mechanisms of change, and outcome in couple therapy; 3) Adult Attachment, Family-of-Origin, Differentiation-of-Self, Childhood Emotional Experience
<b>Melissa Yzaguirre</b>	<b>Counseling &amp; Marital and Family Therapy</b>
	Ethnic-racial socialization; culturally relevant practices; diversity and social justice; improve mental health outcomes and strengthen family relationships in systematically marginalized communities, especially Latino communities.

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



## Appendix II: Student Assistance Plan

### School of Leadership and Education Sciences Student Assistance Plan

Student \_\_\_\_\_ ID# \_\_\_\_\_  
Program \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_

#### Area(s) in need of improvement (describe all that apply)

Academic (e.g. writing skills, oral communication, knowledge integration): ***Knowledge***  
***For those on academic probation, please describe the plan of action required for the student to raise their GPA to 3.0 or higher. USD policy states: "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."***

Professional: *Skills*

Interpersonal: *Dispositions*

Personal:

#### Signatures:

<input type="checkbox"/> Student notified	Date: _____
Signature: _____	
<input type="checkbox"/> Advisor notified	Date: _____
Signature: _____	
<input type="checkbox"/> Program Director (if applicable)	Date: _____
Signature: _____	
<input type="checkbox"/> Department Chair (APM initial)	Date: _____
Signature: _____	
<input type="checkbox"/> Copy to Dean's Office	Date: _____