

KROC SCHOOL

MASTER OF SCIENCE IN HUMANITARIAN ACTION
STUDENT HANDBOOK 2025-2026



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

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WELCOME FROM THE DEAN

Dear Kroc School Students,

Welcome to your first year at the Joan B. Kroc School of Peace Studies at the University of San Diego. It is with great pleasure that I share with you the 2025-2026 Graduate Student Handbook. This handbook affirms USD's commitment to academic excellence by offering a guide to navigate the many aspects, commitments, and experiences of graduate student life.

Please use this guide to inform yourself about our policies, rules and regulations which reflect the highest standards for graduate study. The Graduate Student Handbook also defines how you can shape your own educational experience at USD, whether through opportunities, resources or significant information towards your educational goals. To keep apprised of upcoming events, programs and activities on campus; we invite you to view the Kroc school and USD websites and maintain close contact with the Academic Programs Office.

I invite you to take advantage of all that USD has to offer and connect as much as you can with your colleagues and faculty. Please feel free to find time to meet with me so that I can get to know you!

On behalf of the faculty and staff of the Kroc School, we wish you all a warm welcome and an extraordinary learning adventure. We're glad you are here!

Sincerely,

Darren Kew, PhD

Dean, Joan B. Kroc School of Peace Studies

ABOUT THE KROC SCHOOL

A. History and Overview

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

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

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

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

We're excited that you're here!

B. Land Acknowledgement

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

C. Kroc School Community Guidelines

KROC SCHOOL MISSION

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

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

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

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

2. ACT WITH INTEGRITY AND HONESTY

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

3. PURSUE EXCELLENCE

We strive for excellence and encourage excellence in others. We act according to the highest standards of professional conduct. We think critically, and seek truth and knowledge as individuals and as an academic community. To that end, we believe in the free expression of ideas, and we listen respectfully and with civility to the views of others. We strive to work collaboratively to solve pressing and complex problems in society.

4. TREAT OTHERS WITH DIGNITY, RESPECT, AND COMPASSION

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

5. STRIVE FOR SUSTAINABILITY AND USE RESOURCES RESPONSIBLY

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

WHO'S WHO IN THE KROC SCHOOL

A. Academic Programs Unit

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

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

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Roles and Responsibilities

Associate Dean

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

Assistant Dean of Academic Affairs

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

Director of Admissions

Hilary Beggs is the Director of Admissions. As Director, she promotes the Kroc School's graduate programs, supports potential applicants through the recruitment and admissions processes, and manages the admission review and procedures.

Assistant Director of Recruitment and Outreach

Keila Fisher is the Assistant Director of Recruitment and Outreach. Her role includes travel to meet prospective students, giving tours and information to visitors, and supporting the Director of Admission in reviewing applications. To better articulate the strengths of our various programs and certifications, she will regularly highlight student and alumni experiences and stories.

Associate Director of Student Success & Career Development

Bianca Morales is the initial point of contact for student needs. Her primary roles are career development, student services, and academic advising. To promote student success, she provides guidance in establishing links to Kroc School and University services, including Wellness, Writing Center, Diversity and Inclusion, Ministry, among others.

Product Marketing Specialist

Tony Campos is the Product Marketing Specialist for the Kroc School. As Product Marketing Specialist, he promotes the Kroc School's graduate programs for general marketing and recruitment needs. Part of this includes telling the stories of our amazing students and alumni and managing relationships with external partners.

Program Manager

Daria Tomsky is Program Manager for the Academic Programs. She manages the Certificate in Mediation and Conflict Resolution program and the online MSHA program and is leading efforts to expand the Kroc School's non-degree and online programming.

Academic Program Coordinator

Arlene Penticoff provides comprehensive administrative and budgetary support to the Academic Programs and Admissions Unit and general support to the faculty and visiting scholars. She acts as the academic scheduler for the Kroc School. She serves as liaison between faculty, students, other departments and the public, and as a source of information for the Kroc School's academic programs.

B. Faculty & Board of Advisors

Your experience at the Kroc School is shaped through close learning relationships with our diverse and multidisciplinary faculty. All faculty members hold office hours and we encourage you to get to know your professors and the additional Kroc School faculty.

The Board of Advisors are all open to meeting with individual students around career guidance, professional development and skillbuilding. If you are interested in connecting with a BoA member whose contact information is not listed, please reach out to the MSHA Academic Director or Kroc School Program Manager, who will connect you.

MSHA FACULTY & BOARD OF ADVISORS

MARC ROMYR ANTOINE, MA

Lecturer, MSHA

Board of Advisors

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Marc is an international advocate for social justice and community development, serving as the Country Director for Tearfund in Haiti looking to transform the lives of the most vulnerable through sustainable development, disaster preparedness/response, and advocacy. He is the Founder and Chief Visionary Officer for For King and Country Foundation, a non-profit organization dedicated to empowering youth in developing nations to become civically engaged, faith-filled student-athletes. He is also a Pastor who believes that every nation needs development that is holistic; in Haiti he believes this holistic change can come through a revolutionized church and therefore he is committed to building the capacity of the church in Haiti towards being that vehicle of transformation.

STEPHEN COMMINS, PhD

MSHA Program Director

Lecturer, MSHA

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Dr. Stephen Commins has over four decades of program experience with the World Bank, the UK government, UN agencies and international NGOs in programs related to human, social and environmental development, as well as specific contexts of disaster and FCV settings. He was recently a consultant with the World Bank's Social Protection and Jobs global practice, and continues as a Research Associate with ODI's Poverty and Governance, and the co-lead for the Safety and Security team in the African Cities Research Consortium.

Dr. Commins was Director of the Development Institute at the UCLA African Studies Center and then Director for Policy and Planning at World Vision International, including serving as Chair of WVI's Complex Emergencies Working Group. He was a Senior Human Development Specialist, Human Development Network, contributing to the Human Development background for the LICUS (Fragile States) Task Force, and was one of the co-authors of the World Bank's World Development Report 2004, including fragility and service delivery.

His work has included the synthesis paper on service delivery and fragility for OECD/DAC, governance and urban fragility for OECD/DAC, a policy note and guidance resource for designing Multi-Donor Trust Funds or 'Pooled Funds' in fragile states, and eight years as an advisor for the Secure Livelihoods Research Consortium. Other projects have included a study of five World Bank Poverty Alleviation Funds in FCV South Asia contexts, support for World Development Report 2017 (Governance and the Law), a project on with IDS Sussex on 'Cities, Violence and Order', and a background paper on FCV and Education for World Development Report 2018 (Education).

GREG CORMIER, MA

Board of Advisors

Greg Cormier has over 13 years of experience leading large-scale international humanitarian responses globally. Across those 13 years, he has led humanitarian programs to some of the most complex Level 3 emergencies of the past decade, including responding to the Typhoon Haiyan crisis in the Philippines (2014), the South Sudanese Civil War (2015), the Syrian Refugee Crisis and the Liberation of Mosul operations (2016-17), as well as the war in Ukraine (2022). In addition, he has spearheaded large-scale humanitarian responses to the European Migration Crisis in Greece (2018), the Venezuelan migrant crisis in Colombia (2019), and the Haiti earthquake (2021).

With a Master's degree in International Human Rights and formerly a humanitarian logistician, Greg puts a very high emphasis on working within the space where humanitarian principles, humanitarian program standards, international human rights and field operations and security meet.

In 2023, Greg transitioned from international humanitarian response to domestic humanitarian response and is currently the Director of Supportive Housing with Central City Concern in Portland, OR.

JIM DIFRANCESCA, MEd

Lecturer, MSHA

Board of Advisors

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Mr. DiFrancesca has more than 20 years of experience researching, lecturing and working in the fields of resilience, humanitarian assistance and disaster risk management in Asia, Africa, Latin America and the Caribbean. In his current position, he provides leadership and support to PCI's efforts to prevent, prepare for, respond to and recover from slow and rapid onset emergencies.

DONNA DUVIN, MS

Board of Advisors

Ms. Duvin currently serves as an independent consultant, having formerly worked as a Sr. Advisor in Resettlement, Asylum, and Integration for the International Rescue Committee, an NGO addressing emergency and humanitarian concerns in over forty countries. Ms. Duvin previously served as Executive Director for the IRC's offices in San Diego and across Texas, where she led operations serving over 8,000 refugees, asylum seekers, and immigrants annually. This incorporated the IRC's response to the US/Mexico asylum-seeker crisis. With deep experience in the US and international humanitarian sector, her efforts focused on cultivating an ethos of service delivery excellence and the development of senior leaders in support of the organization's expansive efforts. This encompassed building a leadership succession "pipeline" and an executive leader mentoring program with an eye toward the future. With a Master's in Nonprofit Management, Ms. Duvin's nonprofit and emergency preparedness/response career spans over twenty-five years, including leading territories for the American Red Cross. Ms. Duvin and her husband now call Asheville, NC home.

MARKUS ENENKEL, PhD

Board of Advisors

Markus is a climate risk finance specialist at the World Bank and the founder of a tech start-up named Perigee, which concentrates on predictive analytics for forgotten humanitarian crises. He works at the intersection of satellite data-driven risk financing and anticipatory action, aiming to strengthen risk ownership in collaboration with local stakeholders. Markus has worked with different UN organizations, humanitarian NGOs, the IFRC, space agencies, and the private sector to communicate, translate, and integrate big data into existing or novel decision-making workflows. Most recently, Markus has evaluated the climate change and disaster risk reduction (DRR) policies of the UN WFP and served as coordinating lead author of the Global Assessment Report on DRR (GAR). Markus has a background in natural resource management and geospatial analysis. His post-doc at Columbia University focused on convergence of evidence methods to strengthen the resilience of smallholder farmers towards weather and climate shocks around the world. From 2018-2023, Markus was a senior research fellow at Harvard Humanitarian Initiative.

ROB GRACE, PhD

Lecturer, MSHA

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Dr. Rob Grace is a Visiting Assistant Professor in the Department of Political Science at Boston University. His research interests include the evolution and application of international laws and norms in relation to armed conflicts and internal disturbances, international fact-finding, and the politics of humanitarian action, with a particular focus on humanitarian negotiation and humanitarian-military relations. He is also an adjunct lecturer at the Heller School for Social Policy and Management at Brandeis University, where he teaches a graduate course on international disaster management.

Previously, Dr. Grace was a USIP-Minerva Peace Scholar at the United States Institute of Peace, as well as a Graduate Research Fellow and a Summer Fellow at the Harvard Program on Negotiation. He has also led, or co-led, policy-oriented research projects on humanitarian-military relations at the Center for Human Rights and Humanitarian Studies at the Watson Institute for Public and International Affairs at Brown University, where he was also affiliated faculty between 2022-2023. Dr. Grace's professional experience includes serving as Senior Associate at the Harvard Humanitarian Initiative, where he led a multi-year research project on fact-finding related to human rights and international

humanitarian law, co-hosted and produced monthly webcasts on humanitarian action and developed e-learning modules for the Humanitarian Academy at Harvard.

Dr. Grace's research and writing has been published by the Journal of International Humanitarian Action, Journal of Humanitarian Affairs, Journal of International Humanitarian Legal Studies, Conflict and Health, Negotiation Journal, and World Health and Population, among others. He holds a PhD in political science from Brown University, an MA in politics from New York University and a BA from Vassar College.

AZADEH HASSANI BAFARANI, MSc

Lecturer, MSHA

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Azadeh is a seasoned humanitarian with more than fifteen years of field experience in a number of countries in Asia, Middle East and Africa. Throughout her career, Azadeh has worked with local NGOs, leading international NGOs and UN agencies. She has developed and managed response operations in natural disasters and conflict settings, complex emergencies and fragile states. Azadeh has managed operations in a wide range of disciplines, including life-saving interventions in a number of sectors such as health, shelter, and WASH, as well as recovery and nexus programming. She is passionate about harnessing the learning from responses to improve preparedness efforts and investing in DRR.

Currently, she is Relief International's Global Humanitarian Director. She is in charge of all aspects of Relief International's (RI) humanitarian responses in fragile settings around the globe and responsible for emergency preparedness and capacity building across RI country offices and regions. Azadeh leads a team for RI's response in every disaster, often traveling to the area days after to launch operations. Her drive comes from her passion and commitment to helping those most in need.

Azadeh holds a master's degree in global health. She passionately remains engaged with academia and in addition to role at the University of San Diego she is a faculty member at the Center for Humanitarian Leadership in Deakin University in Australia and Center for excellence in humanitarian negotiation of ICRC.

BRUNO HUSQUINET

Board of Advisors

Mr. Husquinet is the Head of the Sub Office for UNFPA (UN Population Fund) in northern Ethiopia, where he oversees the response to the Tigray conflict. Previously, he was Global Team Leader for Helvetas, overseeing their humanitarian response and preparedness. Mr. Husquinet has almost 20 years in the humanitarian sector and has worked for the UN, EU, MSF and ICRC in predominantly fragile and conflict states. He speaks French, Russian and English.

ERIC JAMES, PhD

Lecturer, MSHA

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Eric James, PhD, began his career in international development with USAID in 1995 and has since worked for a number of NGOs and consulted for the UN. His professional experience spans over twenty countries including Afghanistan, Albania, Burundi, East Timor, Iraq, Liberia, Sri Lanka and Zimbabwe. Based on this work, he is the author of three books and numerous articles including the widely used book, *Managing Humanitarian Relief: An Operational Guide for NGOs* (2nd Edition, Practical Action Publishing, 2017). Dr. James has earned degrees from the University of Illinois, the London School of Economics, Tufts Fletcher School and the University of Manchester where he earned his PhD in International Development. Previously, he taught at the University of Manchester, Richmond University-London, DePaul University and at the University of Minnesota. He was an Affiliated Expert of the Harvard Humanitarian Initiative (HHI), a Research Fellow at the World Engagement Institute and, currently, he is a Board Member of RedR-USA. In 2020, he was recognized by Rotary International's Humanitarian STAR Award for his work in disaster relief and recovery.

TOPHER MCDOUGAL, PhD

Board of Advisors

Kroc School Faculty

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Dr. McDougal's research focuses on the microeconomic causes and consequences of armed violence and disasters, illicit trade (especially in small arms) and environmental peacebuilding. An economic geographer by training, Dr. McDougal has consulted for various organizations including the World Bank, Mercy Corps, and the International Rescue Committee (IRC). In addition to consulting for various organizations, Dr. McDougal has been a research affiliate, a principal of the Small Arms Data Observatory and an invited scholar-in-residence. He was a recipient of MIT's prestigious Presidential Doctoral Fellowship. At the University of San Diego, he teaches courses on economic

development, environmental peace and justice, humanitarianism, black markets, research methodology and evaluation.

ARLINDO MEQUE, PhD

Lecturer, MSHA

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Arlindo Meque teaches a course on Data Visualization and Analytics. He works at the intersection between Climate Services and Humanitarian action. Prior to joining San Diego, Arlindo worked as Meteorologist and Climatologist in his home country (Mozambique). He also worked for the African Centre of Meteorological Applications for Development (ACMAD) in Niger and the Southern African Development Community (SADC) Climate Services Center in Botswana. After working many years as a climate services provider, he shifted gears to be on the receiving end of climate information. Since then, he has worked for humanitarian organizations such as the Red Cross Red Crescent Climate Center (based in the Hague, Netherlands) and for the UN World Food Organization (WFP) in different countries. He is deeply involved in the process of using weather and climate information to implement Humanitarian anticipatory actions aimed at alleviating the impact of weather-related hazards on people and livelihoods. He was a visiting scientist at the US National Oceanic and Atmospheric Administration (NOAA), the UK Met Office and South African Weather Services (SAWS).

ANGELICA OCAMPO, MPA

Board of Advisors

Angélica Ocampo is the Chief Executive Officer of International Relief Teams. Angelica has nearly 30 years of leadership with international organizations in both the U.S. and in Latin America. She served as President and CEO of the World Affairs Council of Pittsburgh, and as Executive Director of Worldfund in New York City. Before that she held regional roles in the private sector and a sustained commitment to public policy and social issues through service in several nonprofit Boards. She is a Fulbright scholar and holds a master's degree from Columbia University.

Born and raised in Argentina, she has also lived in Colombia and the US, and has worked extensively in Mexico and Brazil.

ERNEST OGBOZOR, PhD

Lecturer, MSHA

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Dr. Ernest Ogbozor is a visiting researcher at the German Institute for Development and Sustainability (IDOS), Bonn. His current research is on social cohesion in the context of the Lake Chad Basin. Dr. Ogbozor was a recipient of the Ford Foundation International Fellowship and has taught at George Washington University, Northeastern University and George Mason University. He is a scholar-practitioner of conflict and development, peacebuilding and humanitarian action. His research addresses two fundamental questions: to understand the micro-level impact of conflict and the strategies used by local communities to cope with violence and protect their livelihoods. His professional experience includes work at the International Committee of the Red Cross (ICRC) as a frontline humanitarian response officer, research contractor for the United States Institute of Peace (USIP) and monitoring and evaluation consultant at Search for Common Ground (SfCG). His publications include “From Counter-terrorism to Livelihood Destruction: Factors Causing Systemic and Continuing Destruction of Livelihoods in the Lake Chad Basin.”

CASEY MYERS REYER, MA

Lecturer, MSHA

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Casey Myers Reyer is an avid world traveler, having visited over 50 countries, and culminating in her work in refugee camps in the Mediterranean during the height of the Syrian Civil War. Myers developed a number of educational programs focused on preparation for resettlement. She followed this work by founding One Digital World, a nonprofit that empowers refugees worldwide through technology access and digital and language education, with projects in Mexico, Afghanistan and the United States.

Casey is the recipient of the 2021 Human Rights Recognition Award by the Geneva Centre and United Nations and the 2019 winner of the Fowler Global Social Innovation Challenge. She currently serves on the City of San Diego’s Community Emergency Response Team and is a certified Disaster Service Worker.

Casey received her MA in Social Innovation with a focus on Immigration and Human Rights from the Joan B. Kroc School of Peace Studies at the University of San Diego and her BA from San Diego State University.

JOHN PATTERSON, MA

Lecturer, MSHA

Board of Advisors

John Patterson currently serves as BHA's Regional Advisor for the Balkans, Caucasus, and Israel/West Bank Gaza. In his nine years with USAID he has also worked as an advisor to the US Southern Command and as Deputy Team Leader (Colombia) for the Venezuela regional crisis response. John has served on three other Disaster Assistance Response Teams (DARTs): deploying to the Philip-pines for Typhoon Yolanda, to Liberia for the West Africa Ebola response and to Haiti for Hurricane Matthew. He also served on the Response Management Teams for South Sudan and Central African Republic Complex Emergencies, the Ecuador Earthquake in April 2016, Peru Flooding in April of 2017 and Hurricanes Maria and Irma in 2017. Additionally John led the USAID humanitarian response to the 2019 Albania Earthquake, the 2020 Conflict in Nagorno Karabakh, and continues to lead the USAID HA efforts in West Bank and Gaza.

Prior to USAID, John worked at the Geneva Center for the Democratic Control of Armed Forces (DECAF) a think tank based in Geneva, Switzerland where he focused on Private Security governance. He has also worked for Edify, an Accra based NGO focused on educational reform is-sues and as a Research Associate at the University of San Diego.

He previously served as a Surface Warfare Officer in the United States Navy from 2004 to 2011, serving on USS Rentz (FFG-46), USS Mobile Bay (CG-53) and as part of the PACOM and PACFLT staffs.

John received his MA in Peace and Justice Studies from the Joan B. Kroc School of Peace Studies at the University of San Diego in January of 2013 and his BS from the United States Naval Academy in May of 2004.

NADINE PUECHGUIRBAL, PhD

Board of Advisors

Dr. Nadine Puechguirbal is an international consultant with over 20 years of experience working in international peacekeeping missions and humanitarian operations. Nadine specializes in integrating gender perspectives in all aspects of peace and security operations. For example, in her role as the Senior Gender Adviser with the United Nations, she developed and conducted trainings for humanitarian workers and peacekeepers, including military and police in Chad, Democratic Republic of the Congo and Haiti.

Furthermore, Nadine mobilized political support and funding for the Office of the UN Special Representative of the Secretary-General on Sexual Violence in Conflict in New York. She is a senior fellow at the UN affiliated University for Peace in Costa Rica

(UPEACE) and has published articles on gender and peacekeeping, humanitarian issues, peace building and conflict resolution.

Nadine is passionate about yoga and has obtained a certification as an instructor with Yoga Alliance. She has an interest in promoting stress resilience and mental health of humanitarian workers. Nadine currently lives in France and is available for consulting and speaking engagements.

DAVID SMITH, JD, MS

Board of Advisors

In addition to his current role as the President at the Forage Center for Peacebuilding and Humanitarian Education, Mr. Smith is the author of Peace Jobs: A Student's Guide to Starting a Career Working for Peace. He frequently writes about peacebuilding, humanitarian and career issues, and also serves as a career coach focusing on humanitarian and development careers. A member of Forbes Coaches Council, Mr. Smith was previously a senior manager and program officer at the U.S. Institute of Peace.

HAYLEY UMayAM, MA

Lecturer, MSHA

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Hayley Umayam is a PhD candidate at the Geneva Graduate Institute. Her thesis explores knowledge production in the humanitarian system, with a focus on food security programming. She is also involved in research on governance and technology in international organizations and the UN Security Council. Ms. Umayam previously worked for Forcier, a research consulting firm, for six years as a researcher and analyst in East Africa conducting a variety of applied research and M&E in the humanitarian and development sectors. Ms. Umayam holds a MA in Peace and Justice Studies from the University of San Diego.

MATTHEW VANDERBILT, MS

Lecturer, MSHA

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Matthew Vanderbilt is the Director of Business Analytics and Fiscal Affairs for the UC San Diego School of Medicine, Department of Medicine, where he is responsible for financial and accounting oversight and development of finance and operations business intelligence solutions across the academic, clinical, and research missions. Previously, he

represented San Diego Gas & Electric, a Sempra Energy utility, as a State and Federal expert witness on probabilistic depreciation and legal matters pertaining to the jointly-owned San Onofre Nuclear Generating Station. He has more than two decades of experience providing leadership and expertise in business intelligence solutions for accounting, finance, engineering, and operations. Mr. Vanderbilt holds with distinction a Master of Science in Business Analytics and Bachelor of Science in Accountancy from National University, as well as an Associate of General Studies and Associate of Arts earned from Scottsdale Community College at age 16. He has previously built and operated a small-business accounting consultancy, Vanderbilt Ventures, Inc., and a technology company, Vanderbilt Technologies, Inc.

HECTOR VIVERO, MBA, MA

Lecturer, MSHA

Board of Advisors

Hector is the Chief Programs Officer for International Relief Teams and has over 14 years of experience working with humanitarian organizations across Europe, the Middle East and Southeast Asia. Prior to joining IRT, Hector was the Emergency Response Representative in Moldova for Helvetas, a Swiss Development NGO, where he performed the role of Country Director for Humanitarian Operations. He was Head of Programs with the Norwegian Refugee Council in Ukraine, and he also worked extensively delivering livelihoods and cash assistance in Iraq, the Middle East Region, Myanmar, Libya and Afghanistan.

Hector holds an MBA from the University of Illinois Urbana-Champaign, an MA in Post-War Recovery Studies from the University of York, UK and a BA in Development Studies from the University of California at Berkeley.

KROC SCHOOL FACULTY

AUSTIN CHOI-FITZPATRICK

Professor

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PhD, MA, Sociology, University of Notre Dame

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

BS, Mass Communication, Middle Tennessee State University

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

PAULA A. CORDEIRO

Dammeyer Distinguished Professor of Global Leadership and Education
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EdD, Administration and Supervision, University of Houston
Med, T.E.S.O.L., Rhode Island College
BS, Education, Bridgewater State University

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

JANICE DEATON

Lecturer
KIPJ 131
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JD, University of San Francisco
MA, Peace & Justice, University of San Diego
BA, Greek, Roman Classics and Spanish, San Diego State University

Professor Deaton is a lifelong borderlands native and is a proud alum of the Kroc School (MAPJ '2010). Her areas of focus include border rights, immigration advocacy and judicial reform in the Americas. Ms. Deaton also focuses and teaches classes on the American criminal justice system, looking at alternatives to current policing institutions and mass incarceration. Professor Deaton takes students out of the classroom in practice-based classes, using the US-Mexican border and the San Diego criminal justice universe as our

learning laboratory. Professor Deaton was a federal criminal defense attorney in San Diego for 30 years before coming to the Kroc School.

MAY FARID

Assistant Professor of Political Science

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DPhil, Politics, University of Oxford

BA, International Relations, NYU

Dr. May Farid is a political scientist studying civil society, policy advocacy and environmental governance in contemporary China and beyond. Prior to the Kroc School, she was a Visiting Scholar at Stanford University's Center on China's Economy and Institutions, and Honorary Lecturer at Hong Kong University. Her academic research and teaching is supplemented by seven years of experience with an international foundation running an institutional capacity building program for grassroots NGOs in China. Before joining HKU, she concluded a four-year research project on behalf of China's leading government policy think-tank. Her work has been published in *International Affairs*, *World Development*, *Studies in Comparative International Development*, *Voluntas*, and the *Journal of Chinese Political Science*.

SARAH FEDERMAN

Associate Professor of Conflict Resolution

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KIPJ 124

PhD, George Mason University, Conflict Analysis and Resolution

MA, American University of Paris, International Affairs

BA, University of Pennsylvania, Intellectual History

Dr. Federman teaches conflict resolution and peace-related courses. Her research explores ways to unite business savvy with peacebuilding wisdom. Her publications offer guidance to corporations who need to atone for participation in mass atrocity (such as slavery, genocide, colonialism, and environmental degradation). She also writes about how people can negotiate from a position of structural marginality. Prior to her work in peace studies, Federman spent a decade as an international advertising executive working with companies such as Google, Bloomberg, and NFL.

PHILIP GAMAGHELYAN

Assistant Professor

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PhD, Conflict Analysis and Resolution, George Mason University

MA, Intercommunal Coexistence, Brandeis University

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

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

ERIN M. GAVIN

Adjunct Professor

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MA, Human Communication, Arizona State University

BA, Communication and Business Administration, University of Hawai'i, Hilo

Before returning to academia, Professor Gavin built a 15-year career in mobile communications, leading public affairs and CSR initiatives for a Fortune 500 company. Her work spanned the U.S., Southeast Asia, Japan, Korea, India, and sub-Saharan Africa, where she partnered with governments, NGOs, and businesses to expand access to mobile technology in education, healthcare, financial inclusion, and disaster response. Her academic interests include intercultural and organizational communication, CSR, sustainability, social innovation, international development, and business ethics. In addition to teaching, she serves as a strategic advisor and board member for various nonprofits in the San Diego area.

KAREN HENKEN

Professor of Practice, Kroc School of Peace Studies

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Adjunct Faculty, Knauss School of Business

MBA: Stanford Graduate School of Business, Stanford, CA

BA: Bowdoin College, Brunswick, Maine

Rotary Graduate Fellow, International Christian University, Tokyo, Japan

Karen Henken is a global executive, consultant, board member, and academic with a 40-year career spanning Silicon Valley, international consulting, and higher education. In the first two decades of her career, she built and led international sales and marketing operations for high-growth technology companies in Silicon Valley, launching and managing divisions that became \$500M businesses. This work revealed to her the transformative power of entrepreneurship in emerging markets and post-conflict regions. In 2001, she founded Henken & Associates, advising businesses, educational institutions, and nonprofits worldwide on market development, partnerships, growth strategies, and sustainable revenue models. Through this work, she champions business as a force for good and emphasizes the critical role of sustainable revenue for nonprofits and NGOs. Her focus is on scaling organizations, driving social impact, and advancing systems change through social innovation and entrepreneurship. Since 2014, Henken has been a professor of practice and adjunct faculty at the University of San Diego, teaching social entrepreneurship, social innovation, social impact, design thinking, and global and sustainable strategy at both the Kroc School and the Knauss School of Business. She co-chaired the Kroc School Board of Advisors (2014–2017) and was instrumental in launching the Master of Arts in Social Innovation in 2017. She also serves as visiting faculty in Colombia at CESA and Uniminuto, and consults with social enterprises, NGOs, and corporations on sustainable business models, serving on several boards. Henken is deeply involved in the San Diego nonprofit community, serving on the founding boards of Kitchens for Good and Voices of Our City Choir, and on the advisory committee of the Burnham Center for Community Advancement. Her teaching focuses on experiential, project-based learning and mentoring students, connecting them with organizations and leaders to broaden their perspectives and impact.

PATRICIA MÁRQUEZ, PhD

Professor of Social Innovation

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Until August 2023, Patricia Márquez served in a dual role at the University of San Diego as the Associate Provost for Academic Planning and Innovation and as the Dean of the Joan B. Kroc School of Peace Studies, the first stand-alone school of peace and justice in the United States. Dr. Márquez's work focuses on social entrepreneurship and innovation. Since her arrival at USD in 2007 she has developed initiatives grounded in social innovation and entrepreneurship, including the Fowler Global Social Innovation Challenge and the USD Changemaker Hub. Her research centers on the intersection of

business and social value creation, with an emphasis on poverty alleviation through market mechanisms. Previously, Dr. Márquez was a professor and Dean at IESA, a School of Business in Caracas, Venezuela.

TOPHER MCDUGAL

Professor of Economic Development

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PhD, International Economic Development, MIT

MCP, International Development, MIT

MS, Geography, University of New Mexico

BA, Swarthmore College

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

JUAN F. ROCHE

Professor of Practice

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

MBA, University of Wisconsin-Madison

BSc, Universidad Católica Andrés Bello

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

DUSTIN N. SHARP

Professor and Associate Dean

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

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

JAKE WILD CREA, MA

Applied Instructor
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KIPJ 130

MS, Conflict Management & Resolution, University of San Diego
BA, Peace, Justice, and Conflict Resolution Studies, DePaul University

Jake Wild Crea believes that conflict resolution skills are necessary to create the type of world we all want to live in. He is a facilitator, mediator, trainer, and conflict coach that works with individuals, organizations, and communities to foster positive social change. He runs an initiative that uses conflict resolution dialogue techniques from the peacebuilding field to create higher-trust collaboration between funders and practitioners (nonprofits) to improve the efficacy of philanthropic giving. In addition, Jake works for the National Center for Conflict Resolution as a facilitator, mediator, and trainer with organizations across San Diego and the United States.

He teaches conflict management and resolution (CMR) courses at USD, providing hands-on learning for students to develop agency and comfort using CMR tools, techniques, and practices in a variety of applications.

Previously, he was a philanthropic consultant and nonprofit advisor with Arabella Advisors, where he designed and managed regional, national, and international grantmaking projects. He helped build and direct Loyola Marymount University's Study Abroad program in Argentina. And worked in youth programming in Chicago, and disability advocacy in Minnesota.

C. The Dean's Office

The Dean's Office is located in Suite 238 on the second floor of the Joan B. Kroc Institute for Peace & Justice.

DARREN KEW, PH.D.

Dean

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KIPJ 238

Darren Kew, Ph.D. is Dean of the Joan B. Kroc School of Peace Studies, where he is also a professor. He studies the relationship between conflict resolution methods – particularly interfaith and inter-ethnic peacebuilding – and democratic development in Africa, Northern Ireland, and the United States. Much of his work focuses on the role of civil society groups in this development. He has also been a consultant on peace and democracy initiatives to the United Nations, USAID, US Institute of Peace, the US State Department, and to a number of NGOs, including the Carter Center. He monitored the last seven Nigerian elections and the 2007 elections in Sierra Leone, and in 2023-24 co-facilitated a working group of religious leaders focusing on religion and peacebuilding in Belfast, Northern Ireland. Professor Kew was asked by the British and American governments to join an influential international commission requested by the Nigerian government in 2010, which contributed to a major overhaul of its election system. He is author of numerous works on Nigerian politics and conflict resolution, including the book *Civil Society, Conflict Resolution, and Democracy in Nigeria* (Syracuse UP, 2016), and his articles have appeared in *International Negotiation*, the *Journal of Democracy*, and *Current History*, among others.

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D. Kroc Institute for Peace and Justice

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

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KIPJ 120

E. Center for Restorative Justice

Restorative justice is a global social movement with growth in a variety of settings including K-12 schools, higher education institutions, workplaces, community organizations, and criminal justice agencies.

The USD Center for Restorative Justice prepares the next generation of diverse restorative justice leaders and provides research, training, and consultation in needs and projects within and beyond higher education.

DAVID KARP

Professor and Director, USD Center for Restorative Justice

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KIPJ 221

F. 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. Operations and Events are in KIPJ 134 and can be reached by phone (619) 260-7808 or by email, krocvenue@sandiego.edu.

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CONNECT WITH THE KROC SCHOOL

FACEBOOK

Kroc School (facebook.com/KrocSchool)

Kroc Institute for Peace and Justice (facebook.com/KrocIPJ)

Kroc IPJ Women PeaceMakers Program (facebook.com/WomenPeaceMaker)

MS in Humanitarian Action (facebook.com/USDHumanitarianAction)

JOIN OUR STUDENT FACEBOOK GROUP

Kroc School Students (facebook.com/groups/krocschoolstudents)

INSTAGRAM

Kroc School (instagram.com/krocschool)

Kroc Institute for Peace and Justice ([@krocipj](https://instagram.com/@krocipj))

Kroc Graduate Student Association (instagram.com/usd_kgsa)

THREADS

Kroc School ([@krocschool](https://threads.net/@krocschool))

YOUTUBE

[Kroc School](#)

[MSHA Playlist](#)

LINKEDIN

[Kroc School](#)- make sure to add the Kroc School as your current school.
[MSHA at USD](#)

JOIN OUR KROC SCHOOL NETWORK LINKEDIN GROUP

(<https://www.linkedin.com/groups/2312476/>)

TIKTOK

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

Kroc Institute for Peace and Justice Social Media

- Kroc Institute for Peace and Justice ([@KrocIPJ](#))
- The Violence, Inequality, and Power Lab ([@IPJ_VIPLab](#))
- Women PeaceMakers ([@WomenPeaceMaker](#))

MSHA STUDENT DIRECTORY

A contact list for all active MSHA students can be viewed [here](#).

ACADEMIC PROGRAM RESOURCES

A. MSHA Academic Calendars

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

<https://onlinedegrees.sandiego.edu/studentsuccess/MSHA/#academic-calendars>

B. Kroc Student Resources Site

The [Kroc Student Resources Site](#) is full of information needed to get you through your studies at the Kroc School including:

- **Academic information** such as program requirements, course schedules and descriptions.
- **Career Development information** such as information on internships, job postings, career guides, and services at the Kroc School and USD.
- **Policies, forms, procedures information** such as student handbooks, leaves of absence forms, and requests for transcripts.

- **Wellness tips and information** such as trainings on trauma, resilience, and self care; links to USD-provided wellness and health services.
- **Student opportunities information** such as the Student Opportunity Grants.
- **Events information** so you can monitor upcoming Kroc School and USD-wide events.

Please note that some of the information will only be applicable to on-campus students.

C. Kroc School Events & Deadlines Calendar

The [Kroc School Events & Deadlines](#) calendar is your go-to for Kroc School events and important school deadlines that are coming up.

You will be invited to add this Google calendar to your personal USD Google calendar by email invitation. If you have any problems, feel free to reach out to Daria Tomsy, Kroc School Program Manager.

Please note that some of the events and deadlines will only be applicable to on-campus students.

D. Program Learning Outcomes

MS in Humanitarian Action

PLO 1: Knowledge

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

PLO 2: Diverse Perspectives

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

PLO 3: Critical Inquiry

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

PLO 4: Applied Learning

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

PLO 5: Communication

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

PLO 6: Ethical Reasoning

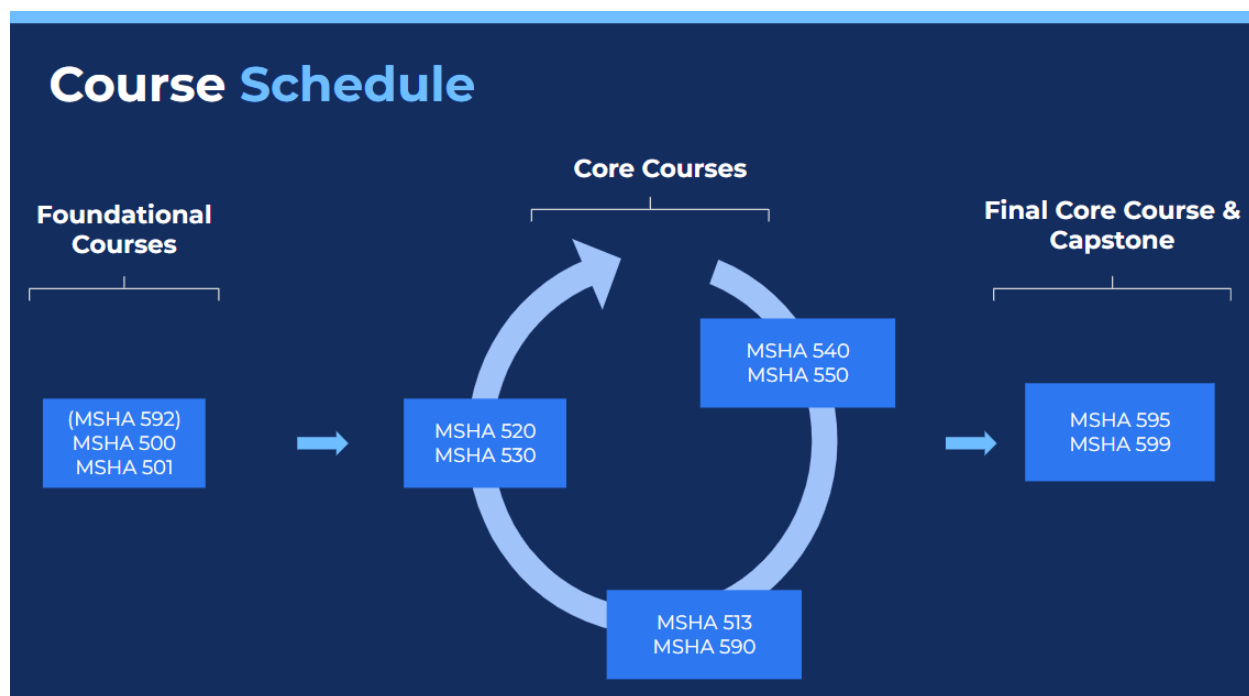
Students will be able to apply ethical reasoning to assess humanitarian problems, their possible solutions, and impacts on various stakeholders.

E. Program Requirements

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

Carousel Model

COURSE CATEGORY	COURSES	UNITS
KROC Foundations	MSHA 500: Foundations: Peace, Justice and Social Change	3 units
MSHA Foundations	MSHA 501: Foundations of Humanitarian Action	3 units
Core Themes	MSHA 520: Disaster Management and Prevention	12 units
	MSHA 530: Humanitarian Diplomacy	
	MSHA 540: Displacement, Climate and Humanitarian Action	
	MSHA 550: Humanitarian Safety and Security	
Skills & Methods	MSHA 513: Program Design, Monitoring and Evaluation	9 units
	MSHA 590: Data Visualization and Analytics for Humanitarian Action	
	MSHA 595: Logistics for Humanitarian Relief	
Practicum	MSHA 599: Humanitarian Crisis Simulation	3 units
TOTAL		30 units



MSHA 592 is the required new student orientation course.

F. Degreeworks

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

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

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

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

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

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

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

- **Students can meet virtually with the Assistant Dean of Academic Affairs, Frances Laviscount** by appointment to discuss their feedback and share any concerns about their experience at the Kroc School. Email Assistant Dean Laviscount directly at flaviscount@sandiego.edu to schedule a meeting.
- **Students can meet with the Dean of the Kroc School** virtually during their regular office hours to discuss their feedback and share any concerns about their experience at the Kroc School.
- **Surveys and course evaluations.** Students can make their voices heard through course evaluations at the end of each course which are completely anonymous. In addition, students can participate in periodic surveys on Career Development services, as well as student experience surveys administered by the Kroc School and University of San Diego.

ACADEMIC POLICIES

A. Dropping Courses

Students will register for two prescribed courses each semester (Spring, Summer and Fall). Both courses must be dropped before the first day of the semester to receive a 100% tuition refund* and within the first three days of the start date of the semester to receive a 95% tuition refund.* No refund (reversal of tuition) will be provided after the third day of the semester for either class. *During the first semester of enrollment, any tuition refund amounts will not include the non-refundable enrollment deposit amount (5% of tuition). After the first three days of the start of the semester and before the start of the fifth week/module, students have the option to withdraw from their courses with a 0% tuition refund and a grade of “W” on their transcript (not included in GPA). Once the fifth week of the course

starts, students are no longer able to withdraw from their course and will receive the grade earned. Students who discontinue class attendance and neglect to withdraw officially from the course are subject to failing the class.

Students who receive any form of financial aid must consult with the Torero Hub team 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 drop deadline will not be included on the transcript. Courses officially dropped between the last day to add classes and the last day to withdraw from classes will receive a grade of 'W' (not included in the GPA). After the drop deadline, a grade will be reported for all courses.

Students located in Oregon should contact their Program Coordinator for information on tuition refund schedules.

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 team. The same drop policies and deadlines apply to students who withdraw from the university as for those who drop only one course.

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

B. Continuous Enrollment Policy

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

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

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

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

C.Email Accounts for Graduate Students

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

D.Academic Regulations

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

a. Communications Regarding Academic Records

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

b. Integrity of Scholarship

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

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

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

The use of AI tools is strictly governed by course-specific policies. Some courses forbid AI entirely; others allow limited use under clear, explicit conditions. Any use of AI that is not expressly authorized by the instructor will be considered academic dishonesty. It is the student's responsibility to read each syllabus thoroughly, understand the AI policy, and seek clarification when in doubt.

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

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

In the event the Hearing Committee determines that expulsion or rescission of a degree is the appropriate sanction, or in the event of two dissenting votes on the Hearing Committee, the person who is adversely affected by the Hearing

Committee's decision may appeal that decision to the Provost, who may finally determine the matter in the exercise of sound discretion.

c. Kroc School AI Policy

No Generative AI Tools (e.g., ChatGPT, Gemini, Claude, etc) may be used to complete any aspect of any assignment unless explicitly allowed in writing by the instructor (e.g., via syllabus or email communication).

d. 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](#)).**

e. Grade Point Average (GPA)

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

Grade points are assigned as follows:

Grading Scale

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

f. Late Assignments and Extensions

Unless otherwise granted an extension by the course instructor of record, all assignments turned in after the deadline will be docked by 10% of the total possible points per day late.

g. Grade of Incomplete

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

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

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

The instructor should discuss with the student the conditions and deadline for completion, whenever possible. In addition, the instructor must document the conditions and deadline using the Petition for Grade of Incomplete. The form must be submitted to the Registrar's Office at the time final grades are submitted. Students who receive a grade of incomplete must submit all missing work no later

than the end of the tenth week of the next regular semester; otherwise, the I grade will be counted as an F. This applies only to regular class work. Students completing thesis or dissertation requirements for graduation must submit proof of completion prior to petitioned degree date. Examples of acceptable proof are original bindery receipts or original final manuscript.

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

h. Pass/Fail Grading

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

i. Repetition of Courses

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

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

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

j. Academic Probation and Disqualification

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

Academic Probation

Any student who has completed at least six units of coursework and whose cumulative or semester USD GPA for graduate program courses falls below the minimum required of the program will be placed on academic probation. At the end of the term in which the probationary student has registered for their next six

units, a review will be conducted. Students who have not raised the cumulative USD GPA for graduate program courses to the acceptable level at that time will be disqualified from the program.

Appealing Disqualification

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

k. Grade Grievance Procedures

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

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

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

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

l. 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.

m. Leave of Absence

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

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

Effect on Financial Aid and Campus Privileges

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

Process for Petitioning for a Leave of Absence

Students who find it necessary to discontinue enrollment during a term may also petition for a leave. In addition, however, they must officially withdraw from their courses by submitting a [Notice of Withdrawal form](#) through the Torero Hub within the approved deadline and must be in good standing.

The [Petition for Leave of Absence](#) is filed through the Torero Hub. Prior to submission, please contact your Program Coordinator to create a degree

schedule that works best for you. It must be approved by the student's advisor and Assistant Dean of Academic Affairs prior to submission for final processing.

n. Transfer of Graduate Credit

Students may petition to transfer credit from another university or another USD graduate program under the following conditions. It is recommended that students petition during their first semester or in the application process. Transfer petitions for previous work will not be accepted in the student's final term unless the transfer course is being taken in the final term. Upon matriculation at USD, students must receive approval prior to taking coursework outside USD if they plan to transfer it into a degree program. Students may petition the dean of the college or school in which the program resides for an exception to the following regulations, but should do so only after consulting with the advisor and director or coordinator of the graduate program, whose recommendations must appear on the Petition for Transfer of Graduate Credit.

1. Credit must be from an accredited, USD-approved university.
2. Credit must be at the graduate-level at the university of origin. The student is responsible for submitting acceptable supporting documentation.
3. Credit must be relevant to the USD degree program and be approved by the program director or coordinator.
4. Transfer courses cannot repeat essentially the same content of work taken at USD.
5. Credit may not be used (or have been used) toward any other degree.
6. Credit earned more than five years prior to matriculation at USD will not be accepted.
7. A grade of "B" or higher must have been earned (grade of "pass" or "satisfactory" ordinarily is not acceptable).
8. Students must supply satisfactory documentation regarding course content for independent study or self-directed courses.
9. The number of credit hours transferred will be based on USD's semester credit system (multiply the number of quarter hours by 2/3). For example, 4 quarter-hours $\times \frac{2}{3} = 2.67$. It is the student's responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.

10. Although transfer credit from other universities will be posted on the USD transcript, grades will not be posted or computed in the USD grade point average for probation or disqualification review.
11. **At the Kroc School, a maximum of 6 units are transferable.** No exception to this limit will be made without the explicit written permission of the Dean of the Kroc School.

Procedure for Transfer of Credit

Courses Taken Prior to Enrollment at USD

The student should discuss the possibility of credit transfer with the advisor and program director or coordinator. Any exceptions to transfer credit policies must also have the approval of the Dean of the program's college or school. The student should secure the appropriate signatures on the Petition for Transfer of Graduate Credit and submit it to the Torero Hub. The student must also request that an official transcript of the course be sent to the Office of the Registrar if the transcript was not included among the admission documents. When both the petition and transcript are on file they will be reviewed for conformity to USD policies and posted appropriately.

Courses Taken After Enrollment at USD

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

Waiver of Requirements

Students who have taken an equivalent course prior to enrollment at USD may petition to waive a course requirement; however, the number of required credit hours remains the same. Consequently, students must enroll in approved coursework to make up the difference in the total number of units required. USD

has discretion to approve or deny course waivers based on the content of the course and when or where it was taken.

CODE OF CONDUCT

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

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

A. Rules of Conduct

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

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

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism or other forms of academic dishonesty. Academic Integrity violations are managed under the [USD Honor Code](#).
 - b. Forgery, alteration or misuse of any University document, record or instrument of identification.
 - c. Appropriation of institutional resources for personal advantage.
 - d. Tampering with the election of any University organized student organization.

- e. Furnishing false information to any University official, faculty member or department.
- 2. Disruption of teaching, research, administration, conduct proceedings or any other institutional activity.
- 3. Any act of sexual misconduct or relationship violence, as defined in the [Title IX Sexual Harassment Grievance Process](#) or the [Sexual Misconduct and Relationship Violence Reporting and Response Standards and Protocols](#).
- 4. Abuse of any person, including but not limited to physical abuse, threats, verbal intimidation, [harassment](#), stalking, coercion and/or other conduct which threatens the health or safety of any person.
- 5. Committing a hate crime or engaging in an act of intolerance in violation of University policy.
- 6. Attempted or actual theft or unauthorized use of the property of the University, or property of any member of the University community, or property being used for a University event, or other personal or public property.
- 7. Damage to University property, to property of any member of the University community, to property being used for a University event, or to other personal or public property.
- 8. Conduct that is disorderly, lewd, indecent or obscene.
- 9. Failure to comply with the direction of a University official or law enforcement officer who is acting in performance of his or her duties and/or the failure to identify oneself to any of these persons when requested to do so.
- 10. Climbing or any other unauthorized 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. Hazing, as defined by applicable law or by the University's [hazing policy included in the Code](#).
- 13. 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.
- 14. Use, possession, manufacture, cultivation, or dissemination of illegal drugs or drug-related paraphernalia; being under the influence of illegal drugs; or the misuse of legal pharmaceutical drugs. Notwithstanding the California Compassionate Use Act of 1996, or any other California Law addressing the use of marijuana, the use, possession, manufacture, cultivation, dissemination or being

under the influence of marijuana on University property or at University-related activities is prohibited.

15. [Violation of a Dining Services policy, rule or regulation.](#)
16. [Violation of a University parking or traffic policy, rule or regulation.](#)
17. [Violation of a University Information Technology Policy.](#)
18. Violation of a Residential Life policy, rule, or contract. (see [Community Standards](#) and [Terms and Conditions](#))
19. [Violation of any University policy listed in the University Policies section of the Code.](#)
20. Committing a hate crime or engaging in an act of intolerance in violation of University policy
21. Unauthorized possession or use of a weapon on University property or in connection with a University activity. For the purpose of this policy, a “weapon” shall include, but is not necessarily limited to, the following: a firearm, pellet gun, skeet rifle, paint gun, potato gun, spear gun, slingshot, bow & arrow, air rifle, taser gun, explosive material (including fireworks), pistol, dagger, ice pick, retractable bladed knife, knife with a fixed blade longer than 2.5 inches used for any purpose other than food preparation and consumption, or any other form of weapon, self-defense instrument or ammunition used for any purpose. In addition, unauthorized possession or use of any weapon in violation of the California Penal Code (including but not limited to sections 626.10 and 16000 et seq.) shall constitute a violation of this rule of conduct. Similarly, use or possession of a laser pointer in violation of California Penal Code section 417.27 or other applicable law shall constitute a violation of this rule of conduct. Possession of a laser of 5 milliwatts (5/1000 of a watt) or more on University property or in connection with a University activity requires the advance written approval of the Assistant Vice President/Dean of Students (or designee).
22. Violations of any other published University policy.
23. Abuse of the conduct process, including but not limited to: (a) failure to obey a notice or other directive issued in connection with a conduct proceeding; (b) falsification, distortion or misrepresentation of information before a disciplinary hearing board or disciplinary officer; (c) failure to comply with the sanctions imposed under the Code.
24. Misconduct that arises on campus or off campus in which a student is detained, arrested, cited, or otherwise charged with violations of local, state, or federal laws that materially or adversely affect the individual's suitability as a member of the University of San Diego community.

25. Conduct that intentionally or recklessly threatens or endangers the health and safety of any person, including but not limited to, violating any health and safety requirements identified by the University or by local and state officials.
26. Students are required to engage in responsible social conduct that reflects positively upon the University of San Diego community and to model good citizenship in any community.

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

B. Academic Integrity

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

Academic Integrity Policy

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

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

Academic Dishonesty

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

1. **Examination Behavior.** Any intentional giving or use of external assistance during an examination shall be considered a serious violation if knowingly done without express permission of the instructor giving the examination.
2. **Fabrication.** Any intentional falsification or invention of data, citation, or other authority in an academic exercise shall be considered a serious violation; unless the fact of falsification or invention is disclosed at the time and place it is made.

3. **Unauthorized Collaboration.** If the supervisor of an academic exercise has stated that collaboration is not permitted, intentional collaboration between one engaged in the exercise and another shall be considered a serious violation by the one engaged in the exercise and by the other if the other knows of the rule against collaboration.
4. **Plagiarism.** Any intentional passing off of another's ideas, words, or work as one's own shall be considered a serious violation.
5. **Misappropriation of Resource Materials.** Any intentional and unauthorized taking or concealment of course or library materials shall be considered a serious violation if the purpose of the taking or concealment is to obtain exclusive use, or to deprive others of use, of such materials.
6. **Unauthorized Access.** Any unauthorized access of an instructor's files or computer account shall be considered a serious violation.
7. **Serious Violations Defined by Instructor.** Any other intentional violation of rules or policies established in writing by a course instructor or supervisor of an academic exercise is a serious violation in that course or exercise.

Infractions are the following acts:

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

Academic Dishonesty: Sanctions and Procedures

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

Academic honesty begins in the course or classroom. For this reason, the responsibility to 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.

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

2. Sanctions Regarding Course or Exercise. Procedures Regarding Infractions. Unless the instructor or supervisor has erred in his or her determination that the affected person

has engaged in an act of academic dishonesty, the instructor's or supervisor's imposition of penalty with respect to the course or academic exercise is final and unreviewable.

- e. 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 whether the affected person has engaged in an infraction or likely serious violation.
- f. 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.
- g. One who has been determined by the instructor or supervisor to have committed an infraction may appeal the determination of infraction, but may not appeal the sanction imposed by the instructor or supervisor unless the determination of infraction is successfully appealed, in accordance with "Administrative Procedures" discussed below. Any such appeal must be initiated within 15 days after the notification of the determination of infraction.

3. Hearing Committee. Each allegation of serious violation, and each appeal from the determination of an infraction, will be heard by a Hearing Committee.

- h. The Hearing Committee will be composed of five members of the University community, as follows:
 - i. The dean, associate dean, or acting dean of the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred;
 - ii. A member of the full-time faculty of the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred;
 - iii. Two students of the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred;
 - iv. One member of the full-time faculty from schools or colleges other than the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred.
- i. 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.

- j. No dean, faculty member, or student who has a conflict of interest with respect to the subject matter of the hearing may participate as a member of the Hearing Committee. One who, having a conflict of interest, is appointed to serve on a Hearing Committee must disqualify himself or herself, after which the dean will appoint another member of the same category as the disqualified member to serve on the Hearing Committee as an ad hoc member.

4. Administrative Procedures. The following procedures apply when (a) an instructor or supervisor has determined that a serious violation probably has occurred; or (b) one appeals from an instructor's or supervisor's determination of infraction.

- k. 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.
- l. Upon request of the dean, the instructor or supervisor must promptly transmit to the dean a copy of the written record in accordance with section II.1.d above.
- m. Upon receipt of the written record, the dean will convene a Hearing Committee to hear the matter.
- n. The Hearing Committee, as soon as is practicable after reviewing the record prepared by the instructor or supervisor, and after consultation (or attempted consultation) with the instructor or supervisor who has determined an infraction or alleged serious violation and with the person who is accused of having engaged in the dishonest act, will:
 - i. establish the procedures that are to be applied with respect to the hearing to be held, and communicate those procedures to the affected persons;
 - ii. establish the date, place and time at which a hearing before the Hearing Committee will be held or, if the hearing is to be by written presentations only, the date and place by which written presentations are to be submitted to the Hearing Committee;
 - iii. hold a hearing and determine whether the serious violation or infraction in fact occurred; and

- iv. in the event a serious violation has occurred as alleged by the instructor or supervisor, determine the appropriate sanction.
- o. 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.
- p. If the Hearing Committee determines that a serious violation has occurred, it must determine the sanction to be imposed. A sanction may be
 - i. expulsion from the University;
 - ii. suspension from the University or any or all of University rights and privileges, for a period up to one academic year, except that any such suspension may not have the effect of determining the grade received in any course;
 - iii. letter of censure;
 - iv. the requirement that additional courses or credits be taken as a prerequisite to graduation from the University;
 - v. in the event of (2), (3), or (4), imposition of a period of probation on such conditions as the Hearing Committee considers to be appropriate.
- q. 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.
- r. The Hearing Committee must prepare a written record of the proceedings, including a summary of the procedures for hearing that it has established, a summary of the information submitted to it by interested persons, and its decision, together with any dissenting opinions and any other material the Hearing Committee deems appropriate to include. A copy of this record, together with any sanction imposed upon the person by the Hearing Committee, must be made available to (a) the affected person, (b) the affected instructor or supervisor, (c) the dean of the school or college with jurisdiction over the course or academic exercise involved, and (d) the President and Provost of the University.
- s. In the event the Hearing Committee determines that expulsion is the appropriate sanction, or in the event of two dissenting votes on the Hearing Committee, the person who is adversely affected by the Hearing

Committee's decision may appeal that decision to the Provost, who may finally determine the matter in the exercise of sound discretion.

C.How to Guard Against Plagiarism

Guidelines for University Writing

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

Three Rules for Incorporating Sources in Your Writing

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

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

For more guidance, please visit:

<https://libguides.sandiego.edu/c.php?g=238904&p=1588045>

Check your course syllabus for more guidance about your research assignments. You may see rules such as these:

False Citations

False citation is attribution to an incorrect or fabricated source; false citation is academic fraud. False citation seriously undermines the integrity of the academic enterprise.

Submitting the Same Work for Multiple Assignments

Students may not submit work (in identical or similar form) for multiple assignments without the prior, explicit approval of all faculty to whom the work will be submitted. This includes work first produced at USD or at another institution attended by the student.

Submitting False Data

False data is information that has been fabricated, altered, or contrived in such a way as to be misleading; the submission of false data is academic fraud.

OK: Discussing online or offline the discussion question topic.

Not OK: Writing an answer together and submitting the same or slightly paraphrased text.

Falsifying Academic Documentation

Forging or altering academic documentation (including transcripts, signatures, letters of recommendation, certificates of enrollment or standing, registration forms, and medical certifications) concerning oneself or others is academic fraud.

Abuse of Library Privileges

Depriving others of equal access to library materials constitutes a violation of academic integrity. This includes sequestering library materials for the use of an individual or group, refusal to respond to recall notices, and the removal or attempt to remove library materials from any University library without authorization.

Abuse of Shared Electronic Media

Depriving others of equal access to shared electronic media used for academic purposes constitutes a violation of academic integrity. This includes actions that result in the damage or sabotage of computer systems.

Generative AI Guidelines

Transparency: If you are using ChatGPT and similar programs you must be transparent about your use and disclose any generated content as being produced by an AI program. This includes, but is not limited to, written assignments, research papers, and other forms of communication through citations and documentation.

Responsibility: You are responsible for critically evaluating the accuracy, reliability, and quality of any information generated by ChatGPT and similar programs and verifying it through additional sources if necessary.

Critical Thinking: You are encouraged to use ChatGPT and similar programs as a tool to support your own learning and critical thinking, but not as a replacement for independent research and analysis. The use of ChatGPT and similar programs must be accompanied by the development of your critical thinking skills and an understanding of their limitations.

Note: Responses generated by ChatGPT, an AI language model developed by OpenAI, were used as a source of information for these guidelines.

CAREER DEVELOPMENT

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

For all Kroc School Career Development events and resources, see the [Professional Development page on our Kroc Student Resources Site](#). You will find weekly job postings, an events calendar, and many more resources.

Please note that some of the opportunities listed will only be applicable to on-campus students.

A. Kroc Career Development Service

At the Kroc School, we believe your graduate journey is not just about gaining knowledge—it's about becoming the leader you are meant to be. That's why we are deeply committed to supporting your professional and career development through confidence-building, clarity of purpose, and real-world competence. Make the time to invest in yourself and your future. Attend these unique career development opportunities throughout the academic year to gain insights, build connections, and shape a career rooted in purpose and impact.

- **KROC 502: Pursuing Purpose**

Professional Pathways in Peace, Justice, and Social Innovation

This required, zero-credit course empowers you to design and navigate your career with clarity and intention. Grounded in design thinking principles, *Pursuing Purpose* guides you through exploring diverse pathways in the social impact sector, identifying your unique strengths, and building a personalized professional plan. Learn more and register on the [Professional Development page of the Kroc Student Resources site](#).

- **Kroc Career Expo (Fall Semester)**

Our signature fall event features 8 dynamic panels with 24 professionals—including Kroc alumni—working across sectors like climate change, humanitarian aid, immigration, and social enterprise. Held virtually, the Career Expo offers a global window into real-world job pathways and a chance to connect directly with changemakers around the world.

- **Kroc Professional Mixer (Spring Semester)**

Meet one-on-one with local leaders from the San Diego region in an intimate, student-only setting. Learn about their career journeys, discover what a “day in the life” looks like, and explore potential opportunities with their organizations. This is your backstage pass to the working world of peace, justice, and social innovation. If you're in the San Diego region—don't miss out!

- **Individual Career Counseling**

Personalized support is just a conversation away. Bianca Morales, Associate

Director of Student Success & Career Development, provides one-on-one career guidance on everything from job searches and resumes to networking and interviews. To schedule an appointment, email biancamorales@sandiego.edu. And don't forget your faculty advisors—they are eager to share their expertise, connections, and encouragement as you chart your path forward.

The Kroc School is rich with ways to grow your network, expand your perspective, and take meaningful steps toward your future career. From guest speakers and workshops to field trips, fellowships, and campus jobs—*there is always something happening*. Prioritize your growth, make the time and show up to these valuable events!

B. Omprakash

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

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

C. MSHA Board of Advisors

The [MSHA Board of Advisors](#) (BoA) are a group of individuals with a wealth of knowledge and experience who are happy to connect with MSHA students. If you are interested in connecting with a BoA member to learn more about their career trajectory or to seek professional guidance, reach out to the MSHA Academic Director or Kroc School Program Manager to connect you.

D. USD Career Development Center

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

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:

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

F. Professionalism

Kroc School and USD events are key opportunities to meet and interact with professionals in the fields of peace and justice, conflict management and resolution, and social innovation. Good first impressions are crucial to landing an internship, interview or job. Success can be determined by verbal and nonverbal cues, such as posture; the manner in which one carries oneself; the appropriateness of their attire; and their enthusiasm and confidence.

Signature Line:

Kroc students are encouraged to create a signature line for their USD email using the following template:

Name

Candidate | Degree Program as appropriate (*MA in Peace and Justice | MA in Social Innovation | MS in Conflict Management and Resolution | MS in Humanitarian Action*)

University of San Diego | Kroc School of Peace Studies

(E) name@sandiego.edu

(P) 111-111-1111 LinkedIn/Website/Portfolio

USD Business Cards

Students can order business cards that feature their name and the USD Kroc School logo. These cards can be used for networking, Kroc School events, interviews, while conducting research, during an internship, and much more.

Business cards are a reflection of professional preparation. Students are encouraged to order their business cards in the fall to be able to use these business cards throughout the school year.

How to order your USD business cards:

- Order your business cards at: <https://www.sandiego.edu/copy/>.

- On the homepage there is an instructional PowerPoint to watch before ordering.
- To order, click on “place a student order.”
- Be sure to include the Candidate Degree as appropriate (MA in Peace and Justice, MA in Social Innovation, MS in Conflict Management and Resolution, MS in Humanitarian Action).
- Include your USD email address.

Note: The “Candidate” and “Degree Program” must be prominently displayed below the student's name. Students must use their own phone number in their USD Business cards.

University Copy

Phone: (619) 260-4890 / Email: usdcopy@sandiego.edu

Office: Behind Maher Hall, east of the Immaculata

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

G.Getting Outside the Classroom

All Kroc students are encouraged to get involved beyond their classroom requirements. As a graduate student, it is up to you to engage in opportunities to build your personal, professional, and academic self. Use these opportunities to explore your interests, build your network, and broaden your knowledge. Graduate school is a time to grow. Even small events or opportunities can be the difference in making an important connection, or finding your dream career.

Get involved by:

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

KROC FUNDING FOR STUDENT LEARNING

A. Professional Development Grants (PDGs)

At the Kroc School, we encourage students to take advantage of professional opportunities to learn and connect with scholars and practitioners in peace, justice, and social innovation. We recognize that cost can sometimes be a barrier to participation, which is why we offer a limited number of Professional Development Grants (PDGs) to support extraordinary learning opportunities. 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. PDGs are limited and competitive.

- PDGExamples
 - Academic learning opportunities that could not otherwise be achieved through the student's Kroc academic program
 - Co-curricular activities that enhance the student's Kroc academic program
 - Professional development opportunities that apply directly to the student's career goals and are in line with their studies
 - Presenting a paper at, or attending, an academic conference
 - Traveling to work with one of the Kroc School's institutes on a special field project
- PDGs that are typically not awarded
 - Funding for books or equipment
 - Seed funding for a business opportunity or social innovation venture
 - Funding for internships, internship salaries, or other salaried employment opportunities.

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.

PDG Guidelines

- PDG 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 are restricted to students enrolled in the Kroc School's graduate programs.
- The maximum award to any one individual will be \$700. Actual amounts are at the discretion of the PDG Review Committee, which is comprised of Kroc School faculty and administrators.
- Students who have already received a PDG will be given the lowest priority for new funding, and only in exceptional circumstances will a second award be made to the same student.
- Funding will be awarded on a competitive basis and is restricted to students enrolled in the Kroc School's graduate programs during the time of the proposed PDG activity.
- Except for air travel, funding will be awarded through a reimbursement process. Flights must be booked through USD and only after approval of an PDG award – see details below.

PDG Application Process and Deadlines

Students interested in applying must fill out the application form found on the [Kroc Student Resources Site](#) and attach a 3 to 5-page narrative grant proposal.

Proposals must include:

1. A brief description of the opportunity to which the student is applying.
2. An explanation of 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 how they will be measured.
5. An itemized budget, listing expenses for which funds are requested.

Please visit the Kroc Student Resources Site Professional Development Grant page for the latest deadlines.

PDG Reimbursement and Reporting Requirements

PDGs 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.

If awarded, the recipient will work with the Academic Program Coordinator to pre-pay for the proposed expenses. Upon completion of the grant activity, awardees are expected to make a full financial account for all monies received, including receipts equal to the amount received.

Airfare purchases must be booked through Concur or through an agent at CTP. Booking flights should only occur after approval of an PDG award as the expense is charged directly to a USD cost center and no reimbursement is involved.

In order to receive reimbursement students must submit receipts and proof of travel.

Examples of required documentation include:

- Conference registration receipt
- Car rental and taxi / rideshare receipts
- Hotel receipts
- Per diem documentation for rate and # of days claimed
- Itemized meal receipts

****Reimbursements will be made in US dollars. Please include currency conversions if applicable. Requests for reimbursement must be submitted no later than two weeks (14 days) from the end of the PDG-approved experience.**

PDG Summary Report

Students must submit a 1-2 page report summarizing their experiences, which may be shared on the website or in Kroc School publications, if appropriate. Please note if there is any confidential or sensitive information that should not be shared. *The PDG Summary Report is due one week after the completion of the PDG experience.*

All questions should be directed to [Bianca Morales](#), Associate Director of Student Success and Career Development.

IMPORTANT USD POLICIES AND RESOURCES

A. Responsibilities of Students

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

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

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

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

Familiarize Yourself with the Following Policies and Important Procedures:

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

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

C. Torero Hub

Formerly called One Stop Student Center, the Torero Hub (located in UC 126) 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.

Students can submit questions and requests by completing [this form](#).

Additional information about the Torero Hub, including hours can be found here:

<https://www.sandiego.edu/torero-hub/>.

Financial Aid

Financial aid questions should be submitted via Torero Hub Form. However, additional information on graduate student financial aid can be found online here -

<https://www.sandiego.edu/torero-hub/financial-aid/>.

D.USD Libraries and Research Support

Copley Library

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

Peace Studies Research Assistance

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

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

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

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

Human Rights Studies Online

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

E. SOLES Graduate Student Writing Center

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

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

F. USD Health and Wellness

a. You are USD: Comprehensive Student Wellness Site

[Student Wellness at the University of San Diego](#) provides a number of services to support our students in their efforts to enhance and sustain their health and well-being.

Establishing and maintaining a healthy lifestyle while studying at USD is important for academic performance and enjoyment of life, as well as achieving other goals. We hope you will find the pages and information to be valuable resources.

NEW Palomar Health Student Wellness Center

The new [Palomar Health Student Wellness Center](#) is a three-story, 80,000 square-foot facility that provides accessible indoor and outdoor spaces where the entire campus community can find connections between physical activity, diet and nutrition, mental health, inner self, engagement and belonging. Features of the Center include dedicated areas for fitness, wellness and athletics, flexible rooms for exercise and health-related classes of every kind, advanced strength training and cardio equipment, counseling services and care advocate offices, a teaching kitchen for healthy diet and nutrition programs and informal meeting and recreation spaces available to the entire campus community.

Academic Success

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

Alcohol and Other Drugs

Substance use and abuse is associated with numerous social issues including an increased risk of depression, violence and sexually transmitted disease, to name a few.

Learn more about USD alcohol and drug policies, resources available to our students and information about staying healthy during your time at USD.

Healthy Relationships

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

Mental Health

Did you know that 20% of USD students have felt overwhelming anxiety in the previous 2 weeks? Nearly 55% of students report feeling overwhelmed by all they had to do. Depression, stress and anxiety are all feelings that we may experience occasionally but if you are experiencing these feelings more regularly or if they are interfering with your daily activities and enjoyment of life, it may be time to talk to someone about it. Please take a few minutes to check out some of our information on mental health and learn about whether or not it might be time to stop by for a quick mental health check-up

Wellbeing

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

b. [TimelyCare](#)

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

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

c. Center for Health and Wellness Promotion

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

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

d. Title IX

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

If you have experienced an incident of Sexual Misconduct or Relationship Violence you may report the incident at any time, regardless of how much time has elapsed since the incident occurred. USD is committed to supporting the rights of a person reporting an incident of Sexual Misconduct or Relationship Violence to make an informed choice among options and services available. USD requires all faculty members, administrators, supervisors, and any employees who have responsibility for student welfare to promptly report information about any incident of Sexual Misconduct or Relationship Violence to USD.

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

Title IX Coordinator

Nicole Schuessler Veloz, Ph.D.

Director of Title IX, EEO Programs and Employee Relations

University of San Diego

Department of Human Resources, Maher Hall 101

5998 Alcala Park, San Diego, CA 92110

Phone: (619) 260-4594

Email: TitleIX@sandiego.edu

Campus Assault Resources and Education (CARE)

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

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

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

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

e. Disability and Learning Difference Resource Center

The Disability and Learning Difference Resource Center is committed to helping students with disabilities obtain meaningful academic accommodations and support, and to help improve access to the many excellent programs and activities offered by the university. Services include evaluating disability documentation, arranging academic accommodations and providing disability management/counseling to students with disabilities.

Academic Accommodations

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

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

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

f. Case Management

Case managers help facilitate a smoother path to success for USD students who may have difficulty navigating a spectrum of challenges during their time at USD.

Working in collaboration with various campus and community partners, our case managers embody and promote USD's culture of care by prompting self-reflection, sharing information and resources, fostering connections, and empowering students to identify options and be their own advocates.

- [Appointment Request Form](#)
- [Case Management Website](#)

G. Other Resources

a. Information Technology Services (ITS)

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

Email: help@sandiego.edu

Phone: (619) 260-7900

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

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

b. Mulvaney Center for Community Awareness and Social Action

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

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

Learn more about The Mulvaney Center and local service-learning opportunities:

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

c. Social Innovation Institute

The Social Innovation Institute is a global institute focused on accelerating social innovation and entrepreneurship. Launching in the Fall 2022, this new institute will house and expand the [Fowler Global Social Innovation Challenge](#), competition that supports ideation and development of sustainable social enterprises and business models that address our biggest challenges from climate change to homelessness to racial injustice. The Social Innovation Institute will promote social innovation by increasing research in the field, including the development of new teaching cases and simulations to be used in classes, based on the experiences of real organizations to be used in classes. The new institute aims to invite outstanding social innovators to share their ideas and best practices on how to achieve real change with our community of students, faculty and partners.

ANDREW BIROS

Associate Director of Social Innovation & Entrepreneurship

abiros@sandiego.edu

KIPJ 221

d. Black Student Resource Commons

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

Services

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

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

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

e. Women's Commons

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

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

f. LGBTQ+ and Allies Commons

The LGBTQ+ and Allies Commons seeks to create affirming spaces for queer and trans folks while educating the entire campus community about inclusive strategies through an anti-oppression framework that is explicitly pro-Black, queer, and feminist. With this goal in mind, they provide an LGBTQ+ student lounge, host identity-specific community groups, and offer educational programs around LGBTQIA+ culture and concerns.

Learn more about the LGBTQ+ and Allies Commons at <https://www.sandiego.edu/lgbtq/>

g. United Front Multicultural Center

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

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

h. Military and Veterans Program (MVP)

The USD Military and Veterans Program (MVP) provides student-focused services to all USD military-connected students, including student veterans, active-duty, dependent children, and spouses. The MVP center is open Monday through Friday 8:30 am to 5:00 pm and offers a welcoming space where students can study, mingle with others, or relax between classes. It provides military connected-students with resources they may need while they are on campus. The MVP office will assist military-connected students with

their VA education benefits, resource guides and student handbook and the Student Veterans Organization.

Learn more about MVP at: <https://www.sandiego.edu/military/>

FREQUENTLY ASKED QUESTIONS

- 1. How should I keep track of the financial aid documents and additional forms?** It is suggested that students constantly monitor their student portal (mysandiego.edu) to receive the most up- to-date information regarding their financial aid.
- 2. How many units do I need to take to be eligible for financial aid?** If a student drops below 4.5 semester units, they are no longer eligible to receive financial aid.
- 3. What additional financial aid forms do I need to complete besides the FAFSA?** Every student's file is unique so in addition to completing a MPN and Entrance Loan Counseling they may have to complete: Verification paperwork, prove that they are actually the student (in front of a notary rep), C-Codes (Selective Service, Defaulted loans). FAFSA will contact students directly if these documents are necessary via their student portal. Every Summer term online graduate students using FAFSA need to additionally submit the USD Summer Supplemental Form listed under the Financial Aid Application:
<https://usdkb.sandiego.edu/s/article/Summer-and-Interession-Financial-Aid>
- 4. What are the interest rates for student loans available for graduate students?** Students are eligible for unsubsidized loans and GRAD Plus loans. The current interest rates are: 6.8%- Unsubsidized, 7.9%- GRAD Plus. There is a 3% origination fee for the student loan as well. *
- 5. What other forms do you suggest I complete?** It is advised that the student fill out the FERPA release form if they plan to allow someone else to access their personal information.
- 6. How do I receive my FA award letter?** The award letter is sent via email. You will need to Accept or Deny the award electronically.

7. **Can financial aid be used to pay for books, course materials and on campus experiences? If so, what is the process?** Yes, financial aid can be used for any school related purpose. If students receive excess funding after their tuition and fees have been deducted, they can use those funds to assist with these expenses. However, you are advised to take out only what you need for the program.
8. **Is financial aid awarded year-round?** There are specific deadlines in order to be awarded financial aid for all three (3) semesters. Review the information on the FA website listed below.
<https://onlinedegrees.sandiego.edu/become-a-student/tuition-financial-aid/>
9. **Is there additional financial aid available for military personnel?** Yellow Ribbon is automatically awarded to inactive military and they can be 100% eligible, depending on their service time. Tuition assistance is also accepted, but military students must be active duty to receive it. G.I. Bill requires students to provide a Certificate of Eligibility.
10. **What services does Student Accounts provide?** Student Accounts provides service to our online students with billing and payment of tuition, fees, financial aid updates, and registration access. You are encouraged to check your student portal regularly for updates.
11. **Is there a payment plan option?** Yes. Online MS-HA students have the option to pay in monthly equal installments dependent upon the start date; Student Accounts provide this option for a processing fee of \$50 per semester.
12. **What is the drop policy?** Both courses must be dropped prior to the first day of the semester to receive a 100% tuition refund* and within the first three days of the start date of the semester to receive a 95% tuition refund.* No refund will be provided after the third day of the semester for either class. *During the first semester of enrollment, any tuition refund amounts will not include the non-refundable enrollment deposit amount (5% of tuition).
13. **How do I know when to register for classes?** Students will be registered for courses by their student success team on a semesterly basis. Once registered, students will receive an email confirming their registration. It is the student's responsibility to notify the Program Coordinator if they do not wish to be enrolled in a given semester.

14. **What happens if I relocate during the MSHA program?** Students must notify the university if they relocate to another state at any time during their program. If a student relocates, either temporarily or permanently, to a state not currently authorized as listed on the [website](#), they will become ineligible to continue in their program due to state authorization regulations. Please review the unauthorized states before making any relocation plans.

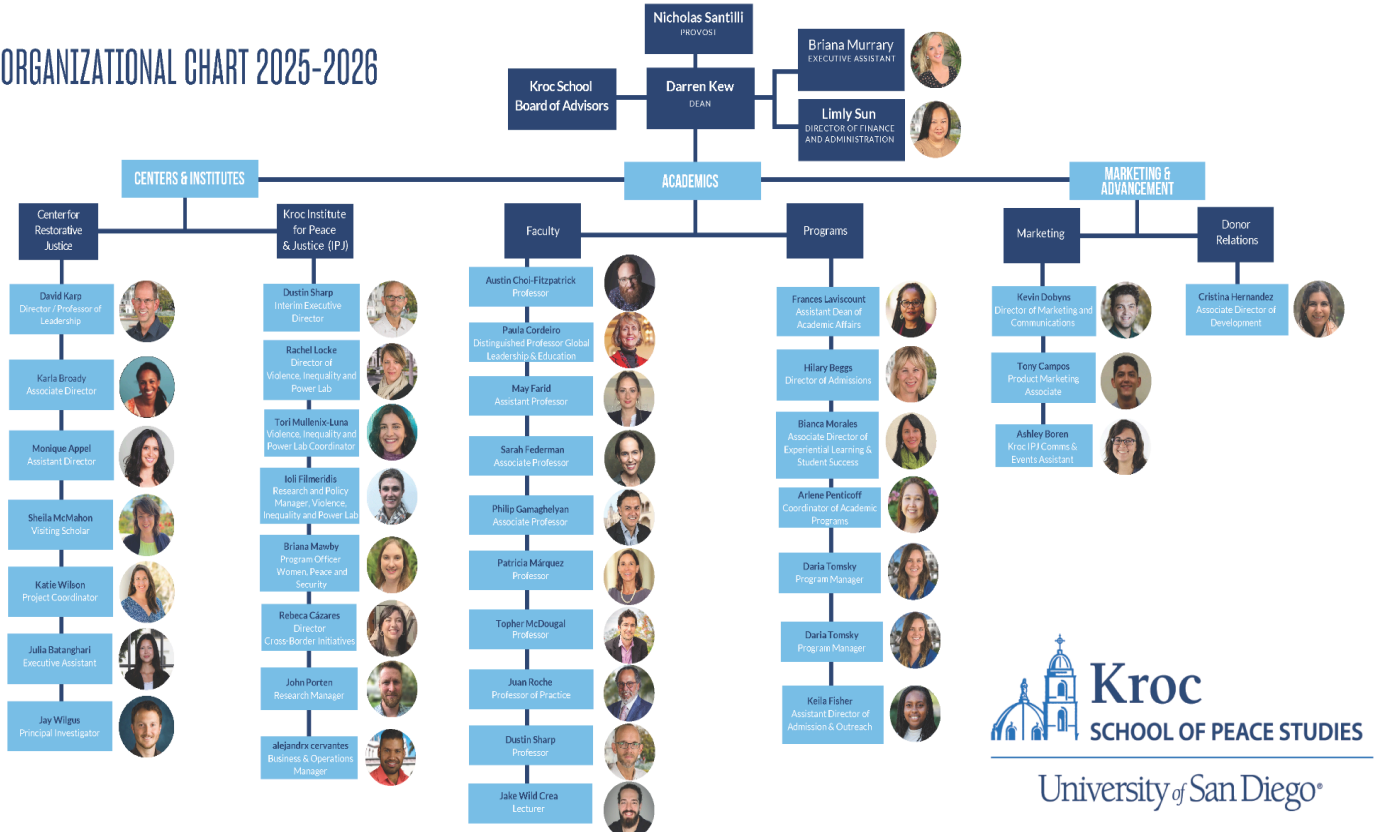
*All rates subject to change

PROGRAM CONTACTS, IMPORTANT WEBSITES & EMAILS

Academic Director Stephen Commins scommins@sandiego.edu	Your Student Success Team Studentsuccess@sandiego.edu
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Student Portal mysandiego.edu	Canvas canvas.sandiego.edu Canvas Support 619-260-7900 ldcsupport@sandiego.edu	Technical Support 619-260-7900 help@sandiego.edu
Copley Library 619-260-4799 http://libanswers.sandiego.edu/Copley@sandiego.edu	Torero Bookstore 619-260-4551 http://www.usdtorerores.com/site-landing-books.asp help@usdtorerores.com	Campus Card Services 619-260-5999 http://sandiego.edu/campuscard/
Financial Aid Office 619-260-2700 https://www.sandiego.edu/torero-hub/financial-aid/usdofas@sandiego.edu	Registrar 619-260-4600 x2888 registrar@sandiego.edu	Student Accounts 619-260-2700 (Option 3) studentaccounts@sandiego.edu https://www.sandiego.edu/finance/student-financial-services/student-accounts.php

ORGANIZATIONAL CHART 2025-2026



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