THE FARBER TESTAMENT

To My Students:

I believe that dedicated public service is the noblest of the professions. To enter it, whether as academic or as practitioner, is the greatest good fortune. Thus, I have sought to encourage all in my purview to share the joys and rewards of this commitment.

You who came to me with some inner flame, it has been my mission to nurture, to feed that flame, and at all costs never to kill it. With all the world’s contemporary challenges, the chance to motivate, to stimulate, to kindle, remain the high calling, and ever to remind that in catastrophe there is opportunity, out of weakness can come strength. My hope has been that none of you has left my presence feeling the worse for the encounter.

The keys to a happy, acceptable, and productive life are participation, involvement and concern for others. I have hoped, by example, to inspire you to be change agents. Often your intellect, I know, has been superior to my own; only my experience has been greater and that I have tried to permit by association “to rub off on you.”

To broaden one’s horizons, travel, experimentation, and bold thinking must be the goals. I have sought to teach the importance of the background to know, the vision to see, the will to do. Like others before me I have often learned more from you than you from me. But always, for more than 40 years, has the joint educational venture been intensely human, exciting, and worthwhile. (May 8, 1976)

W.O. “Doc” Farber, Ph.D.
Longtime Chair & Faculty Member
Department of Political Science
University of South Dakota
Master of Science in Administration (MSA) Program

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I. Program Overview

The mission of the Master of Science in Administration program at the University of South Dakota is to provide mid-career professionals with the administrative skills needed to lead public, nonprofit, and health service organizations with a commitment to personal integrity, professional competence, constitutional principles, and respect for human dignity.

This cross-disciplinary program provides the primary tools and organizational skills necessary to effectively perform administrative roles in public service oriented organizations. Course work focuses on the practical application of administrative theory, and the development of an intellectual framework for analyzing and successfully addressing the challenges faced by modern administrators. The program benefits mid-career professionals working in a variety of settings, including government agencies, nonprofit and social service organizations, health care, and education – as well as private sector organizations that provide public services. Graduates of the MSA program are prepared to lead and manage organizations; analyze, think critically, solve problems, and make decisions; adequately consider the ethical and legal implications of their administrative decisions; and communicate effectively with organizational members and stakeholders.

Faculty members from across the University, along with highly experienced practitioner-scholars, teach in this program. Course work and faculty members come from disciplines such as public administration, health services administration, political science, psychology, communication studies, criminal justice, education, and counseling. Enrolled students become members of the University of South Dakota, the Department of Political Science, and the W. O. Farber Center for Civic Leadership, with opportunities to make contributions to each. Our department is also home to the Government Research Bureau, which has a distinguished history of conducting applied research through application of the most modern and innovative analysis tools.

II. Program Admissions

Applicants to the MSA program are required to demonstrate their likelihood of success as graduate students in the program. Along those lines, the program will consider the following when making admissions decisions:

- Undergraduate record and grade point average (GPA)
- Professional experience
• Prior graduate education (if applicable)
• Letters of recommendation (3)
• Statement of purpose explaining why they have chosen to pursue graduate education through the MSA program

Applicants for the MSA program must have an undergraduate GPA of 2.7 or greater on a 4.0 scale. The Department also expects applicants to have at least 3 years of substantive professional experience (documented through submission of a current resume and described in their statement of purpose). Generally, students will be fully admitted if they have a strong undergraduate record; meet the minimum expectations for professional experience; demonstrate strong communication skills and a good match of their academic and professional goals with the mission of the program; receive favorable recommendations; and meet all other minimal conditions for acceptance into the Graduate School.

Students who do not meet all of the qualifications for full admission may, in some circumstances, be granted provisional admission to the MSA program. These students may be admitted with specific provisions outlined for them to meet in order to be granted full admission. Failure to complete specified provisions will result in the student being subsequently removed from the MSA program.

III. Core Degree Requirements

The curriculum of the MSA program is built around a core set of requirements that consist of 24 credit hours of coursework, along with a specialization requirement consisting of 12 credit hours of coursework, for a total of 36 credit hours. The 24 credit hour core is made up of four key competency areas: 1) Communication Skills, which is satisfied through completion of a course in managerial communication (SPCM 754), along with a course in professional writing (MSAS 763); 2) Fiscal Accountability, which is satisfied through completion of a course in budgetary and fiscal management (EMPA 722 or POLS 722); 3) Legal and Ethical Issues, which is satisfied through completion of one course in administrative law (EMPA 733 or POLS 733), and one course in administrative ethics (EMPA 769 or POLS 769); and 4) Analytical Skills, which is satisfied through completion of one course in research methods (MSAS 764), which is a required pre-requisite for the capstone course, and a capstone course (MSAS 786) in which students develop a proposal to address a real world administrative problem being faced by an organization. In addition to these four competency areas, students round out the core of the MSA program by completing one elective course, selected in consultation with their academic advisor, and with an eye toward advancing their academic and professional goals.
<table>
<thead>
<tr>
<th>Core Competency Areas</th>
<th>Required Courses</th>
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<tbody>
<tr>
<td><strong>Communication Skills</strong></td>
<td></td>
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<tr>
<td>6 Credit Hours</td>
<td>MSAS 763 Professional Writing for Administration</td>
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<td></td>
<td>SPCM 754 Managerial Communication</td>
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<tr>
<td><strong>Fiscal Accountability</strong></td>
<td></td>
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<tr>
<td>3 Credit Hours</td>
<td>EMPA 722 Budgetary and Fiscal Management</td>
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<td></td>
<td>Or POLS 722 Budgetary and Fiscal Management</td>
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<tr>
<td><strong>Legal &amp; Ethical Issues</strong></td>
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<tr>
<td>6 Credit Hours</td>
<td>EMPA 733 Administrative Law and Government</td>
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<td>Or POLS 733 Administrative Law and Government</td>
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<td></td>
<td>EMPA 769 Administrative Thought and Ethics</td>
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<td>Or POLS 769 Administrative Thought and Ethics</td>
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<tr>
<td><strong>Analytical Skills</strong></td>
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<tr>
<td>6 Credit Hours</td>
<td>MSAS 764 Research in Administrative Practice (Pre-requisite for MSAS 786)</td>
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<td>Or POLS 765 Research Methods in Political Science</td>
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<td>MSAS 786 MSAS Capstone</td>
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<td></td>
<td>Or POLS 788 Professional Report</td>
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<tr>
<td><strong>Core Elective</strong></td>
<td></td>
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<tr>
<td>3 Credit Hours</td>
<td>One course selected in consultation with and approval of the MSA advisor.</td>
</tr>
<tr>
<td><strong>MSA Specialization</strong></td>
<td></td>
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<tr>
<td>12 Credit Hours</td>
<td>Four courses completed in one of the seven approved specializations: Organizational Leadership; Health Services Administration; Long-Term Care Administration; Human Resource</td>
</tr>
</tbody>
</table>
IV. Specializations

As noted above, in addition to the MSA core, students in the program complete four courses (12 credit hours) in one of the seven approved specializations: Organizational Leadership; Health Services Administration; Long-Term Care Administration; Human Resource Management; Criminal Justice; Addiction Studies; and Interdisciplinary Studies.

**Organizational Leadership**

The Organizational Leadership specialization is designed to enhance the leadership skills of administrators in a variety of organizational settings. Coursework provides an overview of contemporary theories on the practice of leadership, and aids the student in developing their own personal perspective on leading organizations in the role of administrator. This program values past work experience and benefits people from a variety of different backgrounds including health care, government, non-profit agencies, law enforcement, and social services.

- LDR 501 Advanced Leadership Theory and Practice *(Required)*
- POLS 724 Organization and Management
  Or
  EMPA 724 Organization and Management
- SPCM 585 Communication & Conflict Resolution
  Or
  EMPA 704 Facilitation and Conflict Management
- SPCM 587 Team Building & Group Decision Making
- TET 553 Personal & Organizational Transition & Change Management
  Or
  AHED 553 Personal & Organizational Transition & Change Management
- TET 780 Contemporary Views of Org. Development
- TET 805 Leading Organizational Change
- BADM 761 Leadership Development
- MAIS 710 Ethical Leadership
- Advisor Approved Elective
**Health Services Administration**

The Health Services Administration specialization provides education in advanced health care systems, health planning and marketing, advanced health care management, and includes a health care practicum.

- HSAD 710  U.S. Health Services System
- HSAD 740  International Health Systems
- HSAD 770  Managing Health Services Resources
- HSAD 595  Practicum
  OR
  Advisor Approved Elective

**Long-Term Care Administration**

America is growing older and as a result, faces serious health care obstacles. We offer you the opportunity to be a part of the solution, with a career in long-term care administration. The Long-Term Care Administration specialization prepares you for a career that offers security, stability, high income, and most importantly, the satisfaction of helping others.

- HRM 561  Advanced Topics in Human Resource Management
- HSAD 511  Financial Management of Long-Term Care
- HSAD 515  Strategic Management of Long-Term Care
- HSAD 560  Administration of Long-Term Care

**Criminal Justice**

The Criminal Justice option provides education in criminal law, fundamentals of criminal procedures, police administration, and an in depth look at criminal justice policy studies.

- CJUS 525  Police Administration
- POLS 529  Courts & Judicial Politics
- CJUS 531  Criminal Law
- CJUS 533  Fundamentals of Criminal Procedures
- CJUS 542  National Security Policy
- Advisor Approved Elective
**Human Resource Management**

The Human Resources option provides education in supervision of personnel, leadership, and human resource management.

- COUN 705 Career Development for Human Resource Professionals
- POLS 723 Public Personnel Management
  Or
  EMPA 723 Public Personnel Management
- SPCM 575 Human Resource Training & Development
- SPCM 585 Communication & Conflict Resolution
  OR
  EMPA 704 Facilitation and Conflict Management
- SPCM 587 Team Building & Group Decision Making
- SPCM 744 Managing Cultural Diversity
- Advisor Approved Elective

**Addiction Studies***

Alcohol and other drugs appear to affect every culture, facet and discipline in life. Theoretical knowledge regarding the nature, etiology, prevention, and treatment of alcohol and other drug issues provides a multidisciplinary approach for career opportunities. This program will develop critical thinking and problem solving skills through practical applications of knowledge gained.

- ADS 520 Comprehensive Alcohol and Drug Education
- ADS 522L Alcohol and Drug Treatment Continuum
- ADS 524 Psychopharmacology of Alcohol and Drugs
- ADS 552 Alcohol and Drug Counseling Theories
- ADS 700 Ethical & Legal Issues for Addiction Professionals

* 12 credit hours of ADS will apply toward specialization. 3 credit hours will apply to a core elective.

**Interdisciplinary Studies**

The Interdisciplinary Specialization is structured to allow students to craft an individual track suited to their specific needs. Students work with their advisor in designing a course load that fits their specific goals from courses available in their area of interest. Students must submit a
proposal which describes the courses selected to satisfy the 12 hour requirement and indicates how this combination of courses assists them in achieving their educational goals and other objectives related to career and personal development.

**Two Specializations**

Students can easily complete two specializations in the MS in Administration program. Complete 36 credit hours of required course work in one area of specialization and complete an additional 12 credit hours of specified course work in another area of specialization to obtain two specializations. The diploma and transcripts will indicate both specializations.

The Long Term Care Administration specialization and the Health Services Administration specialization share one three-credit hour course; consequently these two specializations may be obtained with merely nine additional credit hours.

The Organizational Leadership specialization and the Human Resource Management specialization share two three-credit hour courses; consequently these two specializations may be obtained with merely six additional credit hours. Please consult with your program advisor in regards to the specialization course work that may be applied to both specializations.

**V. Transfer Credits**

In some limited circumstances, a student may request to transfer up to 9 credit hours of well-matched coursework from accredited graduate programs in similar fields of study. However, each individual request must be approved by the Graduate Director and the Graduate Dean. This includes courses completed at USD prior to admission to the MSA program (e.g., courses completed while working on a graduate degree in the School of Law, the School of Business, or the School of Education). If the transfer credits are for elective courses, there must be a close fit with the student’s specific program of study. The fit of requested transfer courses shall be considered in the context of the student’s professional goals and academic interests.

Beyond the substantive fit of transfer course requests, transfer credits must be from a regionally accredited institution of higher education at the graduate level taken fewer than seven years prior to the date in which the student will complete the MSA program (per University policy – see USD Graduate Catalog). Transfer requests made to the Graduate Director must be accompanied by an official transcript (if one is not on file with the University) and should be accompanied by both the catalog description and course syllabus for the course.
the student is petitioning to transfer. The student must be in good standing in the institution from which the credit is being transferred and the grade for the petitioned course must be the equivalent of “B” or better.

The Graduate Director must recommend by letter to the Dean of the Graduate School, and by signature on the student’s Program of Study form (see Appendix A.7) that such credit is to be used towards the student’s program of study. The student initiates this request for transfer by consulting with the MSA Advisor, and then completing a Transfer Credit Approval form and submitting it, along with a cover letter and advisor’s recommendation, to the Graduate Director (see Appendix A.12).

VI. Academic Integrity

Academic integrity is a core value for the University of South Dakota, the Graduate School, the College of Arts & Sciences, and the Department of Political Science. To that end, the faculty, students, and candidates in our graduate programs are expected to uphold the highest standards of academic integrity in all of their academic work. The absence of academic integrity among faculty or students would undermine the trust and mutual respect which is essential for maintaining the mission, integrity, reputation, and rigor of the program. Therefore, as a community of scholars, we embrace the highest standards of academic integrity in all aspects of our work. Failure to uphold these standards is cause for dismissal from the MSA program.

Plagiarism

Among other types of academic dishonesty, plagiarism is an issue which seriously threatens the integrity of academic programs. Webster’s dictionary defines plagiarism as “the appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one’s original work.” Essentially, plagiarism involves taking someone else’s work and passing it off as your own. One particularly common form of plagiarism, but not the only form in the current age of electronic media, is so-called ‘cut-and-paste’ plagiarism. This usually involves copying and cutting the work of another author from a web site, and then pasting that work into a document which is later submitted as one’s own work. In some instances, the work may be more or less modified from its original form, but such practices are always unacceptable in academic work. Students are strongly advised to never, under any circumstances, paste web content or other forms of electronic media not created by themselves into a document which they later intend to submit as their own academic work. Students found to have engaged in plagiarism – cut-and-paste or otherwise – are subject to dismissal from the MSA program.
University Academic Integrity Philosophy

The University of South Dakota's academic integrity philosophy is described in the USD Graduate Catalog as follows:

*Academic integrity is a fundamental concept underlying the educational enterprise of the University. As such, the idea of academic integrity must be embraced by all who are members of the university community and must be a guiding principle in all actions of the University. Academic integrity encompasses the values of Honesty, Trust, Fairness, Respect, and Responsibility and is the foundation for the standards of acceptable behavior that apply to all within the university community.*

*To this end, The University of South Dakota seeks to embrace, promote, and maintain an atmosphere of honesty and integrity that can be summed up in the following simple statement: We are committed to honesty, fairness, trust, respect, and taking responsibility for our actions.*

VII. Academic Standing and Progress

All students in the MSA program are required to make satisfactory academic progress in order to remain in the program. In accordance with Graduate School policy, students who fail to make satisfactory academic progress will be subject to academic probation and/or dismissal. In addition to the requirement of satisfactory academic progress, graduate students must maintain a cumulative GPA of 3.0 or higher in all coursework which they complete for their program of study. In other words, students must maintain a GPA of 3.0 or higher in the courses that they take for the MSA program, not simply their overall institutional cumulative GPA. For example, a student who has completed previous graduate coursework at USD prior to entering the MSA program might have an institutional cumulative GPA higher than 3.0 (which would include all of the graduate work they have completed at USD), but a cumulative GPA lower than 3.0 in their program of study for the MSA program. In instances such as these, the cumulative GPA in the student’s program of study for the MSA program will be used to assess whether or not they have achieved satisfactory academic progress. In short, the grades that a student earns *while in the MSA program* will be used in making decisions about their academic progress and standing.
**Grades of C, D, or F**

A grade of C at the graduate level indicates unsatisfactory academic performance, and can have the effect of pulling the student’s cumulative GPA below 3.0. Therefore only two such grades of C may be applied to a student’s MSA program of study. Grades of D and F, on the other hand, are considered unacceptable grades. The receipt of a grade of D or F in a graduate course indicates a serious deficiency in the academic performance of the student for the class in which the grade was received. Students who receive grades of D or F while in the MSA program are required to meet with their MSA Faculty Advisor to discuss the issues surrounding their poor academic performance, and to develop a strategy for addressing those issues. Students who earn more than one unacceptable grade in the MSA program – whether or not their cumulative GPA falls below a 3.0 – are subject to academic probation and dismissal (see below).

**Academic Probation and Dismissal**

According to Graduate School and MSA program policy, students are subject to academic probation and dismissal under any of the following conditions:

1. They have earned more than one unacceptable grade in their program of study, OR
2. They have a term GPA lower than 3.0, OR
3. They have a cumulative GPA below 3.0 in their program of study (see above)

In any of these instances, the program may take any one of the following actions:

1. Place the student on academic warning with a reminder that they must maintain satisfactory academic standing and progress (Likely when a student’s cumulative GPA is still 3.0 or higher)
2. Place the student on academic probation with clear criteria for continued enrollment in the program (Likely when a student’s cumulative GPA is below 3.0)
3. Dismiss the student from the program (Likely when the student has had a previous term on academic probation, but failed to meet the criteria established at that time for continued enrollment)

**Academic Probation and Dismissal Process**

The Graduate School has established the following academic probation and dismissal process for academic programs to follow in making decisions about a student’s academic standing (from the 2017-2018 USD Graduate Catalog):
1. Degree programs and the Graduate School review the academic standing of all graduate students each term, and program leaders notify students directly of academic warning, probation or dismissal.

2. The Graduate School is copied on all student communication.

3. A graduate student may be dismissed from the program at any time for failure to meet the academic performance and progress standards of the degree program or Graduate School.

4. The department is required to provide students a written notice of the issues and an opportunity to meet with the program head (face-to-face, teleconference, virtually) before dismissal action.

5. It is the policy of The Graduate School that any academic graduate department, through due process, may deny a graduate student continued enrollment in a program in accordance with department policies.

6. The reasons for dismissal include:
   a. Academic performance that does not meet the standards of the department and The Graduate School [see above: Academic Probation and Dismissal], or
   b. Conduct in violation or unfavorable of the ethical or professional standards of the degree program or discipline involved [see, for example, above: VI. Academic Integrity].

VIII. Student Rights

Right to Appeal Academic Decisions

Students have the right to appeal decisions relating to their academic standing and/or progress in their program of study. These decisions include – but are not necessarily limited to – the assignment of course grades and decisions relating to academic warning, probation, and dismissal. Academic appeals are handled through the Graduate Academic Appeal Policy (see Appendix A.2 & A.3).

Freedom in Learning

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
Students with Disabilities

Students with disabilities are entitled to be reasonably accommodated in their academic pursuits, as well as in their access to university events, resources, and facilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center 199; 677-6389) as early as possible in the semester.

Freedom from Discrimination

Students have a right to be free from discrimination, including all violations of rights guaranteed under federal, state, or local antidiscrimination laws and regulations. According to SD Board of Regents policy 1:18, this also includes the right to be free from discrimination that “includes any allegation that, because of a person’s race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age or disability, a person has been subject to disparate treatment in terms of conditions of employment, in the delivery of educational services, or with respect to the participation in the activities of officially recognized organizations” (SDBOR 1:18, section 3). Furthermore, “persons who bring complaints of discrimination and persons who assist in the investigation and disposition of such complaints shall not be subject to harassment, interference, intimidation, or retaliation” (SDBOR 1:18, section 7).

Students who believe that they have been subjected to discrimination by any faculty or staff member of the university community should contact the USD Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu. Students who believe that they have been subjected to discrimination by another student in the university community should contact the Director of Student Rights and Responsibilities at srr@usd.edu, and Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu. Students may also discuss such concerns with a trusted faculty member, who will then take responsibility for referring the matter to the Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu for investigation. The full text of the SDBOR policy 1:18 outlining human rights complaint procedures can be found on the SD Board of Regents web page, and in the appendix of this handbook (see Appendix A.14). Further information regarding student rights and responsibilities is found in the Student Conduct Code, SDBOR policy 3:4, https://www.sdbor.edu/policy/documents/3-4.pdf.

Freedom from Sexual or Other Harassment

Students have a right to be free from harassment by any member of the University community, including harassment from faculty members, university administrators, staff, or other students.
Whether it is sexual in nature – or directed at them as a result of their race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age or disability – harassment is strictly prohibited by SD Board of Regents and University policy. As stated in SDBOR 1:17:

> By virtue of their special role in preparing future generations of leaders, educational institutions have a particular concern with conduct that subjects members of the institutional community to harassment... on the basis of sex, race, or any other grounds. Such conduct destroys the bonds of cooperation and common purpose on which society rests by demeaning some members of the community, and it cannot be tolerated in an institution whose very purpose is to shape the skills and conscience of the rising generation (SDBOR policy 1:17, section 1).

Under SDBOR policy 1:17, sexual harassment, which can assume various forms, occurs when “an individual has been subjected to unwelcome sexual advances, requests for favors, or other verbal or physical conduct of a sexual nature.” This includes situations in which:

a. Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual’s participation or use of an institutionally sponsored or approved activity, employment, or resource; or

b. Submission to or rejection of such conduct by an individual is used as the basis for educational, employment, or similar decisions affecting an individual’s ability to participate in or use an institutionally sponsored or approved activity, employment, or resource.

In addition to these forms of harassment, sexual harassment also occurs where one or more members of the university community create an intimidating, hostile, or demeaning environment.

Unfortunately, many instances of sexual harassment go unreported. This increases the likelihood that such conduct will continue to exercise its harmful consequences on the individuals who are subjected to it, as well as the University community as a whole. Students who feel that they have been subjected to any harassment – sexual or otherwise – by a faculty or staff member of the university community are encouraged to report these instances to the University’s Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu. Students who believe that they have been subjected to harassment by another student in the university community should contact the Director of Student Rights and Responsibilities at srr@usd.edu, and Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu. Students may also
discuss such concerns with a trusted faculty member, who will then take responsibility for referring the matter to the Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu for investigation. Students can find the full text of SDBOR policy 1:17 outlining USD’s sexual harassment policy, and SDBOR policy 1:18 outlining human rights complaint procedures, on the SD Board of Regents web page, and in the appendix of this handbook (see Appendix A.14 & A.15).

Notice of Nondiscriminatory Policy

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal Opportunity and Chief Title IX Coordinator, Room 205 - Slagle, Vermillion, SD 57069. Phone: 605-677-5651 E-Mail: equalopp@usd.edu.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 Fax: 605-677-3172 E-Mail: dservice@usd.edu.

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendment Act of 2009. The University has designated Ms. Roberta Ambur, Vice President of Administration & ITS, as the Coordinator to monitor compliance with these statutes. This obligates USD and Ms. Ambur to provide equal access for all persons with disabilities.
IX. Graduate School Policies, Timelines, and Forms

All graduate students are responsible for familiarizing themselves with the various Graduate School policies and timelines found in the USD Graduate Catalog. These include course registration, withdrawal, and refund dates, as well as other policies that affect their status and progress in the program. Students may find the Graduate Catalog by going to the USD website homepage, searching “graduate catalog,” and then selecting the search result which leads to this link: [http://catalog.usd.edu/index.php](http://catalog.usd.edu/index.php). Once at the catalog homepage, select the 2017-2018 Graduate Catalog from the drop down menu in the upper right hand corner.

Additional resources can be found through the USD University Portal. From the USD website homepage, select the “myU.” link found at the top of the page. Current students can log in to the portal with their USD username and password. The Graduate School page in the portal can be accessed by selecting “Graduate School” under the dropdown menu for the “Academics” tab at the top of the page, and then selecting “Graduate School Home” from the list of available options. The information found there includes important deadlines for submitting graduation paperwork, and various forms used by graduate students.

*Students are strongly advised – both upon admission and periodically during their time in the program - to look through the policies, deadlines, information, and forms that are found at the Graduate School portal.*

The appendix of this handbook includes some of the most commonly used forms available at the Graduate School portal. However, these forms are provided simply for quick reference and ease of access. The appendix is not necessarily meant to serve as a substitute for the forms and information found at the Graduate School portal. The program will make every effort to update the appendix as changes occur, but where a discrepancy exists between forms and information found in the appendix of this handbook, and forms and information found at the official Graduate School portal, students should consider the Graduate School portal to be authoritative.

In addition to the forms and policies discussed in the various sections above, Appendix B also includes several other forms and policies. This includes the Add/Drop form which is to be signed by the MSA Faculty Advisor prior to registration each semester (A.4). Also included is the Petition to Late Drop or Withdraw (A.12), to be used in those rare instances when a student has documented extenuating circumstances, that occur after the official deadline to drop or withdraw, which prevents them from successfully completing a course (as in the case, for example, of a medical emergency). A Graduate Assistantship application is also included in the
appendix that students who desire to apply for a GA position should submit their application to the Graduate School by February 15th of each year (A.9).

Finally, the appendix includes the three forms that students must submit to the Graduate Director through the Senior Secretary for Graduate Programs for signature by the established deadlines: 1) the Graduation Approval form (A.8); 2) the Program of Study form (A.7); and 3) the Application for Degree form (A.6).
X. Appendix

1. Graduate Student Responsibilities and Deadlines  2017-2018
2. Academic Appeal Form
3. Academic Appeals – SDBOR policy 2:9
4. Add/Drop Registration Form
5. Admission Deferment Form
6. Application for Degree (1 of 3 required for graduation)
7. Program of Study Form (2 of 3 required for graduation)
8. Graduation Approval Form (3 of 3 required for graduation)
9. Graduate Assistant (GA) Application Form
10. Leave of Absence Form
11. Petition to Late Drop or Withdraw
12. Transfer Credit Approval Form
13. Sexual Harassment Policy – SDBOR policy 1:17
Graduate Student Responsibilities and Deadlines 2017-2018

Graduate students must take responsibility to ensure that the following steps have been completed according to the deadline dates. Students should stay in close contact with his or her advisor throughout the program. Failure to fulfill any of the following requirements will delay conferring of the degree for which a student is a candidate.

### December 2017 Graduation

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/29/17</td>
<td>Final Program of Study (with committee members' signatures) due in Graduate School Office (if this is already on file with the Graduate School, please disregard)</td>
</tr>
<tr>
<td>09/29/17</td>
<td>Application for Degree (with advisor's signature) due in Graduate School Office</td>
</tr>
<tr>
<td>12/01/17</td>
<td>Graduation Approval Form (with results of written and oral exams filed with the Graduate School Office)</td>
</tr>
<tr>
<td>12/01/17</td>
<td>Thesis/Dissertation submitted online to ProQuest</td>
</tr>
<tr>
<td>12/01/17</td>
<td>Complete survey of Earned Doctorates (Ph.D. students only)</td>
</tr>
<tr>
<td></td>
<td>Fall graduates may participate in the spring 2018 commencement ceremony.</td>
</tr>
</tbody>
</table>

### May 2018 Graduation

*(For updated information on graduate student responsibilities and deadlines, please visit [https://portal.usd.edu/academics/graduate-school/deadlines.cfm](https://portal.usd.edu/academics/graduate-school/deadlines.cfm)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>01/29/18</td>
<td>Final Program of Study (with committee members' signatures) due in Graduate School Office (if this is already on file with the Graduate School, please disregard)</td>
</tr>
<tr>
<td>01/29/18</td>
<td>Application for Degree (with advisor’s signature) due in Graduate School Office</td>
</tr>
<tr>
<td>04/27/18</td>
<td>Graduation Approval Form (with results of written and oral exams filed with the Graduate School Office)</td>
</tr>
<tr>
<td>04/27/18</td>
<td>Thesis/Dissertation submitted online to ProQuest</td>
</tr>
<tr>
<td>04/27/18</td>
<td>Complete survey of Earned Doctorates (Ph.D. students only)</td>
</tr>
<tr>
<td>05/05/18</td>
<td>Commencement Ceremony at DakotaDome - TBA</td>
</tr>
</tbody>
</table>

### August 2018 Graduation

*(For updated information on graduate student responsibilities and deadlines, please visit [https://portal.usd.edu/academics/graduate-school/deadlines.cfm](https://portal.usd.edu/academics/graduate-school/deadlines.cfm)*

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<td></td>
<td>Application for Degree (with advisor's signature) due in Graduate School Office</td>
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<tr>
<td></td>
<td>Walk Early Form due in Graduate School Office (subject to change)</td>
</tr>
<tr>
<td></td>
<td>Graduation Approval Form (with results of written and oral exams filed with the Graduate School Office)</td>
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</table>
This form outlines the process by which students may appeal an academic decision involving such matters as final course grades or dismissal from a program. The form itself should be used only if the Step 1 discussion with the academic decision-maker does not produce a satisfactory resolution and the student wishes to pursue the matter to the next level. Additional pages may be attached if more space is needed. Before pursuing an appeal, students should consult Board of Regents Policy 2:9 at http://www.sdbor.edu/policy/2-Academic_Affairs/documents/2-9.pdf.

**STEP 1: Initial discussion to question the academic decision**

The student must initiate the appeal by contacting the instructor or other individual responsible for the decision (i.e., the academic decision-maker) to question the decision and explain the reasons for doing so. The appeal must be initiated **within 30 calendar days** of receiving notification of the decision that is being appealed. If notification is provided to the student within 15 calendar days before the end of a term (fall, spring, or summer), the discussion must occur at the latest **within 15 calendar days** of the start of the next term. **Within the first 30 calendar days** after notification of the decision, the student may petition the president’s designee (see p. 3) for an extension of this timeline if circumstances prevent timely appeal.

**STEP 2: To be completed by the student**

If the student wishes to pursue the appeal following the discussion with the academic decision-maker, s/he should complete the section immediately below and submit a signed copy to the designated mediator **within 5 working days** of the discussion. (See page 3 for help in identifying the individual who will serve as mediator.) The mediator will provide a copy of this form to the decision-maker and then will consult with the student and the decision-maker in an attempt to resolve the matter.

Name (please print) ____________________________  Student ID ____________________________

What academic decision are you appealing?

What is the basis for your appeal (i.e., what is unfair about the decision)?

What was the outcome of your discussion with the individual responsible for the decision?

Date notified of decision: ____________________________  Date of discussion with decision-maker: ____________________________

Student’s Signature ____________________________  Date ____________________________

Revised January, 2016
**STEP 3: To be completed by the academic decision-maker**

The academic decision-maker should describe below the Step 1 discussion with the student, explaining his/her rationale for the academic decision being appealed, and then return to the mediator a signed copy of this form **within 10 working days** of receiving it.

Name (please print)  
Signature  
Date

**STEP 4: To be completed by the designated mediator**

The role of the mediator is to facilitate resolution of the appeal through discussion with the student and the academic decision-maker. The mediator is not empowered to change the decision being appealed or to insist that the decision-maker do so. Discussion with the decision-maker and the student should be initiated **within 10 working days** of receipt of this form from the academic decision-maker. Following discussion, the mediator should describe below the attempt to reach resolution and its outcome. **Within 10 working days** of initiating the discussion with the parties, a copy of the completed form is due to the student and the decision-maker.

Name (please print)  
Signature  
Date

**STEP 5: Final Appeal**

If the matter is unresolved after mediation, the student may appeal to the president’s designee (see p. 3) **within 10 working days** of receipt of this completed form from the mediator. The appeal at this stage must be submitted as a letter that clearly lays out the basis for the appeal and why it should be granted. A copy of this form (completed and with all required signatures) must accompany the Step 5 appeal letter. Any supporting documentation should also be provided. Upon receipt of the appeal documents, the president’s designee will contact the student and offer to discuss the appeal. **Within 15 working days** of receiving the Step 5 documents, the designee will notify all parties of the decision regarding the appeal.
# ROLES IN THE ACADEMIC APPEALS PROCESS

## UNDERGRADUATE

### Grades:

<table>
<thead>
<tr>
<th>Program</th>
<th>Decision-maker</th>
<th>Mediator</th>
<th>President's Designee</th>
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</thead>
<tbody>
<tr>
<td>A&amp;S, BUS, ED, FA, HS</td>
<td>Instructor</td>
<td>Department Chair</td>
<td>Academic Dean</td>
</tr>
<tr>
<td>BBS (course prefixes: PHGY, BIOC, ANAT, PHPH, NSCI, CPHD, MICR, PHAR)</td>
<td>Instructor</td>
<td>Associate Dean</td>
<td>Academic Dean</td>
</tr>
<tr>
<td>Honors</td>
<td>Instructor</td>
<td>Honors Director</td>
<td>Provost</td>
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</tbody>
</table>

### Program Dismissal:

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<th>President's Designee</th>
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<tbody>
<tr>
<td>Business</td>
<td>Business Student Services</td>
<td>Associate Dean</td>
<td>Academic Dean</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>BARC(^1)</td>
<td>Associate Dean</td>
<td>Academic Dean</td>
</tr>
<tr>
<td>Honors</td>
<td>Honors Director</td>
<td>Assistant Provost</td>
<td>Provost</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Department Chair</td>
<td>Associate Dean</td>
<td>Academic Dean</td>
</tr>
<tr>
<td>Nursing</td>
<td>Site Director</td>
<td>Department Chair</td>
<td>Academic Dean</td>
</tr>
<tr>
<td>Social Work</td>
<td>Department Chair(^2)</td>
<td>Associate Dean</td>
<td>Academic Dean</td>
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## GRADUATE/ PROFESSIONAL

### Grades:

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<tbody>
<tr>
<td>A&amp;S, BME, BUS, ED, FA, HS</td>
<td>Instructor</td>
<td>Department Chair</td>
<td>Academic Dean</td>
</tr>
<tr>
<td>BBS (course prefixes: PHGY, BIOC, ANAT, PHPH, NSCI, CPHD, MICR, PHAR)</td>
<td>Instructor</td>
<td>Associate Dean</td>
<td>Academic Dean</td>
</tr>
<tr>
<td>Law</td>
<td>Instructor</td>
<td>Associate Dean</td>
<td>Law Dean</td>
</tr>
<tr>
<td>Medicine</td>
<td>Course/Clerkship Dir.</td>
<td>BBS Dean/Dept. Chair</td>
<td>VP Health Affairs/Dean</td>
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### Program Suspension or Dismissal:

<table>
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<th>Program</th>
<th>Decision-maker</th>
<th>Mediator</th>
<th>President's Designee</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;S, BUS, ED, FA, BBS, HS</td>
<td>Program Head</td>
<td>Assistant Provost</td>
<td>Graduate Dean</td>
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<tr>
<td>Law(^2)</td>
<td>Admissions Comm.</td>
<td>Associate Dean</td>
<td>Law Dean</td>
</tr>
<tr>
<td>Medicine</td>
<td>SPCC(^3)</td>
<td>Executive Dean-SSOM</td>
<td>VP Health Affairs/Dean</td>
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### Remediation:

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<tr>
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<td>SPCC(^3)</td>
<td>Dean of Clinical Faculty</td>
<td>VP Health Affairs/Dean</td>
</tr>
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\(^1\) Basic Admission and Retention Committee  
\(^2\) Dismissal is automatic based on grades. Students may appeal for readmission.  
\(^3\) Student Progress and Conduct Committee  
\(^4\) Faculty Review  
A&S= Arts & Sciences; BUS= Business; ED= Education; FA= Fine Arts; HS= Health Sciences; BBS= Basic Biomedical Sciences
SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Student Appeals for Academic Affairs

NUMBER: 2:9

1. Purpose and Scope of Policy

A. This policy governs academic disputes involving students. Such disputes most commonly arise as a result of student dissatisfaction with assigned grades, but students may also invoke the standards and procedures provided under this policy to challenge academic responses to instances involving alleged student academic misconduct or to challenge other decisions, justified on academic grounds, that affect their participation in or completion of university academic programs.

1) Students who wish to challenge disciplinary actions taken after findings of academic misconduct must proceed under Board Policy No. 3:4.

B. The evaluation of students involves the exercise of professional judgment informed by prolonged and specialized training in an academic subject matter and by experience in presenting those techniques and knowledge to persons who may be unfamiliar with them. Deference should be given to judgments that reflect the academic standards accepted by the university as appropriate to the discipline involved in the dispute and for instruction in that discipline. No deference should be given to actions that do not embody accepted academic standards, particularly if the motive for such actions is unrelated to academic concerns.

C. When a complaint presents facts that would suggest that the challenged action stemmed from conduct violating Board Policy No. 1:18 or 1:19, which prohibit sexual harassment and other forms of discrimination, the matter will be referred under Board Policy No. 1:18 to the institutional Title IX/EEO coordinator for investigation and resolution under those policies. No further action will be taken under Board Policy No. 2:9 pending the completion of proceedings under Board Policy No. 1:18.

1) If the Board Policy No. 1:18 proceedings result in findings that the academic action stemmed from prohibited discrimination, review under Board Policy No. 2:9 will resume to determine what remedial action is proper.

2) If the Board Policy No. 1:18 proceedings do not result in findings that the academic action stemmed from prohibited discrimination, the proceedings under Board Policy No. 2:9 shall be dismissed, unless there are other factors that may have independently been subject to challenge under this policy.
2. Timing and Substantive Conditions on Appeals

A. Academic appeals may be brought only by students who were registered during the term in which the disputed action was taken.

B. Academic appeals may be brought only from final course grades or other actions that have similar finality, such as, without limitation, denial of admission to an undergraduate major or refusal to permit the continuation of an academic program.

C. Academic appeals must be brought within thirty calendar days from the date that the student received notification of the action. If this action occurs within fifteen calendar days before the end of the term, the student must bring an appeal within fifteen calendar days after the beginning of the academic term (fall, spring, or summer) following the term in which the challenged action was taken. A student may petition the president or president’s designee for an extension of this timeline if circumstances prevented a timely appeal.

D. Academic appeals may be brought to challenge a grade or academic decision typically on one or more of three grounds:

   1) if an academic decision resulted from administrative error or from misapprehension of some material fact or circumstance, e.g., evaluation reflected an error in the examination or question itself or misread the student’s written response;

   2) if an academic decision departs substantially from accepted academic standards for the discipline and the university; or

   3) if circumstances suggest that an academic decision reflected the prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards, of student status protected under Board policy, state or federal civil rights law or of other considerations that are inconsistent with the bona fide exercise of academic judgment.

3. Appeals Procedure

A. University presidents shall be responsible for establishing appeals procedures for their campuses.

B. Appeals procedures shall provide that:

   1) A student who wishes to complain about a grade or academic decision shall discuss the matter first with the course instructor or the person(s) responsible for the decision.
a. The instructor or academic decision-maker(s) shall listen to the student’s concerns, shall provide explanation, and shall change the grade or reconsider the decision if the student provides convincing argument for doing so.

2) If, after the discussion with the instructor or academic decision-maker, the student's concerns remain unresolved, the student may appeal the matter to the appropriate immediate administrative superior. That person, if he or she believes that the complaint may have merit, shall discuss the matter with the instructor or decision-maker. If the matter still remains unresolved, the dispute shall be referred to the president or the president’s designee.

3) The president or the president’s designee shall make a final decision, which may include an administrative change in grade or academic status.

a. If resolution of the dispute requires the resolution of a question involving academic standards, the president or the president’s designee may obtain expert recommendations concerning those standards, whether by convening a panel of faculty or by obtaining recommendations from experts from outside the university.

### ADD/DROP FORM

**INSTRUCTIONS:** Please print legibly. Indicate add or drop for each.
Complete the course information as shown in the sample to the left.

**Signatures:**
- Instructor signature required for course adds if section is closed.
- Dean's signature required if student is on academic probation, taking more than 16 hours, or is a graduate, medical, or law student.
- Advisor's signature required for graduate students in degree programs.

* For changes of section in the same course after the add/drop period, (10% of course), signature of Chair of the department offering the course is required in addition to that of the instructor.

Please note: Adds after the end of the semester will not be processed unless accompanied by a completed Final Grade Assignment form.

**IF YOU ARE DROPPING YOUR ONLY CLASS OR ALL YOUR CLASSES, YOU MUST USE A WITHDRAWAL FORM, WHICH CAN BE OBTAINED ONLINE AT www.usd.edu/registrar,**
**OR IN THE REGISTRAR'S OFFICE, BELMONT CENTER 223.**

<table>
<thead>
<tr>
<th>Add/Drop</th>
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<tbody>
<tr>
<td>ADD</td>
<td>38470</td>
<td>0130</td>
<td>ENG1</td>
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<td>U0115</td>
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Instructor's signature
* Dept. Chair (add/drop change)

<table>
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<tr>
<th>Add/Drop</th>
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<td>U0115</td>
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</tbody>
</table>

Instructor's signature
* Dept. Chair (add/drop change)
Students who have been accepted to The University of South Dakota Graduate School, but are unable to attend during the term originally intended, must complete this form to request that their entrance into their graduate program be deferred. Admission deferments will be considered for only one calendar year (3 terms) and must be approved by the Advisor, Graduate Director, and the Graduate Dean. The Academic Program must approve an Admission Deferral to save a place for the student in a future term. An Admission Deferral means the student may begin the academic program in a designated future term without reapplying.

NOTE: Please submit this completed form as an e-mail attachment to: grad@usd.edu

STUDENT INFORMATION:

First Name: ___________________________ Middle Initial: _______ Last Name: ___________________________

Former Name(s): ___________________________ Preferred First Name: ___________________________

Date of Birth: ___________________________ Student ID#: ___________________________

Permanent Mailing Address: ________________________________________________________________

VERIFICATION OF RESIDENCY:

Have you lived in South Dakota for the past 12 months? □ Yes □ No

If no, what state are you a resident? ___________________________

INTENDED DEGREE:

□ Doctor of Audiology (Au.D.) □ Master of Arts (M.A.) □ Master of Science (M.S.)
□ Doctor of Philosophy (Ph.D.) □ Master of Fine Arts (M.F.A.)
□ Doctor of Physical Therapy (D.P.T.) □ Master of Music (M.M.)
□ Educational Specialist (Ed.S.) □ Master of Natural Science (M.N.S.)
□ Transitional Doctorate of Physical Therapy (t.D.P.T.) □ Master of Professional Accountancy (M.P.A.)
□ Executive Master of Public Administration (EMPA) □ Master of Public Administration (M.P.A.)

Department or Graduate Program (“Major”): ________________________________________________

Area of Specialization (if applicable): ________________________________________________

Please indicate the location(s) where you take classes as stated on your original admittance letter:

□ Main Campus (Vermillion) □ University Center (Sioux Falls, S.D.) □ Online
□ Capital University Center (Pierre, S.D.) □ University Center - Rapid City (Rapid City, S.D.) □ Tri-State Graduate Center (Sioux City, I.A.)
ADMISSION DEFERMENT REQUEST

Please indicate the semester and year you were expected to attend:

☐ Fall  ☐ Spring  ☐ Summer  Year: ______

Please indicate the semester and year you will attend:

☐ Fall  ☐ Spring  ☐ Summer  Year: ______

REASON FOR DEFERMENT

Please state why you are petitioning to defer admission to a later term.

[Blank space for reason]

PLEASE NOTE: If you have already enrolled in courses for the upcoming semester, it is your responsibility to drop these courses either through WebAdvisor or by contacting the Graduate School Registration Officer.

STUDENT SIGNATURE:

To the best of my knowledge, all answers I have provided on this form are complete and accurate. I understand that I will be informed when my request for admission deferment has been approved by the Graduate School.

Signature: ___________________________  Date: __________________

OFFICE USE ONLY: APPROVAL SIGNATURES

_____________________________________________  Date

Academic Advisor

_____________________________________________  Date

Graduate Director

_____________________________________________  Date

Graduate School Dean
University of South Dakota Graduate School

Application for Degree

Note: Please submit this form to the Graduate School at grad@usd.edu or to The University of South Dakota Graduate School, McKusick Technology Center, Room 211, 414 E. Clark Street, Vermillion, SD 57069.

First Name: ___________________________________   Middle Initial: ___________   Last Name: ___________________________________

Student ID #: ___________________________________

Major: ___________________________________   Specialization: _________________________________________________________

Expected Date of Graduation:   ☐ December   ☐ May   ☐ July/August   Year: __________________

Degree:

☐ Doctor of Audiology
☐ Doctor of Education
☐ Doctor of Philosophy
☐ Doctor of Physical Therapy
☐ Executive Master of Public Administration
☐ Specialist Degree in Education   ☐ Thesis   ☐ Non-Thesis
☐ Master of Arts   ☐ Thesis   ☐ Non-Thesis
☐ Master of Business Administration
☐ Master of Fine Arts   ☐ Thesis   ☐ Non-Thesis
☐ Master of Music   ☐ Thesis   ☐ Non-Thesis
☐ Master of Professional Accountancy   ☐ Thesis   ☐ Non-Thesis
☐ Master of Public Administration
☐ Master of Science   ☐ Thesis   ☐ Non-Thesis
☐ Master of Social Work

Degrees Presently Held (Bachelor’s Degree and Higher):

Degree Earned: ___________________________________   Institution: ___________________________________

Degree Earned: ___________________________________   Institution: ___________________________________

Degree Earned: ___________________________________   Institution: ___________________________________

Thesis or Dissertation Title (if applicable): ___________________________________

Approval Signatures

Student’s Signature   Date

Advisor’s Signature   Date

Program Director/Department Chair Signature   Date

This form should be submitted to the Graduate School during the first 2-3 weeks of the semester in which the student will graduate.
Program of Study - Master’s Degree

Note:
1) All transfer credit must be accompanied by a Transfer Credit Approval Form and an OFFICIAL transcript.
2) All signatures are the responsibility of the student to obtain, signature means approval.
3) A copy of this completed form should be given to the graduate advisor in your department.
4) Any exceptions or substitutions from catalog requirements MUST be noted to be approved by the Graduate Dean.
5) This form is formatted for typing - handwritten forms will NOT be accepted.

Name: ___________________________    Student ID #: _______________________

Expected Graduation Date: ___________________________

Degree: ___________________________    Major/Department: ___________________


Courses in Major Field (if necessary, please attach additional information in a similar format)

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<th>Prefix</th>
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<th>Grade</th>
<th>Semester Hours</th>
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Total Major Hours

Identification of Committee Members:

Committee Chairperson, Printed Name

Committee Member

Committee Member

Approval Signatures (Signature means approval):

Committee Chairperson

Department Chair

Dean of the Graduate School*

This form should be submitted to the Graduate School during the student’s first semester in the program. Any alterations to the original Program of Study must be submitted before or with the Application for Degree.
### Supporting Course Work (if necessary, please attach additional information in a similar format)

<table>
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<th>Prefix</th>
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Total Supporting Hours

Total in Program

### Required Undergraduate Course Work (if necessary, please attach additional information in a similar format)

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</table>

Total Supporting Hours

Total in Program
Date: __________________________

Name: ____________________________  Student ID #: __________________

Degree: ____________________________  Major/Program: ____________________________

Area of Specialization: ____________________________

Expected Graduation Date: ____________________________

Advisor: ____________________________

Final Written Exams
☐ Not Required
☐ Required

Major Area: ____________________________

Date Passed: ____________________________

Related Area: ____________________________

Final Oral Exams
☐ Not Required
☐ Required

Major Area: ____________________________

Date Passed: ____________________________

Related Area: ____________________________

Thesis or Dissertation Approval
☐ Not Required  ☐ Required

Date Passed: ____________________________  Hours of Credit: __________

Thesis/Dissertation Grade: ____________________________

Thesis/Dissertation Title: ____________________________

Signature of Advisory Committee

Committee Chairperson Signature/Advisor

Departmental Chairperson/Graduate Program Director

Committee Member Signature

Graduate Dean

Committee Member Signature

Committee Member Signature

Committee Member Signature

Committee Member Signature

Committee Member Signature

Committee Member Signature

PLEASE SUBMIT THIS COMPLETED FORM TO THE GRADUATE SCHOOL ONCE THE STUDENT HAS COMPLETED THE REQUIREMENTS FOR GRADUATION.
Application for Graduate Assistantship - First Time

For on-campus resident and non-resident students, an assistantship provides funding for 2/3 of in state tuition (not fees) and a stipend. Online resident and non-resident students awarded assistantships become eligible for a special reduced online tuition rate (not fees) and a stipend.

An application is required to attain an assistantship at USD.

Acceptance for a Graduate Assistantship requires successful completion of the USD graduate admission process. Students who are provisionally admitted do not qualify for an assistantship. Admission to a USD academic program does not necessarily guarantee receipt of an assistantship. Applicants who were not accepted for assistantships in the Fall semester may be considered the following Spring semester. Graduate assistantship applications are accepted at the following times; however, please know funding may be exhausted before the application deadline of each term.

**Fall Term:** Beginning February 1st prior to the Fall term up to the 100% refund deadline for the Fall Term.

**Spring Term:** Beginning October 1st prior to the Spring term up to the 100% refund deadline for the Spring term.

**Summer Term:** Beginning March 1st prior to Summer Session I up to the 100% refund deadline for Summer Session I.

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle</th>
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</table>

**Date of Birth:** (mm/dd/yyyy)  
USD Student ID # (if assigned)  
**Sex:** Male  Female

<table>
<thead>
<tr>
<th>Residing Address</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
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</table>

<table>
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<tr>
<th>Mailing Address (if different)</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
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</table>

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<tr>
<th>Daytime Telephone</th>
<th>Evening Telephone</th>
<th>E-Mail Address</th>
</tr>
</thead>
</table>

Are you eligible to work in the United States?  
☑ Yes  ☐ No  
If yes, Legal State/Country of Residency  
State  Country  How long?

**PLEASE CHOOSE ONE:**

☐ I will be new to USD and I have applied to a USD Academic Program.

Please identify your academic program of interest:  
List Degree - Academic Area  
Date accepted to Program:  

If not yet accepted, please indicate your anticipated acceptance date:  

☐ I am a returning graduate student at USD.

The term I last completed graduate coursework was (check one):  
☐ Fall  ☐ Spring  ☐ Summer  
Year:  

The term of my last USD assistantship, if any, was (check one):  
☐ Fall  ☐ Spring  ☐ Summer  
Year:  

In which term do you wish to begin or continue your assistantship? (choose one):  
☐ Fall  ☐ Spring  ☐ Summer  
Year:  

---

414 East Clark Street  •  Vermillion, SD 57069-2390  •  1-800-233-7937  •  grad@usd.edu
Application for Graduate Assistantship

The assistantship will be for (please choose one):

- [ ] One Term

Which Term?  
- [ ] Fall  
- [ ] Spring  
- [ ] Summer  
Year:  

- [ ] Full Academic Year (Fall/Spring Terms)  
Year:  

- [ ] Full Academic Year (Fall/Spring/Summer Terms)  
Year:  

Assistantship Interests

In the boxes below, please rank your areas of interest between 1 and 3, with 1 representing your area of highest interest:

- [ ] Teaching assistantship with:  
  Department  

- [ ] Research assistantship with:  
  Department  

Administrative Assistantship:

- [ ] Academic Department:  
- [ ] Academic Advising  
- [ ] Academic Affairs  
- [ ] Admissions  
- [ ] Alumni Affairs  
- [ ] Athletics / Recreational Sports  
- [ ] Career Development Center  
- [ ] Center for Academic Engagement  
  (Study Abroad, Service-Learning, Undergraduate Research, Nationally Competitive Scholarships)  
- [ ] Center for Disabilities  
- [ ] Center for Teaching and Learning  
- [ ] Diversity Office  
- [ ] USD Undergraduate Honors Program  
- [ ] Financial Aid Office  
- [ ] Graduate School / Division of Continuing & Distance Education  
- [ ] Head Start  
- [ ] ID Weeks Library  
- [ ] Information Technology Services  
- [ ] Marketing  
- [ ] Office of Research  
- [ ] Student Services  
  (Barnes & Noble University Bookstore, Dean Offices, Muenster University Center, International Student Services, Native American Student Services, Student Activities, Student Counseling Center, Student Health Services, Student Rights and Responsibilities, U.Dining, University Housing)
University of South Dakota
Graduate School

Application for Graduate Assistantship

Previous Degrees Earned (please list chronologically):

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended (mo/yr)</th>
<th>Degree Conferred</th>
<th>GPA</th>
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</table>

Extracurricular activities and scholastic honors:

Experience (business, teaching, etc.):

Other skills:

Graduate School Admission Test:

Did you complete a Graduate School Admissions Test?  ☐ Yes  ☐ No  Date Completed: __________

If yes, which test did you complete?  ☐ GRE  ☐ GMAT  ☐ MAT  ☐ LSAT  ☐ MCAT

What was your overall score? __________

TOEFL Score (if applicable): __________

References:

1. Name  Position  E-Mail  Telephone
2. Name  Position  E-Mail  Telephone
3. Name  Position  E-Mail  Telephone
Application for Graduate Assistantship

By typing my name in the signature line below (which will serve as an electronic signature), I am indicating that all information on my application is complete, factually correct, and honestly presented and that I have read and understand the information provided to me in this application. In addition, I understand that it is my responsibility to provide all materials necessary to complete my application. I also understand that if I am hired, I am required to undergo a background check and to complete an Intellectual Property/Confidentiality agreement. If I no longer wish to be considered for a graduate assistantship, I will notify the Graduate School in a timely manner via e-mail (grad@usd.edu) or by telephone (605-677-6240).

Signature Date

Submitting your graduate assistantship application:
Please forward an electronic copy of this application to grad@usd.edu. While electronic versions of the application are highly preferred, application materials may be faxed to 605-677-6118 or hard copies sent to the attention of the Graduate School at:

The University of South Dakota
Attn: Graduate School - Registration Officer
McKusick Technology Center, 211
414 East Clark Street
Vermillion, SD 57069

If hired, a graduate assistantship contract will be issued. The student must sign and return the contract before receiving a stipend and/or tuition reduction.

For on-campus resident and non-resident students, an assistantship provides funding for 2/3 of in state tuition (not fees) and a stipend. Graduate Assistants also become eligible for a special reduced tuition rate for the remaining 1/3 tuition. Online resident and non-resident students awarded assistantships become eligible for a special reduced online tuition rate (not fees) and a stipend.
Please complete this form and submit to your department.

Instructions for Leave of Absence in a Graduate Program:
The purpose of this form is to grant a Leave of Absence for students who are officially accepted to and enrolled in a graduate program at the University of South Dakota and who wish to stop out of that program. The Graduate School Registration Officer will place students approved for a Leave of Absence in a hiatus status for each term the student is on leave, up to three continuous terms.

Students on hiatus will not be required to reapply to re-enter the University. Rather, students will need to contact the Graduate School to continue their enrollment.

Please Note: Students not approved for a Leave of Absence or those who stop out of continuous enrollment and do not apply for a Leave of Absence will be inactivated and will need to reapply to re-enter the Graduate School. A Leave of Absence does not stop the time frame for degree completion and students will be subject to the time limits discussed previously.

Legal Name (last, first, middle): ____________________________________________

Former Name(s): ___________________________ Preferred First Name: ___________________________ Birth Date: ___________________________

Student ID Number: ____________________________________________

Permanent Mailing Address:
Street: ___________________________________________ City: ___________________________ State: ___________ Zip Code: ___________

Telephone: ___________________________ E-Mail Address: ___________________________

Intended Degree:
_____ Doctor of Philosophy (PhD)       _____ Doctor of Education (EdD)       _____ Doctor of Audiology (AuD)
_____ Doctor of Physical Therapy (DPT)       Transitional Doctorate of Physical Therapy (tDPT)       _____ Master of Science (MS)
_____ Educational Specialist (EdS)       _____ Master of Arts (MA)       _____ Master of Music (MM)
_____ Master of Business Administration (MBA)       _____ Master of Fine Arts (MFA)       Master of Social Work (MSW)
_____ Master of Professional Accountancy (MPA)

Department or Graduate Program (“Major”): ____________________________________________

Area of Specialization (if applicable): ____________________________________________

Name of Advisor: ____________________________________________

Please indicate the location(s) where you take classes as stated on your original admittance letter:
_____ Main Campus (Vermillion)       _____ University Center (Sioux Falls, S.D.)       _____ Online
_____ Capital University Center (Pierre, S.D.)       _____ University Center - Rapid City (Rapid City, S.D.)

414 East Clark Street • Vermillion, SD 57069 • 605-677-6240 or 800-233-7937 • Fax: 605-677-6118 • www.usd.edu/grad
Revised 5/23/12
Leave of Absence Request

Semester and year your leave of absence will begin:  
- Fall  
- Spring  
- Summer  
Year: ________

Semester and year you will resume attendance:  
- Fall  
- Spring  
- Summer  
Year: ________

Semester and year you expect to graduate:  
- Fall  
- Spring  
- Summer  
Year: ________

Reason for Leave of Absence:
Please state why you are petitioning to temporarily stop out of your program of study:

To the best of my knowledge, all answers I provided on this form are complete and accurate. I understand that I will be informed when my request for Leave of Absence has been approved by the Graduate School.

Signature: ________________________________ Date: ____________________

Office Use Only: Signatures for Approval of Leave of Absence and Admission Deferment

Approval by Department Chair or Graduate Program Director:  
- Approved  
- Not Approved

Signature: ________________________________ Date: ____________________

Approval by Graduate School Dean:  
- Approved  
- Not Approved

Signature: ________________________________ Date: ____________________

Department Chair or Graduate Program Director Additional Comments (optional):

C.C. Academic Advisor
PETITION FOR LATE DROP OR WITHDRAWAL

☐ Registration Cancellation – 100% Refund
 OR
 ☐ Late Drop/Withdrawal – “W” Grade(s)

STEP 1

STUDENT INFORMATION (to be filled out by student)

Student Name (please print) ___________________________ ID Number ___________________________

Address ___________________________ Phone number ___________________________

City, State, Zip ___________________________ Email Address ___________________________

I am submitting this petition, and any **necessary supporting documentation**, to:

______ Drop one or more courses as indicated below

<table>
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<th>Subject</th>
<th>Course #</th>
<th>Section #</th>
<th>Title</th>
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______ OR, Withdraw completely from The University of South Dakota

This request is for: ___________________________ Term ___________________________ Year ___________________________

Approval is requested due to the following extenuating circumstances and **supporting documentation**:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Student’s Signature ___________________________ Date ___________________________

NOTE: Approval of a late drop or withdrawal does not necessarily result in a refund of tuition or fees.
**STEP 2**

**DEAN’S DECISION (to be filled out by dean)**

I have reviewed this petition for late drop or withdrawal and recommend the following action be taken:

- Approve the student’s request for late drop/withdrawal as indicated in Step 1.
- Approve a registration cancellation.
- Deny the student’s request for late drop/withdrawal.
- Deny the student’s request for a registration cancellation.

**NOTE:** Approval of this request for late drop/withdrawal does not mean the student’s charges will be removed. If you also wish to approve the removal of charges, please note that here.

The student will be notified of my decision.

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<tr>
<th>Dean’s Signature</th>
<th>Date</th>
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**NOTE:** If approval is for a term other than the current term or the term just completed, OR if the student has ordered an official transcript and this approval will cause a change in the transcript, approval is also required from the Office of the Vice President for Academic Affairs.

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<tr>
<th>Signature of the Vice President for Academic Affairs</th>
<th>Date</th>
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</table>

**STEP 3**

**REGISTRAR’S OFFICE (if approved)**

This request has been processed following procedures/policies of the Office of the Registrar and Financial Aid.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
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</table>

**USD POLICY FOR DROPS/WITHDRAWALS AFTER 70% OF THE COURSE**

Undergraduate and graduate students who drop a course, or withdraw from the South Dakota Board of Regents system, receive a grade of “W” if that action occurs between the day after census day for that course (for standard term courses, the end of the add/drop period) and the day that corresponds with the completion of 70% of the class days for that course. (Source: BOR Policy 2:6.8.)

Students at The University of South Dakota may not drop a course or withdraw after the time specified above without permission from their academic dean. If approved, the student’s withdrawal or drop is processed using the final drop/withdrawal date of the course(s), and the student is issued a grade of “W” for the course(s). (Source: BOR PCR 7.)

**Procedures**

1. To petition for a late drop or withdrawal, the student will submit a *Petition for Late Drop or Withdrawal* to the office of the dean of the student’s school or college, along with any necessary supporting documentation.
2. The dean will review the request and contact the student to schedule an interview, if necessary.
3. Upon review, the dean will notify the student of his/her decision to approve or deny the petition, and sign and return the petition to the Office of the Registrar for appropriate adjustments to the student’s record, if approved.
• A maximum of nine (9) credits of transfer work will be accepted for a Master’s degree program.

• An official transcript must accompany all requests for approval of transfer credit or be on file in the Graduate School.

• Transfer work must be pre-approved before becoming part of your Program of Study.

• Only those transfer credits that are part of your Program of Study will be recorded on your transcript.

• The grades in courses transferred are “B” or better; “N”, “P”, “S” or similar designations are acceptable for up to three credit hours with approval. (Please Note: Only three credit hours of “N”, “P”, or “S” may be on the program of study, whether these are from transferred or USD courses).

• Transfer credits must have been completed no more than seven (7) years prior to conferment of the USD Graduate Degree.

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**STUDENT INFORMATION:**

Legal Name (last, first, middle):

Student ID Number: ___________________________  Student E-Mail: ___________________________

Program: ___________________________

Degree: □ Master  □ Specialist  □ Doctorate

Expected Date of Graduation: ___________________________  Semester/Year

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**COURSES FOR APPROVAL:**

<table>
<thead>
<tr>
<th>Prefix/Number</th>
<th>Course Title</th>
<th>Institution</th>
<th>Semester Hours</th>
<th>Grade</th>
<th>Year</th>
</tr>
</thead>
</table>

|               |              |             |                |       |      |
|               |              |             |                |       |      |

*If the course transferred in will not be used as an elective, please attach a separate sheet showing the transfer equivalent courses.

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**APPROVAL SIGNATURES:**

Graduate Advisor: ___________________________  Date: __________

Program Chair: ___________________________  Date: __________

Graduate School Dean: ___________________________  Date: __________

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414 East Clark Street  •  Vermillion, SD  57069  •  605-677-6240 or 800-233-7937  •  Fax: 605-677-6118  •  www.usd.edu/grad

Revised 03/05/2012
1. Educational institutions play a special role in preparing students to lead the complex social organizations through which businesses and professions operate and through which free people govern themselves. Students must be taught, and they must be shown through the example given by institutional employees, that stable, effective and prosperous social organizations observe norms of conduct under which all participants are expected to treat one another civilly and to carry out their respective tasks in a constructive and informed manner. Complex social organizations derive their strength from the cooperation of those who participate in them. By virtue of their special role in preparing future generations of leaders, educational institutions have a particular concern with conduct that subjects members of the institutional community to harassment, as herein defined, on the basis of sex, race or any other grounds. Such conduct destroys the bonds of cooperation and common purpose on which society rests by demeaning some members of the community, and, it cannot be tolerated in an institution whose very purpose is to shape the skills and conscience of the rising generations. For this reason, the Board strictly proscribes harassing conduct, and those members of the institutional community who have indulged in it shall be subject to discipline pursuant to Board Policy 1:18.

2. Harassment on any grounds, directed against individuals, is proscribed.

A. Sexual harassment in either of its recognized forms is proscribed:

1) Sexual harassment may be established by showing that an individual has been subjected to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

   a. Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's participation or use of an institutionally sponsored or approved activity, employment or resource; or

   b. Submission to or rejection of such conduct by an individual is used as the basis for educational, employment or similar decisions affecting an individual's ability to participate in or use an institutionally sponsored or approved activity, employment or resource.
2) Sexual harassment may also be established by showing participation in the creation of an intimidating, hostile or demeaning environment established under § 2(B) below.

B. Harassment on the basis of race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age or disability or harassment on any grounds, directed against individuals, may be established by showing

1) Conduct toward another person that has the purpose or the effect of creating an objectively and subjectively intimidating, hostile or demeaning environment that substantially interferes with his or her ability to participate in or to realize the intended benefits of an institutional activity, employment or resource.

   a. Harassment consists, in most cases, of more than casual or isolated incidents.

   b. Consideration should be given to the context, nature, scope, frequency, duration and location of the incidents, whether they are physically threatening or humiliating as opposed to merely offensive utterances, as well as to the identity, number and relationships of the persons involved.

   c. Harassment shall be found where, in aggregate, the incidents are sufficiently pervasive or persistent or severe that a reasonable person with the same characteristics of the victim of the harassing conduct would be adversely affected to a degree that interferes with his or her ability to participate in or to realize the intended benefits of an institutional activity, employment or resource.

      i. The reasonable person standard includes consideration of the perspective of persons of the alleged victim's race, gender or other circumstances that relate to the purpose for which he or she has become the object of allegedly harassing conduct.

      ii. If the victim does not subjectively perceive the environment to be hostile, the conduct has not actually altered the conditions of participation and there will be no violation of this policy.

(a) It is not necessary to show psychological harm to the victim to establish that the conduct would interfere with the person's ability to participate in or to realize the intended benefits of an institutional activity, employment or resource.
2) Other conduct that is extreme and outrageous exceeding all bounds usually tolerated by polite society and that has the purpose or the substantial likelihood of interfering with another person's ability to participate in or to realize the intended benefits of an institutional activity, employment or resource.

3. The chief executive officer of each institution is responsible for the enforcement of this policy and may delegate the necessary authority to the appropriate campus administrator.

A. Enforcement policies shall provide, at the minimum, for the following:

1) Posting of notices to alert students, employees and others of the institution's policies concerning harassment;

2) Posting of notices informing students, employees and others of the steps that they must take in order to communicate complaints or concerns to the institution pursuant to Board policy 1:18, including a clear and accurate identification of the person currently serving as the institution's Title IX/EEO coordinator; and

3) Sponsoring educational programs for members of the campus community to assure that they are informed of their rights and obligations under this policy and to assist them in understanding the various forms that harassment may take, the effects it has on its victims and the ways in which it interferes with the proper operation of social organizations and society at large.

1. Purpose of Regulations

The South Dakota Board of Regents has a legal obligation to enforce federal, state and local laws and regulations prohibiting discrimination in employment, in the delivery of educational services and in the other activities carried on under its authority. Inherent in its function as constitutional governing board for publicly funded higher education is the duty to assure all individuals in its employ or attending institutions under its jurisdiction equal access to the employment and educational opportunities it controls. The South Dakota Board of Regents recognizes that discrimination based on archaic and overbroad assumptions about the relative needs and capacities of certain categories of persons forces individuals to labor under stereotypical notions that often bear no relationship to their actual abilities. It thereby both deprives persons of their individual dignity and denies society of the benefits of wide participation in political, economic, educational and cultural life. These human rights complaint procedures have been adopted to afford individuals a means to protect the rights guaranteed to them under federal, state and local laws and regulations and to vindicate the deprivation of personal dignity that accompanies denials of equal opportunity.

2. Scope of Regulations

This procedure applies to complaints alleging discrimination on the basis of race, color, creed, religion, national origin, ancestry, citizenship, gender, transgender, sexual orientation, age or disability.

3. Discrimination

Discrimination includes all violations of rights guaranteed under federal, state or local anti-discrimination laws and regulations. Also, discrimination includes any allegation that, because of a person's race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age or disability, a person has been subjected to disparate treatment in terms and conditions of employment, in the delivery of educational services or with respect to the participation in the activities of officially recognized organizations. Harassment complaints brought under section 3.4 of the policy manual shall also constitute discrimination complaints within the meaning of these regulations, notwithstanding the fact that they may not otherwise be encompassed hereunder.
4. **Proof of Discrimination**

Except as otherwise provided under federal, state and local law, proof of discrimination under these regulations shall conform to the federal standards employed to prove disparate treatment. These regulations shall neither eliminate nor restrict express exceptions to antidiscrimination laws and regulations provided under federal, state or local law, nor shall they prohibit conduct, action or policies based upon such legitimate nondiscriminatory reasons as are recognized under federal antidiscrimination law.

5. **Complaints**

Complaints include all allegations or reports that a person, persons or organization subject to this policy has discriminated against a person protected under this policy.

A. All organizations recognized by an institution are subject to this policy, except insofar as the application of the policy would impermissibly invade the members' freedom of intimate association or freedom of expressive association.

1. Challenges to the applicability of these regulations shall be referred to an administrative officer designated by the institutional chief executive officer as provided in 13(A) below. Questions about the applicability of this chapter to organizations shall be resolved pursuant to the provisions of 13 and following.

2. If an organization challenges the application of these policies to it or to its activities, resolution of the challenge must address the following issues:

   a. Will application of the regulations serve a compelling state interest?

      i. The Board has determined that it has a compelling interest in applying these regulations to individuals and organizations whose activities affect the ability of others to participate in and to enjoy the benefits of institutional employment, educational services or the activities of officially recognized organizations, so this issue may ordinarily be resolved through reference to 1 and 2 above.

   b. Application of the regulations is unrelated to the suppression of ideas.

      i. This issue requires a factual inquiry into the purpose of applying the regulations to particular organizations. An institution may not apply the regulations in order to suppress a particular point of view. The mere dissemination of ideas, however offensive to good taste and common decency such ideas may be, does not afford grounds for regulation.
c. Can the state's compelling interest be achieved through means significantly less restrictive of associational freedoms?

i. This issue requires a two-step analysis. First, it must be determined whether application of the regulations would infringe associational rights of organization members. If so, a determination must be made whether some less intrusive measures might suffice to protect the Board's compelling interests.

(a) The following principles shall be used to determine whether application of the Board's policies to an organization might invade the association rights of organization members:

(1) Freedom of intimate association refers to those relationships that presuppose deep attachments and commitments to the necessarily few other individuals with whom one shares not only a special community of thoughts, experiences and beliefs, but also distinctively personal aspects of one's life. Factors that suggest that freedom of intimate association is implicated include:

   (a) the relative smallness of the organization;
   (b) a high degree of selectivity in choosing and maintaining members of the organization;
   (c) the personal nature of the organization's purpose; and
   (d) the exclusion of nonmembers from the central activities of the organization.

(2) Freedom of expressive association is implicated where an organization is created for specific expressive purposes and the organization shall be significantly inhibited in advocating its desired viewpoints if it cannot restrict its membership based on race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age or disability.
6. **Complainants**

Complainants are persons who have allegedly been subjected to discrimination.

7. **Non-retaliation**

Persons who bring complaints of discrimination and persons who assist in the investigation and disposition of such complaints shall not be subject to harassment, interference, intimidation, or retaliation.

8. **Duty to Cooperate**

All students and employees whose assistance is needed in the investigation of a complaint or in the course of disciplinary action shall be required to cooperate with the Title IX/EEO coordinator and other parties who are duly authorized to investigate or to discipline. Persons who are accused of having engaged in discriminatory conduct shall be entitled to such cooperation when necessary to obtain witnesses in any formal disciplinary proceedings that may be initiated. Where necessary, adjustments shall be made to work schedules, classroom schedules and other academic or employment obligations.

9. **Confidentiality**

Reasonable effort shall be made to maintain the confidentiality of the complaints. Complainants and witnesses must understand that it may become necessary to disclose their identities, either directly or indirectly, in the course of investigation. Where formal disciplinary proceedings are instituted, the party alleged to have engaged in discriminatory conduct shall be given the names of the complaining party and the witnesses whose testimony shall be used to support the complaint, together with the substance of their allegations. The formal proceedings themselves need not be open to the public.

10. **Timing Requirements**

The following provisions address the timing requirements contained in this regulation; different definitions and requirements may apply to the grievance and disciplinary procedures that have been incorporated herein. Deadlines stipulated for action may be relaxed where, in the judgment of the Title IX/EEO coordinator or other administrative officer having responsibility for the complaint, this shall help to achieve the purposes of the regulations. Deadlines may also be extended upon the mutual agreement of the parties. Deadlines shall be extended if necessary to accommodate holidays and vacation periods that form part of the academic calendar or days on which an institution is closed for weather or other emergency purposes. Working days are those on which the Board office is open for business.
11. Initiation of Complaint

A. Persons who believe that they have been subjected to discrimination may bring complaints under these procedures by contacting the Title IX/EEO coordinator. Collective bargaining agents may also initiate complaints hereunder, but only where they would have standing to do so under state or federal law. Collective bargaining agents shall not be entitled to exercise procedural rights granted to complainants.

B. A person who believes that he or she has been the victim of discrimination may also lodge a complaint with any administrator or, in the case of students, with any faculty member. Complaints lodged with such individuals shall be referred to the Title IX/EEO coordinator for investigation. This provision shall not be interpreted to require individuals to refer to the Title IX/EEO coordinator accusations addressed to them directly by aggrieved persons.

C. Third party reports of discrimination and conduct observed directly that may be discriminatory should be investigated as provided in Section 11(D) below.

D. All inquiries, allegations, reports, or complaints relating to discriminatory conduct shall be forwarded to the Title IX/EEO coordinator for response or investigation. The Title IX/EEO coordinator shall have the responsibility to advise the individual or group of the procedures for investigating and taking action upon the complaint. The Title IX/EEO coordinator shall also advise the complainant of any counseling or support groups that are available for persons who feel that they have been subjected to discriminatory conduct. Having provided this information to the complainant, the Title IX/EEO coordinator shall record the factual basis for the complaint.

E. If the complaint is referred to the Title IX/EEO coordinator by another administrator or faculty member, the Title IX/EEO coordinator shall contact the complainant within five working days to provide information about procedures and resources and to record an initial statement of the factual basis for complaint.

F. Upon obtaining a statement of the factual basis of the complaint, the Title IX/EEO coordinator shall initiate an investigation of the complaint to determine whether there is a reasonable basis to believe that the complainant was subjected to discrimination. The investigation shall be completed within twenty working days.

12. Procedure Where Title IX/EEO Coordinator Determines That There is Not a Reasonable Basis to Proceed

A. If the Title IX/EEO coordinator determines that there is not a reasonable basis for believing that complainant has been subjected to discrimination, the Title IX/EEO coordinator shall explain the investigatory findings and conclusions to the complainant and shall offer to meet with the complainant and the person alleged to have engaged in discriminatory conduct to discuss the circumstances that gave rise to the complaint and measures to avoid future misunderstandings.
B. If the complainant believes that the Title IX/EEO coordinator erred in concluding that the complaint did not have a reasonable basis, the complainant may petition the institutional chief executive officer for a review of that determination. The petition must be received within fifteen working days after the complainant has been notified that the Title IX/EEO coordinator has determined that there is no reasonable basis to believe that the complainant was subjected to discrimination. The institutional chief executive officer, either personally or through a delegatee, shall review the investigation file to determine whether the findings and conclusions of the Title IX/EEO coordinator are based upon substantial evidence.

13. Procedures Where Title IX/EEO Coordinator Determines That There is a Reasonable Basis to Proceed

A. If the Title IX/EEO coordinator concludes that there is a reasonable basis for the complaint, the Title IX/EEO coordinator shall notify the vice president or comparable chief administrative officer having supervisory responsibility over the person or persons alleged to have engaged in discriminatory conduct. The Title IX/EEO coordinator shall turn over copies of all investigatory materials to that administrative officer. Thereupon, that administrative officer shall assume primary responsibility for the matter. If the complaint is lodged against officially recognized organizations or against members of such organizations who are not otherwise affiliated with the institution, the institutional chief executive officer shall designate a person to carry out the responsibilities established hereunder.

B. The administrative officer may attempt an informal resolution of the dispute. If such a resolution is effected, the terms of the resolution shall be reduced to writing and signed by the complainant. The University shall document the administration of any agreed upon discipline or remedial action through such means as are appropriate and customary under the relevant disciplinary procedures or are in keeping with other relevant administrative practices. Copies of the signed document shall be preserved in the complaint file and as otherwise necessary to give effect to the terms of the resolution.

C. If the administrative officer elects not to attempt an informal resolution, the officer shall initiate disciplinary proceedings against the person alleged to have engaged in discriminatory conduct.

D. The administrative officer shall institute disciplinary proceedings within fifteen working days from the time that the file has been submitted to the officer, unless an informal resolution has been effected or unless the complainant and the person alleged to have engaged in discriminatory conduct have agreed in writing to extend the time allowed to attempt an informal resolution.
E. The disciplinary procedures followed shall be those designated for persons in the employee or student classification to which the person or persons alleged to have engaged in discriminatory conduct belong. Faculty members shall be subject to discipline consistent with the COHE contract or the Regents Policy Manual depending upon their unit or non-unit status. CSA employees shall be subject to discipline under CSA regulations. Exempt staff shall be subject to discipline under exempt regulations. Students shall be subject to discipline under the institutional student disciplinary code. If no disciplinary procedures otherwise exist, the institutional chief executive officer shall appoint a hearing examiner to conduct a hearing to determine the facts and to recommend to the institutional chief executive officer what disposition should be made of the matter.

14. Procedures for Discipline for Those Who Are Found to Have Discriminated Against Others

A. Discipline of persons found to have discriminated against others shall be determined and carried out in accordance with the relevant disciplinary procedures.

15. Disciplinary Action

A. If the discriminatory conduct is admitted or, as a result of the disciplinary proceedings, proven, the administrative officer who initiated the disciplinary procedures shall determine what disciplinary action, if any, shall be taken to remedy the effects of the discriminatory conduct. In selecting a discipline, the administrative officer shall consider (1) the extent to which the party charged exercised undue influence over the complainant by virtue of the office and authority entrusted to the party charged or otherwise, (2) the gravity of the offense established and (3) the likelihood that the discipline selected shall be effective to avoid a recurrence of the conduct.

B. Once the administrative office has selected a proposed discipline, the party charged shall be notified of the proposed discipline at such time and in such a manner as provided under the applicable grievance procedures. The complainant shall be notified of the proposed discipline at the same time. The discipline shall not become finalized if the complainant petitions the institutional chief executive officer for a review.

C. If the complainant is dissatisfied with the discipline selected, the complainant may petition the institutional chief executive officer for a review of that determination. The petition must be received within five working days after the complainant has been notified of the proposed discipline. The institutional chief executive officer, either personally or through a delegate, shall review the investigation files, hearing records and findings, and other documents relating to the matter to determine whether a discipline provided is commensurate with the gravity of the offense established, considering the relation to the parties, and whether it may reasonably be
thought to assure that the conduct shall not recur. The determination of the institutional chief executive officer shall not be subject to further review.

16. Complainants' Right to Appeal from a Finding That Discrimination Has Not Been Proven

A. If as a result of the disciplinary hearing the party charged is found not to have engaged in discriminatory conduct or the proof of such charges has been found to be inadequate, the complainant shall be entitled to appeal that determination to the institutional chief executive officer.

B. Before adopting a finding that the party charged has not engaged in discriminatory conduct, the complainant shall be notified of the proposed finding. The party charged shall be notified of the proposed finding at the same time. The proposed finding shall not become finalized if the complainant petitions the institutional chief executive officer for a review. The complainant shall be allowed five working days in which to submit such a petition.

C. Such petitions shall be taken pursuant to and shall be governed by the grievance procedures designated for persons in the employee or student classification to which the complainant belongs. Where such procedures require hearings to establish the factual basis for a discipline, and where the proposed findings that the party charged had not engaged in discriminatory conduct were themselves reached following a fact-finding hearing, the hearing records developed during the initial hearing process shall be deemed to provide an adequate factual basis for review of the grievance. If the initial proceedings were resolved at the campus level, and if the procedures that govern complainant's grievance provide for a hearing before a Board appointed hearing examiner, the matter shall be heard de novo to the extent permitted under the governing procedures.

D. If the review provided under section 15 of the policy results in a finding that the complainant was subjected to discriminatory conduct, the findings of fact and conclusions of law reached through that process shall provide the basis for discipline of the party charged. The petition permitted under section 15(C) should be lodged either with the institutional chief executive officer or with the Executive Director, depending upon the stage at which the grievance was determined.

17. Preservation of Records

All records and writings developed in the course of the formal disciplinary hearings shall be preserved in the complaint file and in other records as required under related grievance policies.