



Student Handbook
Educational Counseling
2016 - 2017

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Introduction

Message from the Director

Dear Students,

On behalf of the Rossier School of Education staff and faculty, I would like to welcome you to USC and the Master's Program Office. We congratulate you on taking this important step in your academic and professional career. The Rossier School of Education is committed to providing a quality educational program that will benefit you during your time at USC and after you graduate.

USC Rossier is proud of its extensive history of preparing change agents. Our school's dedication to improving systems in urban settings is the foundation for your coursework. Our guiding principles—learning, diversity, accountability, and leadership—shape how we approach all aspects of education. In addition to learning from distinguished faculty and practitioners who possess wide-ranging knowledge and experience, you will learn from your peers and classmates, who will work alongside you throughout the program. Every Master's student will receive a personalized experience as a part of a diverse learning community.

The Master's Program Office will assist you from orientation to graduation. We are dedicated to helping you with navigate your degree program and can assist you with all paperwork related to your graduate studies. As needed, we will work on your behalf in coordination with other university offices. We know you have made a significant commitment, and we will support you throughout your time at USC. To help us support you, we encourage you to get know the faculty and staff, especially your academic advisor.

The Rossier School of Education is invested in your success. As a USC student, you are now a part of the Trojan Family, an exclusive and valuable network comprised of USC students and alumni around the world. This network will be a significant resource from personal and professional standpoints.

Welcome to the Trojan Family and Fight on!

Kristan Venegas, PhD
Professor, Clinical Higher Education
Faculty Chair, Master's Programs Office
USC Rossier School of Education

Handbook Purpose

The Master's Programs Office has developed our Student Handbook to introduce you to the policies, procedures, and requirements of graduate study at the Rossier School of Education at the University of Southern California. We hope it is a helpful guide as you navigate through the various sources of information regarding graduate life at USC. It serves as an introduction to your program and contains important information to help you progress through the program, including relevant department policies and procedures.

Please know that it is your responsibility to read this handbook and familiarize yourself with its content prior to the beginning of the program. Whenever you have questions about program policies, procedures, or requirements, please contact your academic advisor, the curriculum coordinator, or the director. These individuals will be able to clarify matters for you.

Please note that you should also consult other sources of information, such as the *USC Catalogue*, and the *SCampus*. All students in the Educational Counseling (EC) program are subject to policies and procedures noted in these publications; they should be considered supplements to this handbook.

The *USC Catalogue* is the document of authority for all students. The degree requirements listed in the *USC Catalogue* supersede any information that may be contained in any bulletin or viewbook of any school or department. The university reserves the right to change its policies, rules, regulations, and course offerings at any time. The catalogue that is in effect during the semester in which you are first enrolled as a student is your guide to program requirements. It is highly recommended that you become familiar with the *USC Catalogue* and the policies that govern your particular year of entry, especially since a new version—along with program changes and updates—is issued each Fall term. USC Catalogue is available online at <http://www.usc.edu/catalogue>.

SCampus, which can be found online at <http://scampus.usc.edu>, is an annual publication that contains both general guidebook information for students and university policies concerning student conduct, administrative procedures, and student rights and responsibilities. Students are responsible for understanding and abiding by policies contained in *SCampus*.

MPO Handbook Top 10

While we've included quite a bit of information to make this handbook as comprehensive—and useful—as possible, students may just need a quick answer or easy reference, so we've compiled a Top 10 list for some frequently used information.

10. **Department of Public Safety (DPS):** Suspicious activity or safety problems should be reported to DSP, USC's on campus safety department. Emergency calls should be made to (213) 740-4321 and non-emergency calls to (213) 740-6000. TrojansAlert is an emergency notification system that allows university officials to contact you during an emergency by sending messages via text message and email. When an emergency occurs, authorized USC senders will instantly notify you with real-time updates, instructions on where to go, what to do (or what not to do), whom to contact and other important information. All members of the USC community, as well as parents and regular visitors to campus, are strongly encouraged to sign up for TrojansAlert.
9. **Bookstore:** The USC Bookstore carries texts and readers for many of the courses you'll take. Call to check whether your books are in stock: (213)740-TEXT/ (213) 740-8398. (Mon – Fri: 7:45 a.m. - 8:00 p.m.; Sat 9:00 a.m. - 5:00 p.m.; Sun: 10:00 a.m. - 5:00 p.m.)
8. **Disability Services and Programs (DSP):** DSP provides support services necessary to enable students with disabilities to develop their maximum academic potential while having the dignity to work independently. (213) 740-0776; email ability@usc.edu.
7. **Fieldwork:** Fieldwork is an opportunity for students to gain pre-licensure hours in order to meet graduation requirements and practice their skills with clients. For more information, please visit our blog: <https://rossiermpo.wordpress.com/resources-tools/> or contact your fieldwork coordinator, Laurie Markham, at (213) 740-2362 or at lmarkahm@rossier.usc.edu
6. **Registration Department:** The Registrar can you clear holds or restrictions on your account, help with web registration, and process tuition remission insurance claims. Email: onestop@usc.edu. Phone: (213) 740-8500 (Mon- Fri 8:30 a.m. to 5:00p.m.)
5. **Student Health Center:** The Engemann Student Health Center offers many medical services. These services include primary care, acute care clinic, specialty care and services, and immunization requirements. Other services are offered, such as counseling services: crisis and consultation, individual counseling, group counseling, psychiatric services, stress relief treatment, and much more. Furthermore, the health center offers insurance, has a center for women and men, and promotes wellness and health. To learn more, please contact the Engemann Student Health Center at (213) 740-9355; <https://engemannshc.usc.edu/>
4. **Financial Aid:** The financial aid office is there to help determine your financial needs and process your Financial Aid Summary, which will consist of monthly federal loans. In addition, USC participates in a variety of private loan programs for students. Some of these programs are Scholarships, Fellowships, Assistantships, Work-study, and Managing the student contribution. For further

information, please contact the financial aid office at: (213) 740-4444 (M-F, 9a.m. to 5 p.m.) or by email: <http://www.usc.edu/admission/fa/general/contact-us>
And to **Pay your tuition** bill: www.usc.edu/epay

3. **Program of study:** A Program of Study outlines the requirements each student must take to complete a particular degree program. Students should keep track of their degree requirements and progress through OASIS (see below) and by consulting their particular Program of Study.
2. **Online Academic Student Information System (OASIS):** Through OASIS, you can register for classes, check your student record and current/past classes, and check any holds or restrictions on your account: <http://camel2.usc.edu/OASIS>. (See pp. 31-35 for more information)
1. **Master's Programs Office** If you have a question about your Program of Study, or just need someone to help point you to the right resources, the Master's Programs Office is here to help! rsoempo@rossier.usc.edu (213) 740-3255. More information can also be found on the Master's Program Office blog at <https://rossiermpo.wordpress.com/> or stay connected on the Facebook page at <https://www.facebook.com/rsoempo>

Educational Counseling Program Overview

The Educational Counseling (EC) program is designed for individuals seeking career or advancement opportunities in two- and four-year postsecondary institutions, with a focus on academic counseling and advising. The program blends a counseling-based theoretical foundation with practical applications in student affairs in preparing graduates to serve as practitioners who promote and facilitate educational attainment in a range of postsecondary settings. Courses in the Educational Counseling program examine the roles of counselors and advisors within the various contexts of higher education, while focusing on the salient issues and needs of the diverse student populations they serve.

Program of Study

A total of 48 semester units are required for the completion of the ME in Educational Counseling, which can be completed on a full-time basis (3-4 courses per semester) in 5 semesters. Students opting for the part-time enrollment track will take an average of 2-3 courses per semester, typically completing the degree in 8 semesters.

	Full Time	Part Time
First Year		
Fall	EDUC 508 Creating Communities of Interest (2)	EDUC 508 Creating Communities of Interest (2)
	EDUC 500 The Counseling Process (3)	EDUC 500 The Counseling Process (3)
	EDUC 609 Academic Advising in Postsecondary Education (3)	EDHP 500 Foundations in Higher Education (3)
	EDHP 500 Foundations in Higher Education (3)	
Spring	EDCO 541 Theories in Counseling (3)	EDCO 541 Theories in Counseling (3)
	EDHP 552 Politics of Difference (3)	EDHP 552 Politics of Difference (3)
	EDPT 502 Learning and Individual Differences (3)	
Summer	EDUC 570 Research Methods & Data Analysis for Practitioners (3)	EDUC 570 Research Methods & Data Analysis for Practitioners (3)
	EDUC 637 Group Counseling: Theory & Process (3)	EDUC 637 Group Counseling: Theory & Process (3)
	EDHP 587 Fieldwork in Higher, Adult, and Professional Education (1)	
Second Year		
Fall	EDHP 687 Student Development Theory (3)	EDHP 687 Student Development Theory (3)
	EDUC 520/590 Counseling for College and Career Readiness (3)	EDUC 609 Academic Advising in Postsecondary Education (3)
	EDCO 503 Ethical & Legal Issues in Counseling (3)	
	EDHP 593A/594A Masters Seminar or Thesis (2)	
Spring	EDUC 547 Career Development: Theory & Process (3)	EDPT 502 Learning and Individual Differences (3)
	EDHP 580 The Community College (3)	EDUC 547 Career Development: Theory & Process (3)
	EDHP 593B/594B Masters Seminar or Thesis (2)	
	EDHP 587 Fieldwork in Higher, Adult, and Professional Education (2)	
Summer		EDHP 587 Fieldwork in Higher, Adult, and Professional Education (1)
Third Year		
Fall		EDUC 520/590 Counseling for College and Career Readiness (3)
		EDCO 503 Ethical & Legal Issues in Counseling (3)
		EDHP 593A/594A Masters Seminar or Thesis (2)
		EDHP 580 The Community College (3)
Spring		EDHP 587 Fieldwork in Higher, Adult, and Professional Education (2)
		EDHP 593B/594B Masters Seminar or Thesis (2)

Fieldwork Experiences

Fieldwork is a required component of the Educational Counseling program intended to provide students with supervised experience in professionally relevant functional areas within two- or four-year institutions. Students may begin their field experience after the first semester of enrollment in the EC program, and a total of 210 hours are required prior to the completion of the program. As they complete these hours, students maintain concurrent enrollment in a Fieldwork course (total of 3 units required; 1 unit = 70 hours), which serves as a structured and deliberate means for them to reflect on their field experiences, connect theory to practice, and strengthen their professional philosophy and identity.

During the first week of fieldwork, you will work with your site supervisor and fieldwork instructor to identify your goals. These goals will incorporate your values, your hopes for your future career, the professional competencies you would like to work on, and possibilities for building professional networks. With your goals in mind, you will then create a list of specific tasks and services you will perform and identify specific persons to interview. Site supervisors are expected to involve you in all aspects of work life, so that you can develop a full picture of what they do, become a part of their community, and make valuable contributions at the site.

Master's Seminar or Thesis

Students completing their course of study can choose to complete a thesis or to enroll in seminar courses.

This course is a two-part seminar over the span of two semesters (EDHP 593A and EDHP 593B) and is designed to provide a summative and reflective experience for master's candidates in their final year of the Educational Counseling master's degree program. This seminar-style course gives students the

opportunity to reflect on both their in and out of class experiences in preparation for seeking and securing full-time employment and/or promotion within the field of higher education, along with assignments and activities to assist in professional preparation. In addition, the course requires your participation in a year-long group capstone project focused on gaining assessment/evaluation professional related experience working hands on with staff at a two- or four-year institution and its program.

Through this course, students will build the following skills and competencies:

- Relationship development with recent alumni, seasoned professionals, and networking skills to assist in your preparation for the job search process and the next stage in your own professional journey;
- Development and refining of professional educational philosophy and able to effectively communicate your desire to work in this field;
- Real life experience working on an assessment project that gives you the opportunity to work with professional staff at a two or four year institution;
- Building your knowledge and skills on assessment and evaluation efforts within the postsecondary education field by utilizing different assessment tools and strategies to assess your program's site; and
- Experiencing teamwork on a real-life project, coordinating schedules, developing your leadership skills, and group collaboration skills.

Thesis students work closely with a faculty committee and conduct original research. They complete the project by writing up and defending their research. For further information on guidelines, formatting, presentations, required document, and important dates, please visit the USC Graduate School website at: <https://www.usc.edu/schools/GraduateSchool/index.html>. Please refer to Appendices D and E for a timeline and checklist.

Professional Conduct

Master's Programs students shall demonstrate professional behavior, commitment, responsibility, and professional ethics. Professional conduct includes the demonstration of respect, tolerance, maturity, responsibility, reliability, cooperation, collaboration, and commitment. Master's Programs students are expected to follow University policies as described in the USC Catalogue and procedures described in this handbook. Students who are accepted for admission to the EC program at the University of Southern California are responsible for meeting high standards of personal conduct expected of professional educators, including, but not limited to the following:

- Respect for all individuals; treating others fairly and impartially;
- Commitment to working collaboratively; and
- Ethical character demonstrated by trustworthiness, integrity, open-mindedness.

To ensure that Master's Programs students possess the characteristics necessary to become successful practitioners, students' coursework and fieldwork/practicum are monitored by MPO (Master's Programs Office) Faculty and Staff throughout the duration of the program.

Standards for Continued Participation

To continue to participate in the EC programs students must

- Be familiar with University standards as outlined in the *USC Catalogue* and *SCampus*;
- Maintain successful academic standing by maintaining a grade point average of a B (3.0) or better; and passing all classes with a grade of Credit (CR);
- Behave in a manner expected of professional educators;
- Attend all class sessions;
- Arrive on time to fieldwork/practicum on the days assigned or agreed upon;
- Make up for absences; and
- Meet the physical and mental demands of fieldwork/practicum.

Students will be considered for removal from the program if they

- Exhibit academic dishonesty as defined by the USC Catalogue;
- Fail to meet the standards of the profession, school, university and/or program; or
- Exhibit unacceptable academic or field behaviors.

For further information on student conduct and consideration for removal, please refer to Appendix A which is located at the end of the handbook. Please read it thoroughly, as it is a contract that must be signed by you, the student, and returned.

Unprofessional or Disruptive Conduct

If a student's actions call into question his or her professionalism, policies and procedures are in place to resolve difficulties and determine consequences.

If the behavior of a Master's Programs student is disruptive or unprofessional in a university course or with a university faculty member, the faculty member shall first try to resolve any difficulties with the student. Failing that, the faculty member shall inform the Program Chair of the Master's Programs Office.

The Program Chair will attempt resolution of any difficulties. In some cases, however, problems may be so serious as to result in dismissal from the program. If dismissal for failing to meet professional standards is being considered, the student will be notified in writing of the concerns by the Program Chair and will have seven (7) days to respond. The student may respond by requesting and keeping an appointment with the Program Chair or by submitting a written response. After seven (7) days, regardless of whether or not the student responds, the Director will review all available information and make a decision about the appropriate University

response. The response may include, but is not limited to, a plan for corrective action with continuation in the EC programs, or it may include dismissal. The decision will be provided in writing to the Master's Programs student.

The student may appeal a dismissal. To do this, please visit the USC Graduate School website at https://www.usc.edu/schools/GraduateSchool/current_student_resource.html. Additionally, they can be reached at 213-740-9033 and are located in the Student Union (STU) room 301.

Academic Standards

Academic Integrity

The university as an instrument of learning is predicated on the existence of an environment of integrity. As members of the academic community, students are expected to act in a manner that will enhance this integrity by maintaining standards of academic performance and classroom behavior conducive to the learning process. A tutorial on academic integrity is available at <https://sjacs.usc.edu/students/academic-integrity/>

Violations of Academic Integrity

General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.

One violation of academic integrity of which you may be unaware is using an essay, term paper, or project in more than one course, without prior permission of both instructors. By its very nature, writing involves both individual and collaborative activity. Even when a piece of writing has but one author, that author employs a language system that is shared with others and draws upon ideas and values that are not his or hers alone. Indeed, one of the most important parts of becoming a writer within the academic community is learning how to balance the obligations of individuality and collaboration.

As a graduate student writer, you are expected to use writing to develop and assert your own ideas and beliefs—to think for yourself. But at the same time you are expected in college writing to engage the thinking of others, to place your own writing within the context of academic discourse by using or criticizing arguments from that discourse. This double obligation provides a framework in which to discuss two important issues of academic integrity: plagiarism and illegitimate assistance.

Plagiarism

Plagiarism is the unacknowledged and inappropriate use of the ideas or wording of another writer. Plagiarism undermines the intellectual collaboration—the exchange of ideas—that should mark academic discourse because it permits the writer to avoid any genuine involvement with

the concepts or opinions of others. Because the false discourse of plagiarism corrupts values to which the university community is fundamentally committed—the pursuit of knowledge, intellectual honesty—plagiarism is considered a grave violation of academic integrity and the sanctions against it are correspondingly severe.

Plagiarism can include:

- A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- B. The submission of material subjected to editorial revision by another person those results in substantive changes in content or major alteration of writing style.
- C. Improper acknowledgment of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts which are not the final version. If any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars of the final draft.

Illegitimate Assistance

The obligations to individuality and collaboration can also help to distinguish between legitimate and illegitimate forms of assistance with writing. Legitimate assistance is principally directed at the writing process, at helping to improve the individual writer's abilities rather than at "fixing" any particular paper. Legitimate assistance thus does not intrude upon the writer's obligation to think and write as an individual nor upon the obligation to engage the ideas and opinions of others. But illegitimate assistance with writing subverts both obligations. Such assistance is directed not at improving the writer's abilities but at producing a paper which those abilities could not independently achieve. Moreover, such assistance constitutes a fraudulent form of collaboration, one in which the contributions of one participant dominate and conceal the contributions of the other. Illegitimate assistance is thus similar to plagiarism in serving to undermine academic discourse and the intellectual values of the university community.

Avoiding Plagiarism and Illegitimate Assistance

Because of the serious penalties for plagiarism and illegitimate assistance at both the Program and University level, you should ensure that any writing you submit represents your own assertions and abilities and incorporates other texts in an open and honest manner. The best way to avoid plagiarism is to be careful to document your sources, even when you are only making use of data or ideas rather than an actual quotation.

To avoid having your writing marked by illegitimate assistance, ask yourself whether you would be able, on your own and without further assistance, to revise and improve the writing in question. If the answer is "No"—if you would not be able to maintain the same conceptual and

stylistic quality without outside assistance—then you should not submit the writing as your own work.

Examples of Academic Dishonesty

In addition to matters of plagiarism and illegitimate assistance, there are several other types of academic dishonesty which are subject to strong university sanctions. They include, but are not limited to, the following:

- Submitting a paper written by or obtained from another;
- Using a paper or essay in more than one class without the expressed permission of the instructors involved;
- Allowing another student to use your work as though it was his or her own; and
- Acquisition of term papers or other assignments from any source and the subsequent presentation of those materials as the student's own work, or providing term papers or assignments that another student submits as his/her own work.

Distribution or use of notes or recordings based on university classes or lectures without the expressed permission of the instructor for purposes other than individual or group study

This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use applies to all information distributed or in any way displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media.

- Any use of external assistance during an examination shall be considered academically dishonest unless expressly permitted by the instructor. The following are considered unacceptable examination behaviors: communicating with fellow students during an exam; copying material from another student's exam; allowing another student to copy from an exam; possession or use of unauthorized notes, calculator, or other materials during exams; and/or any behavior that defeats the intent of an exam or other class work.
- Submission of altered work after grading shall be considered academically dishonest, including but not limited to changing answers after an exam or assignment has been returned or submitting another's exam as one's own to gain credit.
- Obtaining for oneself or providing for another person a solution to homework, a project or other assignments, or a copy of an exam or exam key without the knowledge and expressed consent of the instructor.
- Unauthorized collaboration on a project, homework or other assignment. Collaboration between students will be considered unauthorized unless expressly part of the assignment in question or expressly permitted by the instructor.
- Attempting to benefit from the work of another or attempting to hinder the work of another student.

- Falsification, alteration or misrepresentation of official or unofficial records or documents including but not limited to academic transcripts, academic documentation, letters of recommendation, and admissions applications or related documents.
- Taking a course, portion of a course or exam for another student or allowing another individual to take a course, a portion of a course or exam in one's stead.

There are serious penalties for plagiarism. In most cases, students receive an F for the course, and doctoral students may be expelled. Students suspected of academic dishonesty will be referred by their instructor to Student Judicial Affairs and Community Standards (SJACS). After a review of a case—which may include written or verbal testimony from the accused student, supporting documentation from the referring instructor, and/or a statement from the referring instructor, SJACS will render its binding decision on the case. This decision includes whether the student is guilty of an academic integrity violation and corresponding sanctions.

Consult "Appendix A: Academic Dishonesty Sanction Guidelines" in SCampus for a complete listing of penalties.

Academic Warning and Dismissal of Graduate Students

The University and the Rossier School of Education require students to maintain a 3.0 minimum GPA at all times. **A student whose GPA falls below 3.0 for anyone semester will be on Academic Probation and will be subject to immediate dismissal at the discretion of the academic program until such time as the student's GPA overall rises above a 3.0.** You can check your overall GPA any time on OASIS to determine your status. Departments take factors other than satisfactory grades and adequate GPAs into consideration in determining a student's qualifications for an advanced degree. A student's overall academic performance, specific skills and aptitudes, and faculty evaluations will be considered in departmental decisions regarding a student's continuation in a doctoral degree program.

Satisfactory progress toward an advanced degree as determined by the faculty is required at all times. Students who fail to make satisfactory progress will be informed by their Program Office or committee chair or school dean. At any time after written warning, the faculty has the right to recommend that a student be dismissed from a graduate program for academic reasons or that a student be denied readmission.

Definition of Grades

The following grades are used: A = excellent; B = good; C = fair in undergraduate courses and minimum passing in courses for graduate credit; D = minimum passing in undergraduate courses; F= failed. In addition, plus and minus grades may be used, with the exception of A plus, F plus and F minus. The grade of F indicates that the student failed at the end of the semester or was doing failing work and stopped attending the course after the twelfth week of the semester. The minimum passing grade is C for graduate credit. Additional grades include: CR = credit (passing grade for non-letter-graded courses equivalent to B (3.0) quality or better for graduate courses); NC = no credit (less than the equivalent of a C- for an undergraduate and a B for a

graduate, non-letter-graded course); P = pass (passing grade equivalent to B (3.0) quality or better for graduate courses taken on a Pass/No Pass basis); NP = no pass (less than the equivalent of a B (3.0) for a graduate, letter-graded course taken on a Pass/ No Pass basis). Pass/no pass courses may not be applied to your EC, MFT, LDT, or PASA degree.

The following marks are also used: W = withdrawn; IP = interim mark for a course exceeding one semester; UW = unofficial withdrawal; MG = missing grade; IN = incomplete; IX = lapsed incomplete; NR = no record.

A system of grade points is used to determine a student's grade point average. Grade points are assigned to grades as follows for each unit in the credit value of a course: A, 4 points; A-, 3.7 points; B+, 3.3 points; B, 3 points; B-, 2.7 points; C+, 2.3 points; C, 2 points; C-, 1.7 points; D+, 1.3 points; D, 1 point; D-, 0.7 points; F, 0 points; UW, 0 points; IX, 0 points. Marks of CR, NC, P, NP, W, IP, NR, MG, and IN do not affect a student's grade point average.

Grades of Incomplete (IN)

An incomplete (IN) grade is assigned only for unforeseen circumstances occurring after the deadline to withdraw from a course. If the student becomes aware of an obstacle prior to the deadline to withdraw from the course, the student is expected to withdraw rather than to request an IN.

Conditions for Removing a Grade of Incomplete

If an IN is assigned as the student's grade, the instructor will specify to the student and the Program Office the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to the work remaining when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete

One calendar year is allowed to remove an IN in courses numbered 500 and higher. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

Extension of Time for Removal of an Incomplete

A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time for the removal of an IN. *Extensions beyond the specified time limit are rarely approved if the student has enrolled in subsequent semesters, since the removal of the IN should be the student's first priority.*

In all cases, a petition for an extension of time for removal of an IN must have departmental approval and include a statement from the instructor explaining what is needed to complete the course and why the instructor feels the student should be given even further time for completion. These petitions are initiated by the department.

Missing Grades

All missing grades on a student's record should be resolved before his or her degree is posted. Missing grades can be resolved by the instructor of the course through the correction of grade process initiated by the student in the Academic Review office in Student Administrative Services (JHH) 113. A student may petition for a retroactive withdrawal if he or she did not complete the course. After one year, all MG grades will revert to UW's worth zero grade points.

Commencement

USC has one commencement ceremony each year in the spring and provides a program listing all eligible candidates for that year. Students who are eligible for graduation during the fall, spring and summer semesters are listed in the May program.

Diplomas

Your diploma will be mailed to you upon verification of completion of all requirements. You will receive the diploma approximately four to six weeks after the end of your last semester at the permanent address you have listed on OASIS. If you have concerns regarding your diploma, you may telephone the Degree Progress Department at (213) 740-7070.

Your diploma will show your name exactly as it appears on OASIS. If you wish your diploma name to read differently, you can change your name at the Student Administrative Services building prior to completing all degree requirements. Please contact the Office of Academic Records and Registrar at (213) 740-7070. Once you have been awarded the degree, the university cannot change your name for the diploma.

Academic Resources

Academic Policies

Students are expected to be familiar with university policies and to monitor their own academic progress. They should keep all records of official grades earned, degree requirements met, transfer credits accepted, and actions taken on requests for substitutions or exceptions to university policies and regulations. Please refer to the *USC Catalogue* and *SCampus*.

Conditions of Admissions

Some students have been admitted with conditions attached to their admission. Students are to satisfy the conditions outlined in their letter of admission. Please review the conditions below:

- Enroll in a course of study approved by your Program Office, and earn a grade of at least 'B' (3.0 on a 4.0 scale) in all courses of enrollment during the first term of study. If you enroll on a part-time basis, you must earn at least a grade of 'B' in all courses of enrollment during the first two terms of study, and complete at least six units.

If conditions are not met, students will have an ADM 20 code placed on their Restrictions/Holds section their OASIS account. That code warns students that conditions have been attached to their admission. If students are unsure of what their conditions of admission are, they should confer with their appropriate Student Services Advisor to ensure they take as many of the courses as possible during their first semester so that they satisfy the conditions of admission.

The ADM-20 code will be removed once the condition is met. If the condition is not met within the specified timeframe, the hold will turn into ADM-21 and students are subject to dismissal from their degree program. Dismissal decisions are made by the Program Chair.

The Master's Program Offices offers in-house resources such writing advising to ensure the success of our conditionally admitted students. Our writing advisor, James Hayashi, can be contacted by email at jhayashi@rossier.usc.edu. Students who are conditionally admitted are encouraged to reach out to James early in their program to learn about the writing services available to them through MPO.

Satisfactory Academic Progress

Continuous Enrollment

Students admitted to a graduate degree objective are required to be enrolled at USC for fall and spring semesters each year until all degree requirements have been satisfactorily completed within the time limit. Graduate students who fail to register in any fall or spring semester are no longer considered to be enrolled in a graduate degree program. After an unauthorized absence, formal readmission is required. Students who have been granted a leave of absence do not need to apply for readmission following the approved leave if they return for the semester immediately following the approved leave period.

Summer session is **NOT** a requirement. Therefore, if a student wishes not to attend summer classes during their program, they do not need to submit a leave of absence. However, we offer core courses during the summer, and students who choose not to attend summer courses will not be able to graduate within the prescribed full-time program of study.

Leave of Absence

Interruptions of enrollment can cause problems in the continuity of coursework within a student's graduate program and, therefore, leaves of absence are generally discouraged. A student in good standing and making satisfactory progress toward a degree who must interrupt studies for compelling reasons (e.g. sustained ill health) may petition for a leave for a stated period, usually not to exceed one year. Students who find it necessary to be excused from registration must request a leave of absence by the last day to drop or add courses for that semester. A student is not entitled to assistance from the faculty or use of university facilities during the period of leave. If granted, the leave is recorded on the student's transcript and the period of leave is not counted in the time allowed for the completion of degree requirements. A maximum of four semesters may be allowed for leaves of absence within the degree time limit. A student who does not return to enrolled status at the end of an approved period of leave is no longer considered to be pursuing an advanced degree. Students who fail to apply for a leave of absence or for whom a leave has been denied (or has expired) are subject to policies governing continuous enrollment and readmission. All leaves of absence applications must be submitted to the Director for review and approval. Please note that Withdrawing from all courses in a semester, even if you were once registered for that semester, will cause you to break continuous enrollment.

If a student needs to request a Leave of Absence, the Master's Program will review the request and make appropriate recommendations. Before going through the process, please, contact MPO at 213-740-1518 or by emailing the office at rsoempo@rossier.usc.edu.

Readmission

A student who leaves the university without obtaining a formal leave of absence from graduate study is not automatically readmitted. A student wishing to apply for readmission must submit a Petition to the Master's Programs Office at least four weeks before the first day of registration for the term in which resumption of studies is sought. If readmitted, the student will be subject to all of the current requirements for the degree in effect at the time of readmission. Contact your academic advisor to begin the petition process.

Concurrent Enrollment

Students may not register for credit at USC and another institution simultaneously without receiving permission in advance from their academic advisor and the Office of Academic Records and Registrar. Students may obtain a form to request permission for concurrent registration from the Transfer Credit Evaluation Office. They must then initiate an evaluation of credit transferability and obtain their academic advisor's prior approval of the form to assure the acceptance of credit toward the degree for any courses taken at another institution. A credit evaluator in the Transfer Credit Evaluation Office can answer questions about this process. Students in the Graduate School must seek advance permission from the Graduate School. For more information, please visit: http://web-app.usc.edu/ws/soc_archive/soc/term_20122/reg_info/enrollment.html

Transcripts

Admitted students who have just completed their bachelor's degrees can send their final official transcripts directly to the central USC Admissions Office at the following address: File No. 51158, Los Angeles, California 90074-1158. Additionally, students can request their transcripts online for a small fee. For more information, please visit the USC Office of Academic Records and Registrar online at <http://www.usc.edu/dept/ARR/services/transcripts/generalinfo.html>

Additional Consideration for Graduate Students

Our Rossier School of Education student body includes a significant percentage of *international students*. The Master's Programs Office team understands that you will need to navigate additional processes when you arrive in the United States to begin your experience at Rossier. It is important that you reach out to us when you need assistance so that we can assist you along the way. Students may not register for credit at USC and another institution simultaneously without receiving permission in advance from their academic advisor and the Office of Academic Records and Registrar. Students may obtain a form to request permission for concurrent registration from the Transfer Credit Evaluation Office. They must then initiate an evaluation of credit transferability and obtain their academic advisor's prior approval of the form to assure the acceptance of credit toward the degree for any courses taken at another institution. A credit evaluator in the Transfer Credit Evaluation Office can answer questions about this process. Students in the Graduate School must seek advance permission from the Graduate School. For more information, please visit: http://web-app.usc.edu/ws/soc_archive/soc/term_20122/reg_info/enrollment.html

Visa Status

If you have any questions regarding your status as an international student (such as visa-related issues), please contact the Office of International Services (OIS) at (213) 740-2666. This office is located in Parking Structure D (PSD) Suite 101 (ois@usc.edu). Most importantly, know that you must maintain full-time enrollment each semester to keep your immigration status. You may not drop your courses or take a leave of absence without advance approval from OIS. For more information, visit the Office of International Services website at <http://sait.usc.edu/ois/intl-students/maintaining-status/guidelines.aspx>

Full-time Enrollment Requirement

International students on student visas must be enrolled as full-time students as determined by the Office for International Services and the department advisor. Such students are in violation of immigration laws when not properly enrolled. Any international student having questions about his or her immigration status should consult the Office for International Services at (213) 740-2666. There are a few acceptable reasons for requesting a reduced course load in a semester, and there is a special form for requesting this special dispensation. International students can

complete and submit a Reduced Course Load (RCL) form to OIS (forms can be found here: <http://sait.usc.edu/ois/Upload/form/RCL.pdf>).

Language Assistance

Students who are concerned with their English proficiency are strongly advised to take advantage of USC's International Academy. You can learn more about the Language Academy at their website at <http://www.usc.edu/dept/education/langacad/>. English as a Second Language (ESL) courses are also available at USC's American Language Institute (ALI). Additional information can be found on the ALI website at <http://www.usc.edu/dept/LAS/ALI/>. You can also get additional help with writing skills from the USC Writing Center in Taper Hall of Humanities (THH) Room 216, and learn more about their services at their website <http://college.usc.edu/writingcenter>. Some international students may be required by the University to take ALI classes in addition to their Rossier coursework. These requirements are based on the student's scores on language exams and Rossier is unable to waive these requirements.

Registration

Registration

Students are responsible for monitoring their own registration, including knowledge of applicable deadlines. We recommend you check OASIS frequently to confirm your course list, drop deadlines, grades, and account balance. Pay particular attention to your activity restrictions and how to remove them. Check your course schedule on OASIS before the add/drop deadline of each semester and check again at the end of each semester to confirm that your grades were recorded as you expected.

"D" Clearance

Departmental clearance, or permission, for a student to register for a class. Class numbers with a "D" designation are restricted by the department offering the course, requiring students to obtain the department's permission ("D" clearance) before attempting to register. Telephone numbers and departmental locations are listed in the Schedule of Classes.

Registration Process

Your registration time and date will be provided to you by your Academic Advisor. To register for classes, you will need to go to the Web Registration site by following these simple instructions:

1. Log on to <http://my.usc.edu> using your USC email username and password.
2. Scroll down to the box of "Single Sign-In Quicklinks" and select: Web Registration.
3. Select Term: Fall 2016.
4. You are now viewing the "Department List," select Education (EDUC) from the list of USC departments. It is listed under Rossier School of Education, but alphabetized under "E" for Education.

5. When you click on Education (EDUC), it will take you to the full list of courses offered to all EDUC students.
6. The Course Number (i.e. EDUC 500) is listed on the left. Next to each course, you will find the COMPLETE list of sections and corresponding class times.
7. To add a section, click on "Add to myCourseBin."
8. Repeat this process for all the courses for which you need to register. Keep in mind, the system will only allow you to register for the courses indicated for your specific term/cohort.
9. Once you have added all of your desired sections, go to the top of the page and click "myCourseBin."
10. You will be directed to another page where you will see all of the classes you selected to add.
11. You will need to schedule each class into your calendar by pressing "Schedule" next to each section in the "Current Course Selection" area. You must press "Schedule" before you can register.
12. Next, you will click "Add This Class."
13. Now you will need to click "Submit" to register for your classes. If you do not click "Submit," you will NOT be officially registered for your classes.

Tuition Refund Insurance

USC offers an elective insurance program which is available to provide full coverage of tuition and mandatory fees, (excluding health insurance) for students who suffer a serious illness or accident, which makes it necessary for them to leave the university before the semester is completed. The Tuition Refund Plan is offered through a private insurance carrier, A.W.G. Dewar, Inc. We urge you to carefully read the information concerning the plan, found at <http://www.collegerefund.com/usc/>. You must accept or decline the insurance at the time you register each semester. If you accept the insurance, a small charge will be added to your student account. The rate charged can vary by a small amount each academic year. If you change your mind after you register, you must contact the Student Health Center before the end of the third week of classes. If you decline the insurance, and later need to withdraw from classes for medical reasons after the drop deadline, you will not be eligible for a refund of your tuition costs. For more information about Tuition Refund Insurance, please visit the following link: <http://arr.usc.edu/services/registration/tuitionrefund.html>.

Information Privacy

Students can request that the University not release any directory information about themselves. Institutions must comply with this request, once received, if the student is still enrolled at USC. Students who wish to restrict the release of directory information about themselves must complete a "Request to Restrict Directory Information." The information for that request can be found at <https://www.usc.edu/dept/ARR/forms/RestrictDirectoryInformation.pdf>

Students have the choice of restricting online student directory information, or they can restrict the release of all of their directory information. The completed form must be submitted in person to the Registrar's Office and must be accompanied by a photo ID. Students will be required to renew the request at the beginning of each academic year. Students who wish to restrict directory information should realize that their names will not appear in the official USC Commencement Program and other university publications. Also, employers, credit card companies, loan agencies, scholarship committees and the like will be denied any of the student's directory information and will be informed that we have no information available about the student's attendance at USC. Students who wish to have specific directory information released may do so by providing a written authorization to the Registrar's Office.

Full-Time Enrollment

To be considered full-time, a graduate student must be enrolled in a minimum of six units of 500-Level or above course work.

International students on student visas must be enrolled as full-time students as determined by the Office for International Services and the department advisor. Such students are in violation of immigration laws when not properly enrolled. Any international student having questions about his or her registration should consult the Office for International Services at (213) 740-2666.

Dropping and Adding Courses

All changes must be processed by web registration or through the Registration Department. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero (0) grade points drop and add deadlines. It is the student's responsibility to learn and monitor those deadlines for each course in which the student is registered. These special session dates can be found in the calendar icon next to each course on the Online Schedule of Classes and on the student registration memo. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation.

USC Web Registration Instructions

Helpful resources on how to successfully register and drop courses can be found on the following websites:

<http://arr.usc.edu/services/registration/webregistration.html>

<http://arr.usc.edu/forms/WebRegistrationInstructions2015.pdf>

Department Clearance

D-Clearance is the process by which the academic advisors reserve specific Master's Programs courses for students in the program. If you have any questions or concerns you will need to contact the academic advisor assigned to you.

Online Schedule of Classes

The most current version of the Schedule of Classes is available online from USC's main web page or directly at <http://web-app.usc.edu/soc/> . The Schedule of Classes is one source, in addition to the registration memos provided by the Program Office, of classes offered in a given semester, when the classes meet, the section and session numbers you need for registration, the faculty members assigned to classes, the meeting location, the capacity in the courses and the current enrollment numbers (so you can see how many spaces are left in a class). You may also find the course syllabus and the start and end dates of the session in icons to the right of each course listing. Most Rossier School of Education courses are department restricted; needing what is called a "D-Clearance" from your Program Office before you can register. The Program Office will send you an email prior to each semester with registration and D-Clearance information.

My USC Web Portal

MyUSC is the university's portal, designed to give students, faculty and staff personalized access to wide-ranging campus resources in a single location, including announcements, email, Blackboard, OASIS, and Web Registration. It can be accessed from USC's main web page or directly at <http://my.usc.edu>. Your USC username and password are the same ones you would use to access email using the USC E-mail system.

Online Academic Student Information System (OASIS)

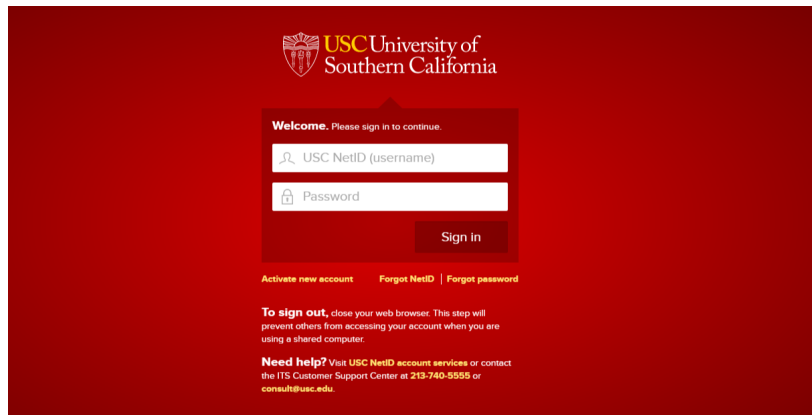
OASIS can be accessed via <http://camel2.usc.edu/OASIS>. By using OASIS, you can monitor your student record, including registration, current and past courses, account balance, activity restrictions, address change, and more. It is your responsibility to review OASIS prior to registering for courses each semester and to notify your academic advisor of any discrepancies. You are encouraged to also check OASIS periodically throughout the semester, especially after each time you add/drop or make any changes to your classes. When you first login, you will be asked for your 10-digit USC Student ID Number, which can be found on any letters you received from Admissions, and a Pin Number, which is your 6-digit birth date. For example, if you were born on January 1, 1980, your pin would be 010180. You will be required to change your password after your first login.

How to View USC STARS Reports

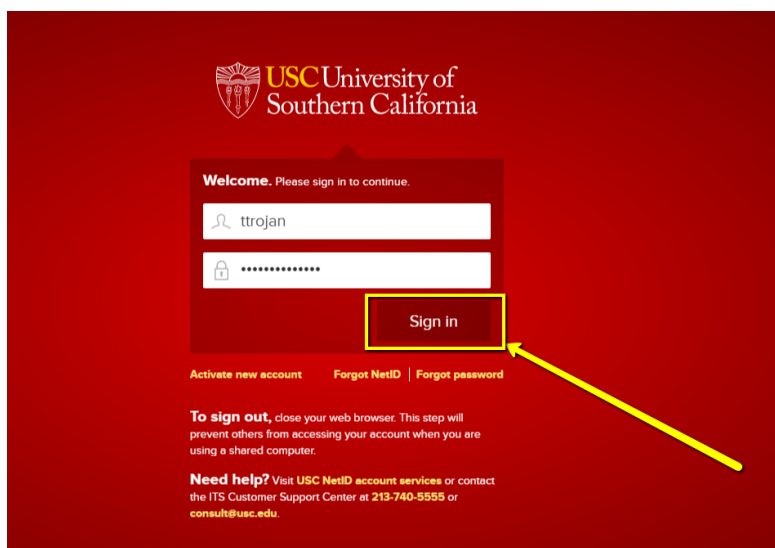
The **ST**udent **A**cademic **R**ecord **S**ystem report (**STARS**) reflects students' academic progress toward degree completion of their declared majors. This report contains all USC coursework and a comprehensive evaluation of progress toward degree completion including time limitations and continuous enrollment requirements. Students may access their STARS reports on OASIS, as well as an abbreviated version called the STARS Audit. You can access your STARS report through MyUSC or OASIS.

To view via MyUSC (<https://my.usc.edu>)

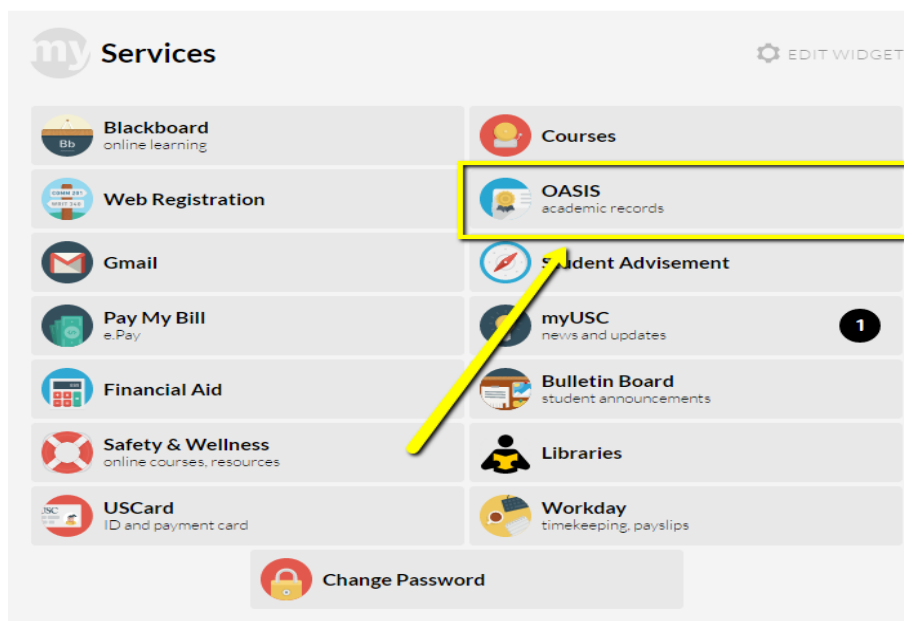
Step 1: Log in on the upper right hand corner.

The image shows the USC University of Southern California login page. At the top is the USC logo and name. Below it is a login form with the heading "Welcome. Please sign in to continue." The form has two input fields: "USC NetID (username)" and "Password". Below the fields is a "Sign in" button. At the bottom of the form are links for "Activate new account", "Forgot NetID", and "Forgot password". Below the form is a section titled "To sign out," followed by instructions. At the bottom is a section titled "Need help?" followed by contact information for the ITS Customer Support Center.

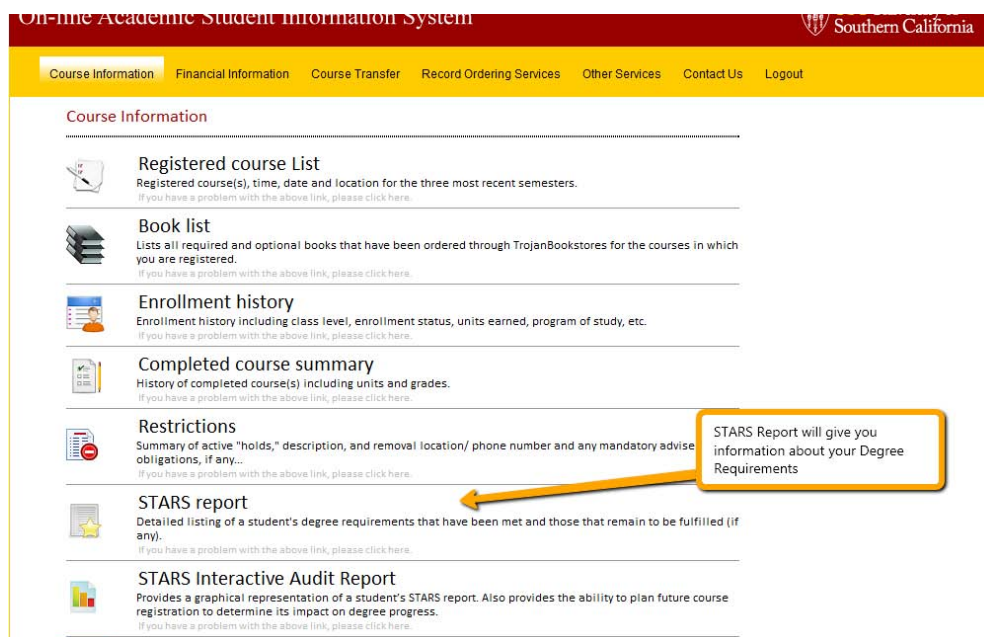
Step 2: Enter the USC ID and password you use to access USC email. Proceed by clicking **Login**.

The image shows the USC University of Southern California login page with the fields filled in. The "USC NetID (username)" field contains "ttrojan" and the "Password" field contains a series of asterisks. The "Sign in" button is highlighted with a yellow box, and a yellow arrow points to it from the right. The rest of the page is the same as in the previous image.

Step 3: Scroll to Student Links and click on the **OASIS** icon



Step 4: Once logged in to **OASIS**, you may view your **STARS Report** or **STARS Interactive Audit Report**:



Your **STARS Report** will show information about the courses you have taken, as well as the number of units needed to complete your program.

NO	A MINIMUM OF 128 UNDERGRADUATE UNITS IS REQUIRED FOR THE DEGREE:				Displays the number of units you still need to complete for degree.
EARNED: 66.00 UNITS					
--> NEEDS: 62.00 UNITS					
19983	EDPT110	4.0	C	Motivation and Learning Strat	
19983	PHED165	1.0	A	>R Varsity Athletics	
19983	PHIL140	G	4.0	B- Contemporary Moral and Social	
19983	WRIT140	4.0	C+	Writing and Critical Reasonin	
19991	ARLT100	G	4.0	C Arts and Letters	
19991	CLAS280	G	4.0	C- Classical Mythology	
19991	ITP 1C1	X	4.0	D Introduction to Information T	
19991	PHED165	1.0	A	>R Varsity Athletics	
19993	ANTH243	G	4.0	C Exploring Culture Through Fil	
19993	EXSC203	2.0	C+	Individualized Exercise Presc	
19993	GEO11C7	L G	4.0	B Oceanography	
19993	PHED164A	1.0	P	Self-Defense	
19993	PHED165	1.0	A	>R Varsity Athletics	
20001	GERM1C1	0.0	F	German I	
20001	IR 3C3	4.0	D	Leadership and Diplomacy	
20001	IR 3C5	4.0	B-	Managing New Global Challenge	
20002	GEOG255	4.0	C	American Environmentalism	
20002	THTR184B	2.0	A	Jazz Dance	
20003	IR 210	4.0	C+	International Relations: Intr	
20003	IR 383	4.0	C	Third World Negotiations	
20003	THTR121A	X	2.0	B Fundamentals of Acting	
20003	WRIT340	4.0	C	Advanced Writing	
20012	CTCS469	0.0	UW	Film and/or Television Style	
OK	A MINIMUM OF 64 UNDERGRADUATE UNITS MUST COMPLETED AT USC:				
EARNED: 64.00 UNITS					
NO	A MINIMUM OF 32 UPPER DIVISION UNITS IS REQUIRED FOR GRADUATION:				
EARNED: 16.00 UNITS					
--> NEEDS: 16.00 UNITS					

The **STARS Interactive Audit Report** (available via **OASIS**) will provide the same information as well as charts and graphs of your academic progress.

	History of completed course(s) including units and grades. If you have a problem with the above link, please click here.
	Restrictions Summary of active "holds," description, and removal location/ phone number and any mandatory advisement obligations, if any... If you have a problem with the above link, please click here.
	STARS report Detailed listing of a student's degree requirements that have been met and those that remain to be fulfilled (if any). If you have a problem with the above link, please click here.
	STARS Interactive Audit Report Provides a graphical representation of a student's STARS report. Also provides the ability to plan future course registration to determine its impact on degree progress. If you have a problem with the above link, please click here.
	Grade Report Course, unit, grade and term grade point average for the two most recent semesters. If you have a problem with the above link, please click here.
	Permit to register

Interactive STARS Audit also gives you information about the courses you need to complete your degree

University Resources and Services

Student Health and Counseling Services

Student Health Services, located at the Engemann Student Health Center, 1031 West 34th Street Los Angeles, CA 90089-3261, is structured for students registered for classes on the University Park Campus. A wide range of medical services are offered to help students maintain an optimum level of physical and mental health and to guide them in the prevention of illnesses. Students with immunization holds on their registrations can have proof of immunization recorded at the Student Health Center or can be immunized at the Student Health Center. All students will be charged a Student Health Center fee each semester whether or not you indeed use the Health Center during that semester. If your classes are not on the Los Angeles campus, or if you are a USC staff member, you should request a waiver of the Student Health Center fee each semester by picking up a form on campus at 1031 West 34th Street. You can contact them by phone at (213) 740-9355 for more information.

The University requires all new students to provide proof of measles immunity prior to registering for class. International students are also required to provide a tuberculosis test. More information can be found at: <http://engemannshc.usc.edu/>.

The University requires that ALL students have supplemental health insurance. This will help to cover the cost of health care that cannot be obtained at the Health Centers, especially in emergency situations where hospitalization may be required. All students carrying six units or more, international students and Health Sciences campus students are automatically enrolled in the USC Student Health Insurance Plan. The Health Insurance Plan works in conjunction with the University's Student Health Centers. For this reason, all students enrolled in the USC Student Health Insurance Plan are required to pay the Student Health Center Fee. Enrollment in the Health Insurance plan may be waived only if documented proof of adequate health coverage from another plan is presented to the Student Health Services Office at the Student Health Center on campus, and the waiver must be submitted each fall semester.

For additional information on student health insurance, please call (213) 740-0551 or go to: <http://engemannshc.usc.edu/insurance/>.

Bookstore

The USC Bookstore provides texts and readers for some courses, as well as general interest books, USC clothing and gift items. The University book store is located at 840 Childs Way Los Angeles, CA 90089. Hours are as follows:

Monday through Friday 7:45 a.m. - 8:00 p.m.,

Saturday 9:00 a.m. - 5:00 p.m.

Sunday 10:00 a.m. - 5:00 p.m.

Booklists for your registered courses can be obtained on OASIS and from your academic advisor. To save a trip to campus, you can request that the Bookstore mail your course material

purchases to your home for an additional fee. If you do plan a trip to campus to purchase your course materials, call the Bookstore first to ensure copies are available at (213)740-TEXT/ (213) 740-8398.

Disability Services and Programs

Disability Services and Programs (DSP) is located at the USC University Park Campus in the Student Union 301, Los Angeles, CA 90089. Disability Services and Programs provides support services necessary to enable students with disabilities to develop their maximum academic potential while having the dignity to work independently.

As part of the Division of Student Affairs, DSP is dedicated to fostering the independence of students with disabilities. This primary focus on mainstreaming and self-advocacy encourages students with disabilities to achieve and maintain a high level of autonomy in the campus community

DSP services include the following:

- Assistance in providing tutors, learning assistants, readers, scribes, note-takers and/or interpreters;
- Advocacy with faculty;
- Special accommodations for test taking needs;
- Assistance with architectural barriers;
- Assistance in obtaining books and supplies from the University Bookstore;
- Information regarding accessible seating at USC sporting events;
- Auxiliary aid equipment loans;
- Assistive Technology; and
- Support for individual needs that are unique to a student's disability

For more information, please contact them at (213) 740-0776 or via email at ability@usc.edu. Please visit their website at http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html .

USC Center for Women & Men

The USC Center for Women & Men exists to facilitate the success of students, faculty, and staff by providing innovative opportunities for leadership and scholarship and by offering advocacy and confidential counseling to those who have experienced gender-related harm. Through its educational programs, the Center fosters a better understanding of feminism, healthy masculinity, and gender equity. Above all, The USC Center for Women & Men serves as a haven for students, staff, and faculty. For more information, visit their web page at <http://www.usc.edu/student-affairs/cwm/> or contact them at (213) 740-4900.

Information Technology Services (ITS)

As a new student at USC, you will want to access the Internet, e-mail, and print and digital library resources as soon as possible. The Information Technology Services Division provides these and many other means to access and use information. Before you can take advantage of what ITS has to offer, you need to have an USCard, the standard identification card for all USC students. Once you have your USCard, you will be able to activate your USC computer account and library privileges. For additional information about any of the resources and services offered, visit ITS's Web page for new students at <http://itservices.usc.edu/help/students/>.

Computer Account

As a USC student, you will receive a USC user name and password that provide you with access to the following information services:

- Free e-mail, by which you will receive most official University and Ed.D. communications;
- Access to library catalogs and databases from locations outside the libraries and public user areas; and
- Access to computers in all ITS public computing centers.

To take advantage of these services, you need to activate your USC user name at the "First Login" website at <https://secweb.usc.edu/cgi-local/firstlogin/showform?form=activate>. Complete the online form, read the policies, and choose a secure password to activate your account. Once your account is activated, you will be able to use the public computers. For more information regarding your account, including changing your password, account quotas, or renewal, please go to <http://itservices.usc.edu/usc-accounts/>. If you need assistance, please call the ITS Customer Support Center at (213) 740-5555 to speak with a computer consultant or ask for assistance at the service desk of any public computing center.

USC Email

Email has been adopted as the primary mechanism for sending official communications to USC students. Students, therefore, must check their USC email accounts regularly in order to stay abreast of important messages and notifications. Failure to read official university communications sent to students' official email addresses does not absolve students from knowing and complying with the content of official communications. Instructors may use students' USC email addresses as the official out-of-class means of communicating with students registered in their classes. Students must comply with course requirements communicated to them by email.

Check your USC email account regularly for messages from the Master's Programs Office concerning registration, news, and events. Faculty will send important assignments, changes and announcements for class meetings, and other notices to your USC email address only. Instructors and Master's Programs Office staff will not send email to non-USC accounts (e.g. hotmail, gmail, yahoo, AOL, .k12.ca.us). Instructions on how to forward your USC e-mail account to

another account that you use more frequently can be found on the iPlanet website at <https://email.usc.edu/> . You will also need to be aware of whether your account is approaching its storage quota—if your account goes over quota you will not be able to receive essential emails from instructors and USC administration.

Identification Cards/USCards

Your USCard may be obtained from the USCard Customer Service Offices located in first floor of Parking Structure X (PSX) adjacent to McCarthy Quad. Students are required to obtain a student ID card during his/her first semester at USC. Cards issued after a student's initial semester of enrollment are subject to a service fee.

A USC ID card is a must for all USC students and should be carried at all times while on campus. The card, which identifies you as a currently enrolled student, also entitles you to various other privileges and potential uses on and off campus. Your student ID entitles you to use the University Library System, the Lyon Center, and other recreational facilities.

You may open an account with the USCard Office, which will enable your ID card to function as a debit card. The debit card can be used to purchase a variety of products and services the university offers. For more information on your ID card, visit <http://www.usc.edu/uscard>.

Libraries

USC has more than a dozen libraries that feature specialized collections and archives. If you are not sure where to start, USC's gateway library, Thomas and Dorothy Leavey Library, is the place to go. The staff at Leavey Library can help you with your research needs and provide referrals to the other libraries on campus. For a complete list of all USC libraries and links to their homepages, visit the ITS's "Libraries at USC" Web page: <http://www.usc.edu/libraries/locations/> . For an updated list of library hours, visit the "Hours and Locations" Web page at http://www.usc.edu/libraries/hours/all_libraries/.

The USC library catalog, which is available on the Web at <http://www.usc.edu/libraries/>, will help you locate books, periodicals, government documents, and dissertations held in libraries on the University Park campus. For digital library resources, including a vast collection of article indexes, catalogs, dictionaries, encyclopedias, electronic journals, visual materials, and much more, visit USC's "Subject Resources" page at <http://www.usc.edu/libraries/index.php>.

It is possible to configure your home computer to access the USC Library electronic resources. To find out more information call (213) 740-5555.

Rossier's own ***Education Information Center*** provides access to library services for the Rossier School of Education. The Information Center is exclusively for graduate students in the Rossier School of Education. It is equipped with computer work stations and study space. Books and journals in the field of education are housed in the Doheny Memorial Library. For assistance,

please contact Melanee Vicedo, Head of Education and Social Work Library Services at (213) 740 0545 or by email at vicedo@usc.edu.

Campus Security

The Department of Public Safety is located on the first floor of Parking Structure A. Emergency calls should be made to (213) 740-4321 and non-emergency calls to (213) 740-6000. In addition, emergency phones are located strategically throughout the campus. Many are marked by a blue light to aid in nighttime identification. The phones are connected directly to Public Safety and identify the location of the phone in the event the caller is unable to talk. The phones can be used to request an escort, to report suspicious persons or activity, and to report crimes.

When an emergency occurs, authorized senders can instantly notify you using TROJANS ALERT. TROJANSALERT is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact, and other important information. You can be notified via text messages to your email account (school, home, office, etc.), cell phone, pager, Smart Phone or handheld device, or land line. Register at <https://trojansalert.usc.edu>.

Athletic Facilities

Recreation facilities are open to USC students with current USC identification. The Lyon Center, located near the northwest corner of campus, houses a 21,800 sq. ft. gym (for basketball, badminton, and volleyball), conference rooms, sauna and Jacuzzi, equipment rental and sales, men's and women's locker rooms, weight room, four racquetball courts, a squash court, stretching and punching bag areas, SCycling/multi-purpose room, group exercise studio, basketball, volleyball, wrestling, and cardiovascular equipment.

To access any Lyon Center, McDonald's Swimming Pool, HSC Fitness Center privileges and services USC Students must complete a General Release of Liability Waiver. This waiver only needs to be submitted once and will remain in effect until you leave USC. You can sign the waiver online at <https://elmer.uscard.usc.edu/>

Dining Facilities

USC's Hospitality Services offers a variety of dining options, including The Tutor Center, Cafe 84, Trojan Grounds, LiteraTea, and Popovich Cafe. A schedule of operating hours is available at <http://hospitality.usc.edu/restaurants/retailcafes.aspx> . Your USCard can be used at all retail campus dining facilities. No personal checks are accepted, and credit cards are accepted only at limited locations.

USC Transportation| USC Auxiliary Services

USC Transportation provides its students with parking permits, bus transportation, as well as campus cruiser accessibility. Students are eligible for AAA membership, discount on rental cars, zip cars, airport shuttles, and free Uber rides within a certain radius. Transportation has also equipped their students with a USC gas station and much more! For further information, please visit their website at <http://transnet.usc.edu/> and to purchase a parking permit, please visit <http://transnet.usc.edu/index.php/how-to-purchase-a-permit-2/>.

USC Student Affairs

The Division of Student Affairs is devoted to creating an integrated learning experience that helps students reach their educational, personal, and professional aspirations. Student Affairs help create a campus community where students are prepared to contribute to a changing world. For further information, please visit <https://studentaffairs.usc.edu/>.

Diversity Resources

- **Asian Pacific American Student Services (APASS):** APASS provides programs, services, and resources for students who identify as Asian Pacific American and educational opportunities for the entire campus. Its mission is to educate, engage, and empower not only the APA Trojan community but also the larger university.
- **Center for Black Cultural & Student Affairs (CBCSA):** The Center for Black Cultural and Student Affairs (CBCSA) welcomes students to the Trojan family at the University of Southern California. CBCSA is a department that works toward creating an optimal learning environment for students of African descent and the Trojan family at large.
- **El Centro Chicano:** El Centro offers student advocacy, personal support, assistance for Latina/o student groups, and transitional/beyond USC programming. El Centro programs range from new student symposiums fostering a smooth transition to USC life, to the annual Chicano/Latino Graduation Celebration giving students a cultural and unique way to graduate from USC.
- **USC LGBT Resource Center (LGBTRC):** (est. 2005) provides support, education, and advocacy for LGBT and Ally undergraduate and graduate students at the University of Southern California. LGBTRC works with diverse campus undergraduate, graduate and faculty/staff and alumni organizations along with campus departments to address the LGBT student experiences.

USC Kortschak Center for Learning and Creativity

The USC Kortschak Center for Learning and Creativity offers an innovative approach to assisting student's dyslexia, ADHD, and other identified learning differences. Equipped with state-of-the-art assistive technology and enhanced academic support services, the center provides insight and guidance into your preferred method of learning. For more information, please visit <https://kortschakcenter.usc.edu/>

Housing Information

USC Housing

The goal of the university is to offer applicants housing in a variety of settings. More specifically, graduates reside in 20 university-owned and university-managed facilities, which are located on or near campus. The apartment style of living does require more independence, and the apartment units are furnished, with most having standard kitchens, bathroom facilities, and living areas. Units are designed to house two to five students per apartment, depending on the number and size of bedrooms. A limited number of furnished apartments for students with families are also available. For more information, including application information and financial facts, please visit <http://housing.usc.edu>.

Alternative Housing Resources

USC offers students a subscription that provides housing details, including property listings, photos, descriptions, prices, floor plans, and much more to help students look for off-campus housing. For more information please visit <http://www.housing4students.com/colleges/usc/>.

You also can search for housing by reviewing the classified section of the Daily Trojan, USC's student newspaper by visiting <http://www.dailytrojan.com/classifieds>. Click on the classified link.

USC Office of International Services - Housing Information

The Office of International Services (OIS) is a resource center that serves the needs of international students and visiting scholars at USC through a variety of advising services, programs, and information resources. In the "Housing" section of their website, which can be accessed via <http://sait.usc.edu/ois/housing.aspx>, incoming and current students can find information related to temporary accommodations, university housing, off-campus housing, and OIS off-campus housing postings.

For other campus resources, please visit <http://careers.usc.edu/students/info/diversity>

Student Financial Information

USC Financial Aid encourages students to apply for financial aid when you submit your application for admission. Graduate students must meet the deadline, and all eligibility requirements to be considered for all forms of financial aid. Applications received after this date is considered for Federal Direct Stafford and Federal Direct Graduate PLUS loans only.

Students must also be registered at USC at least half-time each semester to be eligible for Federal Direct Loans. Specifically, graduate students must be registered for four (4) or more units.

You should have:

- Completed the Free Application for Federal Student Aid (FAFSA) online at <http://www.fafsa.ed.gov>
 - Use your best estimate of 2015 student income.
 - USC's Federal School Code is: 001328.
- Please check with Financial Aid for the FAFSA deadline for 2016
- Completed the Supplemental Form online by logging into "My Financial Aid and Documents" on the Financial Aid website. This form requires you to enter the range of academic units for which you will enroll each semester. If you are unsure how many units you will take, please contact your academic advisor prior to submitting this form. The enrollment units you select on this form MUST match your actual enrolled units in order for your financial aid to be properly disbursed.

For more information about Financial Aid, please visit the USC Financial Aid website at <http://www.usc.edu/admission/fa/>.

In order to access more frequently asked question regarding topics such as charges, student account, and payment plans, consider visiting Student Financial Services website: <http://fbs.usc.edu/depts/sfs>

Contact: USC Financial Aid Office
John Hubbard Hall (JHH) Lobby
700 Childs Way
Los Angeles, CA 90089-0914
(213) 740-4444

Hours: Monday-Friday: 9:00am-5:00pm

Paying your Fee Bill

The easiest way to pay is through USC e.pay online at www.usc.edu/epay. You can also visit the Cashier on the in the USC Credit Union branch at Student Union 106 (facing the Tutor Campus Center International Plaza) from 9am-5pm Monday through Friday. The USC Tuition Payment Plan allows settlement of a student account (one semester at a time), through a line of credit established with the USC Student Financial Services Office. You may use your USC Payment Plan account to pay for tuition, fees, university housing, meal plans, and other miscellaneous university charges in monthly installments. You must apply each year to participate in the USC Payment Plan. A non-refundable application fee is due with your application. In order to apply for the USC Payment Plan, you must accept the Terms and Conditions, and complete and return the USC Payment Plan Application form located at <http://fbs.usc.edu/depts/sfs/page/1562/payment-plan/>.

Scholarships, Fellowships, & Grants

At USC Rossier, we are committed to helping students identify resources to fund their education. Both general and program-specific scholarships are available. Review our list below, and consult your program admissions director about additional resources you may qualify for. For more information, please visit <http://rossier.usc.edu/admissions/financing/scholarships-fellowships-grants/>

Additional Resources and Organizations

Career Services

The USC Career Center, which is located on the University Park Campus, provides exceptional career services to all members of the Trojan Family. Its array of programs include career counseling, workshops, company profile events, career panels, internships, job listings and searches, Trojan Network, and Career Fairs. Please be prepared to show or swipe your USCard upon checking in at the Career Center front desk or any Career Center-related programs.

Contact: USC Career Center
3601 Trousdale Parkway
Student Union 110
Los Angeles, CA 90089-4897
Phone: 213-740-9111
<http://careers.usc.edu>

Hours: Monday-Friday: 8:30am-5:00pm

Rossier Student Organizations

USC Graduate Student Government (GSG)

The GSG mission is to enhance the University of Southern California graduate and professional student experience by serving as the face of the student body. To accomplish this, GSG is responsible for managing student resources efficiently, providing a voice for the student community, building a community that fosters interdisciplinary exchanges, and informing students about their rights, resources, and opportunities. For more information, please visit <https://gsg.usc.edu/>

Students of Higher Education Counseling (SHiEC)

The Students of Higher Education Counseling (SHiEC) is a graduate student organization for students in the Master of Education (M.Ed.) in Educational Counseling (EC) program at USC. SHiEC strives to promote the academic and professional development of graduate students in the field of educational counseling. SHiEC aims to engage members with the community and current

events through programming and networking, both within the USC campus and other higher education institutions. As an organization, SHiEC also unites its members and alumni as a support system and professional network for each other throughout their time at USC and beyond. <http://shiecusc.wix.com/usc-shiec>

PASA Network

The PASA Network is a student run organization for the PASA program that works to promote the academic and professional development of graduate students in the field of postsecondary administration and student affairs. The Network also coordinates social networking opportunities aimed to develop connections between students within the program, program faculty and staff, alumni and prospective students. <http://uscpasanetwork.strikingly.com/>

Marriage and Family Therapy Student Organization (MFT-SO)

The Marriage and Family Therapy Student Organization (MFT-SO) was founded as way to bridge the gap between the first-year cohort, second-year cohort and third-year cohort. The organization strives to be four things: a social organization, a professional organization, a community organization—and most importantly, to have a great time with our fellow classmates.

Educators for Queer Alliance (EQuAL)

The graduate organization Educators for Queer Alliance was created in the Fall of 2008. EQuAL is a graduate organization for anyone interested in promoting Lesbian, Gay, Bisexual, Transgendered, Queer, and Intersexed (LGBTQI) awareness on campus and among fellow educators. We work alongside the LGBT Resource Center and other organizations on campus, including other LGBT graduate organizations, to promote this awareness. <http://sites.google.com/site/uscequal>

Rossier Student Organization (RSO)

The Rossier Student Organization (RSO) was formed in 1968 as a forum for the exchange of student ideas and for the planning of student activities. All graduate students in Rossier School of Education are automatically members of the organization and are encouraged to participate in its activities and programs. Our goal is to promote research efforts of education students through reimbursements for conferences, and to sponsor social activities for graduate students to come together, so they can make the most of their experience at USC.

The mission of RSO is to explore and promote academic issues and support a feeling of collegiality and community at the Rossier School of Education by assisting all students in every aspect of academic and social life at the University of Southern California. Find out more at <https://rossierstudents.usc.edu/rso/>.

Important Contact Information

USC Master's Programs Office Address

3470 Trousdale Parkway, WPH 304
Los Angeles, CA, 90089-4033
213-740-3255
rsoempo@rossier.usc.edu

Master's Programs Staff

Kristan Venegas, Program Chair	kristanv@usc.edu
Julienne Jose Chen, Associate Director	julienne.jose@usc.edu
Danielle Clark, Academic Advisor	clarkd@rossier.usc.edu
James Hayashi, Writing Advisor	jhayashi@usc.edu
Laurie Markham, Placement Coordinator	lmarkham@rossier.usc.edu
Solomon Matthews, Graduate Intern	rsoempo@rossier.usc.edu
Crystal Quater, Graduate Student Worker	rsoempo@rossier.usc.edu
Patricia Lara, Graduate Intern	plara@usc.edu

Course Curriculum Coordinators

Educational Counseling

Kristan Venegas, Professor of Clinical Education	kristanv@usc.edu
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Marriage and Family Therapy

Ruth Chung, Assoc. Professor of Clinical Education	rchung@usc.edu
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Learning Design and Technology

Helena Seli, Assoc. Professor of Clinical Education	helena.seli@rossier.usc.edu
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Postsecondary Administration and Student Affairs

Kristan Venegas, Professor of Clinical Education (interim)	kristanv@usc.edu
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USC Departments and Offices

<i>Career Center</i>	(213) 740-9111	http://careers.usc.edu
<i>Financial Aid</i>	(213) 740-4444	http://www.usc.edu/admission/fa/
<i>Housing</i>	(800) 872-4632	http://housing.usc.edu
<i>Health Center</i>	(213) 740-9355	https://engemannshc.usc.edu/
<i>Counseling Services</i>	(213) 740-7711	Call during business hours of 8:30am-5:00pm
<i>Center for Women & Men</i>	(213) 740-4900	http://www.usc.edu/student-affairs/cwm/index.html 24-hour crisis counseling available by telephone.

<i>Disability Services</i>	(213) 740-0776	http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html
<i>Office of International Services</i>	(213) 740-2666	http://sait.usc.edu/ois/
<i>Registration Department</i>	(213) 740-8500	http://www.usc.edu/dept/ARR/registration/index.html
<i>Degree Progress</i>	(213) 740-7070	http://www.usc.edu/dept/ARR/degreeprogress/

- For **life threatening emergencies on or near campus**, please call DPS (Department for Public Safety) at 213-740-4321 to expedite ambulatory services. For all other locations, please call 911.
- For **all other after-hours emergencies**, such as feeling emotionally overwhelmed, please call 213-740-7711 and follow the prompt to be connected to the after-hours provider.

2016-2017 Important Dates

Fall 2016: August 22, 2016 – December 2, 2016
 Last day to add/drop: September 9, 2016
 Final Exams: December 7-14

Spring 2017: January 9, 2017 – April 28, 2017
 Last day to add/drop: January 29, 2016
 Final Exams: May 4-11

Breaks/Holidays

Memorial Day: May 30, 2016
 Independence Day: July 4, 2016
 Labor Day: September 5, 2016
 Thanksgiving: November 23-27, 2016
 Winter Recess: December 15, 2016 - January 8, 2017
 Martin Luther King's Birthday: January 16, 2017
 Presidents' Day: February 20, 2017
 Spring Recess: March 12-19, 2017
 Commencement: May 12, 2017

Master's Program Office Calendar Events

Assessment Bootcamp

The Assessment Bootcamp is a one-day event that will provide knowledge base in basic assessment planning and design. Participants will focus on planning, implementation, and presenting assessment results. Participants who complete the full boot camp will receive an Assessment Certificate of Completion.

EC Culminating Event

The EC Culminating Event is the year-end academic symposium in which EC students showcase their assessment projects that they have worked on during their EDHP 593AB seminar courses for fall and spring. This is part of their final project in which the faculty evaluate their projects and provide feedback. Thesis students are also given an opportunity to present their research to their peers and faculty.

Fall Open House

At the beginning of the fall semester, the Master's Program Office hosts a welcome week of events to provide incoming students a glimpse into the office and to interact with the staff and their cohort mates. The Open House is held during the first week of classes and the staff organizes theme days with refreshments and activities for the students.

Finals Study Break Lounge

The Study Break Lounge is a place for all Master's Program students to come throughout the day to have a safe space to study, refuel on snacks, and take a breather. We hope that this designated area can help with the stressors that comes along with finals. There is no need to RSVP for this event. All are invited.

Master's Program Office Newsletter

The Master's Program Office Newsletter is published every other month and sent out to prospective students, faculty, students, alumni, and the Trojan community. Inside are messages from our faculty, staff, and student highlights. Important dates and events are also noted for students' convenience. The newsletter was created by MPO to help create a presence for graduate students within the university and keep each person up-to-date with the latest information that flows through the office and department.

New Student Orientations

New Student Orientations serve as an introduction of USC as an institution and Rossier as a department to accepted students. Each Program (LDT, MFT, EC, and PASA) each hosts its own orientation. During the orientation, students are given the opportunity to meet their cohort peers, faculty, staff, and other special guests.

Pinning Ceremony

The Pinning Ceremony is something new that we feel is the perfect way to say farewell to our beloved students, and a passing of the torch to the arising second year students. For this event, representatives from the graduating class will come and pin the first years as they continue their quest toward graduation. Participants from all master programs are welcome (LDT, MFT, EC, and PASA). Those who attend will receive a pin with their graduating year on it, which may be worn during their graduation ceremony the following year! More information will come soon!

Appendix A

Master's Programs Student Conduct Agreement

USC Academic Policies allow faculty and academic advisors to consider factors other than passing grades and adequate GPAs in determining whether a student is making satisfactory academic progress. These factors are included in the program's Conduct Standards, which are described in detail below. All students are required to abide by these Conduct Standards as a condition of enrollment in the program.

Students who do not uphold the Program Conduct Standards are subject to dismissal from the program, even if they are earning passing grades. In less severe situations, however, a student who is not meeting the Program Conduct Standards may be offered the opportunity to remain in the program by working with program staff to develop a remediation plan which may include, but is not limited to, repeating a course, doing extra work to become proficient in an area of weakness, obtaining personal counseling where appropriate.

Conduct Standards Agreement

I understand that I am enrolling in a graduate program, and that graduate school requires a high level of maturity, flexibility, dedication, and personal responsibility. I understand that training programs require an especially high level of these behaviors, and agree to conduct myself accordingly at all times during my training. I understand that failure to adhere to these standards may result in remediation or, in severe cases, be grounds for dismissal from the program.

As a student of the Rossier School of Education program at USC, I agree to abide by the following conduct standards. I will:

Demonstrate Commitment to the Academic Process. I will treat my training program as I would any other professional position. I will conduct myself appropriately during class or training sessions. I will be prompt and attend class sessions in their entirety. I will submit my work on time. I will participate in class discussions and will be prepared to give constructive feedback. I will turn in only my best work. I will come to class prepared and ready to discuss the readings/topics. I will refrain from inappropriate computer or cell phone use during class. I will carefully consider how my dress and appearance impact my professional credibility. I will refrain from distracting behaviors. If I am unable to meet these standards, I will inform my instructor.

Demonstrate Commitment to Field Work. I will, at all times, adhere to the professional, legal and ethical guidelines, as they relate to EC candidates. I will abide by all rules for professional conduct established by the schools or other institutions in which my field work takes place.

Proactively Manage my Academic Program. I will familiarize myself with university policies, procedures, dates, and registration deadlines by consulting the university catalogue issued my first year of enrollment and the schedule of classes for each semester (<http://www.usc.edu/academics/classes/>).

Uphold USC Academic Integrity Standards. I will familiarize myself with the university policy on academic dishonesty (<http://www.usc.edu/student-affairs/SJACS/acadresources.html>), and will abide by the proper writing and citation methods outlined in the APA Publication Manual.

Accept and Act upon Personal and Professional Feedback. I will be open to constructive personal and professional feedback, and will incorporate suggestions made by faculty and peers that will improve my work as a practitioner.

Proactively Manage Personal Issues. When I am dealing with a personal issue that impedes my progress in the program, I will inform my professors and advisors as soon as reasonably possible to develop a plan to continue or suspend my work in the program until the issue is resolved, so that I am not penalized for poor performance as a result of the stress I am experiencing.

Respect Others. I will always be respectful to others by maintaining a professional demeanor in my interactions with peers, staff, faculty, students, and mentors. Consistent with USC's Policy on Non-Discrimination, I will, at all times, refrain from discriminatory behaviors toward others regarding race, color, ancestry, religion, sexual orientation, national origin, age, marital status, or disability.

Seek to Resolve Grievances. Should I have a grievance that affects my work in my program, I will first approach the person with whom I have a grievance and try to settle the dispute on my own. Should I be unsuccessful in settling the dispute on my own (or feel intimidated in any way), I will notify my Academic Advisor. I understand that if the dispute is not adequately settled, the next steps in my recourse are available in SCampus, which I can obtain on-line at <http://www.usc.edu/dept/publications/SCAMPUS/>.

Proactively Seek Disability Assistance. Should I have a disability and need reasonable modifications, special assistance, or accommodations in my courses, I will promptly register with Disability Services and Programs on campus, and direct my request to my professors at the *beginning* of the semester. If I think that the modifications, special assistance, or accommodations offered are inappropriate or insufficient, I will seek the assistance of the

Director of DSP.

Name: _____

Signature: _____

Date: _____

Appendix B

Sample Fieldwork Learning Contract

This Plan must be submitted to Blackboard by **Friday, January 22, 2015 by 11:59pm.**
EC students only: You must also attach a signed copy of the Clinical Field Experience Agreement form.

INTERNSHIP PLAN FOR (your name): _____

Postsecondary Education Institution providing internship: _____

Office connected with internship: _____

Office address: _____

Office telephone: _____

Name of On-Site Fieldwork Supervisor: _____

Title of Supervisor(circle one): Ms. Mr. Dr. Other: _____

Supervisor's telephone: _____

Supervisor's email address: _____

Description of Internship: _____

If this internship is located at your place of employment, how will the experience or set of tasks in your internship be different from, and exist IN ADDITION to, your current postsecondary or directly related employment?:

Course Units (circle one): 1 2 3 4 units

Note: Don't be intimidated by the following requests for statements of "goals," "tasks," and "interviewees." You may not have much developed your plans for each of these purposes, and it is intended that you will refine your thinking during the internship. Stating these ideas now will help you begin the process of reflecting about your internship, a major theme for this 587 course.

Specific tasks and services you will perform in Internship: _____

Specific Goals for Your personal development of career goals, values, skills, and professional networks through this Internship: _____

This Plan, along with a signed copy of the Clinical Field Experience Agreement (required for EC students only) is due via Blackboard by **January 22, 2016 by 11:59pm.**

Appendix C – Clinical Field Experience Agreement



Clinical Field Experience Agreement

Master of Education in Educational Counseling Program

I, _____, (Name of Student Candidate) seek Clinical Field Experiences to complete the Master of Education in Educational Counseling Program (hereafter referred to as "EC Program") degree requirements at the University of Southern California Rossier School of Education.

For the purpose of this Agreement, Clinical Field Experiences are considered to be any educational counseling related placement in a school or community-based organization that is arranged for the Student Candidate, to complete assignments including but not limited to fieldwork observations and fieldwork interviews with institutional administrators, counselors, practitioners, or parents of students.

As a Student Candidate in the EC Program, I acknowledge and agree to the following:

1. **Placement Services:** My Clinical Field Experience placement requires: (i) approval of the EC Program Placement Specialist who will determine if the school or organizational placement meets necessary criteria for the EC Program as determined by EC Program instructors and staff; (ii) a qualified supervisor who will act as my "Guiding Supervisor"; and (iii) an Institutional Administrator where I will complete my Clinical Field Experience. I understand that I may be placed at a school/organizational site that may require significant travel time during my Clinical Field Experiences. I agree to be responsible for all expenses incurred related to such travel. I understand that while I may provide the EC Program Placement Specialist with assistance in special cases (e.g. overseas placements, rural placements, or other special circumstances), and offer assistance in the placement process generally, I do not have the authority to select and approve my own site placement.
2. **Required Documentation:** I will not begin my Clinical Field Experience until: (i) I provide the EC Program an executed copy of this Clinical Field Experience Agreement; (ii) I complete any application or provide any information reasonably requested by the human resources department of the school/organization in which I will complete my Clinical Field Experience and (iii) the EC Program course officially commences in which my Clinical Fieldwork requirements shall be completed. At any time while I am enrolled in the EC Program, if I am arrested for any reason, I will report the incident to my EC Program Academic Advisor and the EC Program Placement Specialist as soon as I am able to communicate to her/him by phone or email. I will also obtain and send a copy of the arrest report to my Academic Advisor and a copy to the EC Program Placement Specialist as soon as that information is available to me. I understand that I will not be allowed to be placed in a classroom or return to my school /organizational site placement until the Program has received the arrest report and has been able to determine my fitness to work with children.
3. **Guiding Supervision:** I will work at all times under the supervision of my Guiding Supervisor (hereafter referred to as "GS"). If my assigned GS is unable to serve as a mentor, for any reason, the EC Program and the placement school/organization may attempt to find me another GS. If a suitable replacement cannot be found, the Clinical Field Experience at that placement site will be terminated. I understand that I am expected to meet with my GS prior to starting my placement in order to: go over all the clinical-based course expectations,

Revised April 2016

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review my Fieldwork requirements, describe my assignments to be submitted, establish a weekly co-planning time, and address any questions or concerns posed by the GS. I will acquire the best contact information (best available direct phone number and email address) of the GS, which I will share with EC Program Placement Specialist and any and all necessary EC Program Faculty and Staff. I will seek and gain approval from the GS regarding decisions related to my Fieldwork assignments. I shall willingly receive regular constructive feedback from the GS.

4. **Placement Attendance and Load:** I understand that I, as a Student Candidate, am expected to complete two hundred and ten (210) hours of Fieldwork Experience at an EC Program pre-approved placement site. To the extent that it does not interfere with my USC course obligations, I will participate in my placement site's department and organization wide meetings, field trips, professional development, and other events. Should I be absent from my placement site due to illness or emergency, I will notify the EC Program Placement Specialist, my GS and my placement site administration and make arrangements to make up missed days of Fieldwork Experience. Should my EC Program Placement Specialist determine that I have missed too many days due to medical emergency, I may be eligible for an "Incomplete" and must follow the terms outlined in the course syllabus for receiving an "Incomplete." Should I be absent due to a reason that goes unexcused by my EC Program Placement Specialist, I will not receive a passing grade for Fieldwork in the EC Program. In addition to the placement guidelines outlined in the Fieldwork course syllabi, I understand that my Fieldwork experiences will place demands on my energy and ability. Beyond the daily site participation, I understand that I will likely serve an additional two to five hours of work each day to fulfill my responsibilities at my placement site related to my Clinical Fieldwork.

5. **Professional Dispositions:** I understand that I am expected to conduct myself according to the professional guidelines set forth by the University of Southern California, the EC Program, and the school/organization in which I complete my Clinical Fieldwork Experience, pertaining but not limited to: my manner of dress; my manner of communication with administrators, parents, and students; my obligations to complete planning and preparation well in advance to my work projects; and my honesty and integrity in the course of professional practice. I understand that I should not complete outside course work at my placement site unless the work directly pertains to my obligations to the students at the placement site, Guiding Supervisor directions, or related work at my placement site.

6. **Legal and Ethical Obligations:** I will, at all times, adhere to the professional, legal and ethical guidelines as outlined in the USC Principles of Community <http://scampus.usc.edu/principles-of-community/#ethics>.

7. **Organizational Policies:** Even though I am not an employee of the organization in which I will complete my Clinical Field Experience, I agree to comply with the policies and procedures that give employees direction and govern the conditions and expectations of their employment that are based on local, state and/or federal laws. I will give particular attention to laws and policies pertaining to the following:

a. **Reporting Child Abuse:** Student Candidates who, when acting in the scope of their Clinical Field Experience, develop a reasonable belief that a minor has been or is the victim of child abuse (e.g., non-accidental injury, sexual abuse, or neglect) must immediately report or cause a report to be made to a police officer or Child Protective Services. A report may be made by telephone or in person and must be followed by a written report within thirty-six (36) hours or sooner as directed by local and state laws. For additional information, I will seek out and carefully review the policies and protocols for reporting child abuse outlined by the school district/organization in which I complete my Clinical Field Experience.

b. **Workplace Harassment:** Workplace harassment, including sexual harassment, of or by Student Candidates is prohibited. Any Student Candidate who believes she or he has been harassed should: (i) immediately report the incident to her or his EC Program Placement Specialist; (ii) lodge a complaint with an appropriate supervisor or district administrator for Human Resources for the placement site; and (iii) not return to the placement site until an investigation has been conducted by the district for the placement site and EC Program staff have reviewed the findings of the investigation and provided a recommendation.

c. **Staff-Student Relations:** When exercising general supervision over the conduct of students, Student Candidates will treat students with dignity and respect. Student Candidates must observe and maintain professional boundaries between themselves, students, and organizational staff. Examples of professional boundary violations include: (i) discussing with a student sexual topics that are not related to a specific curriculum; (ii) discussing with a student, problems concerning staff, faculty, or administration that would normally be discussed with adults (e.g. marital problems, differences in collegial perspectives, etc.); (iii) giving a student a ride in the Student Candidate's personal vehicle without the express permission of the student's parent and an authorized administrator of at the placement site; (iv) taking a student on an outing without obtaining prior express permission of the student's parent and an appropriate placement site administrator; (v) giving gifts of a personal nature to a specific student or faculty member and/or; (vi) using email, text messaging, instant messaging, or social media in a manner in which violates the placement site's policies and/or to discuss with a student a matter that does not pertain to the student's homework, class activity, college, club, or other placement site activity.

d. **Drugs and Alcohol:** The placement site at which the Student Candidate conducts her or his Clinical Field Experience facilitates a safe environment for students, employees, and community by requiring a drug- free and alcohol-free workplace mandated by local, state, and federal laws. Criminal arrests or charges relating to drugs or alcohol must be reported to the EC Program Placement Specialist and the appropriate placement site administrators within forty-eight (48) hours of Student Candidate's awareness of such or sooner as directed by local, state, and/or federal laws.

e. **Dangerous Instrument and Deadly Weapons:** Dangerous instruments or deadly weapons are prohibited on school and school district property and at school events. Persons using, displaying or knowingly carrying or possessing any dangerous instrument or deadly weapon, without authorization, will be subjected to disciplinary action including but not limited to the loss of Student Candidate's placement, suspension or expulsion from the EC Program and the University of Southern California, as well as referral to law enforcement authorities.

f. **Staff Computer and Internet Use:** Student Candidates are to use placement site computers, personal computers when at placement site, networks, and Internet services at placement site for school/organization-related purposes and the performance of job duties only. Any Student Candidate who violates this policy or the rules governing use of computers or personal computers while at a placement site is subject to disciplinary action, up to and including termination of placement. Illegal uses of computers, networks and the Internet will also result in referral to law enforcement authorities.

g. **Student Records:** Student education records, and the information therein, are confidential and must not be divulged without parental consent, except as specifically authorized by placement site policy.

8. **Communication Practices:** I will seek the advice of my Guiding Supervisor, EC Program Placement Specialist, or placement site administrator if I have any questions about my proposed conduct that may violate any of the foregoing policies or laws. I acknowledge that the EC Program or placement site may terminate my Clinical Field Experience if I violate any University policies, placement site district policies, local, state, or federal laws, the terms of this Agreement, or engage in any other conduct that calls into question my fitness to work with students. I will proactively engage in timely, respectful, truthful, and professional communication practices. I will be especially mindful of the professional manner, demeanor, language, and tone in which I address EC Program faculty and staff, placement site's personnel, students and their parents in all forms of communication including but not limited to email correspondence, phone conversations, in-person meetings, and in social interactions such as school related events or activities. I will be mindful of student, parent, organization and school staff perceptions of my role as a novice teacher in their school/organization community and consistently maintain professional standards of dress, behavior, actions, and communication practices.

9. **Academic Outcomes:** I will actively meet the requirements and responsibilities of all EC Program coursework pertaining to my Clinical Field Experiences in a timely and competent manner consistent with the schedule of assessment due dates stated in course syllabi. I understand that I must make a concerted effort to communicate with my Guiding Supervisor and USC professors regarding my ability to carry out the tasks introduced in my EC coursework and thereby submit all course assignments in a timely fashion. With the assistance of my professor, I will make and communicate alternative plans with my Guiding Supervisor. Should I fail to meet the expectations pertaining to the requirements and responsibilities of my clinical coursework and/or violate the terms of this Clinical Field Experience Agreement, I understand that these actions may lead to termination of my Clinical Field Experience placement, and/or that I may not receive course credit for EC Program courses that include a Clinical Fieldwork component or assessment.

I certify that I have read this Clinical Field Experience Agreement before signing it, that I fully understand all of its contents, meanings, and effects, and intending to be legally bound, I have voluntarily signed this Agreement on my own behalf.


_____ Printed Name of Student Candidate

_____ Signature of Student Candidate

_____ Date

Appendix D

Thesis Appointment of Committee Form



☐ Appointment or ☐ Change of Qualifying Exam or Dissertation Committee

Please indicate the type of committee:

☐ **Qualifying Exam Committee:** The qualifying exam committee is normally composed of five members, although additional members may be included at the student's and committee chair's discretion. The committee chair and at least two additional members must be affiliated with the student's program. Faculty eligible to serve as committee chairs and members include tenured and tenure track faculty, and non-tenure track faculty of outstanding stature who have a documented record of exceptional expertise and superior achievement in their field, and whose appointment has been approved by the dean of the student's school. At least three members of the committee must be tenured or tenure track. Visiting faculty may not serve on qualifying exam committees. *Schools and programs may have additional requirements. Students should consult with their programs prior to forming a committee.*

☐ **Dissertation Committee:** The dissertation committee must consist of at least three members. Two committee members must be from the home program, at least one of whom must be tenured. Faculty eligible to serve as committee chairs and members include tenured and tenure track faculty, and non-tenure track faculty of outstanding stature who have a documented record of exceptional expertise and superior achievement in their field, and whose appointment has been approved by the dean of the student's school. *Schools and programs may have additional requirements. Students should consult with their programs prior to forming a committee.*

The original form is to be kept by the program and a signed copy provided to the student.

Student Name: Last First Student I.D.#

Phone: E-mail: POST Code: Major: School:

The program verifies that the student has satisfactorily completed all pre-examination requirements:
GPA: (minimum of 3.0) Units: (minimum of 24 units in residence)

If the student is changing the committee chair, the signature of the previous chair is required here:
For all changes of committee, please list the names of all committee members. Only the new member(s) and committee chair are required to sign.

<u>Committee Members</u> <small>Printed names</small>	<u>Rank</u>	<u>Appointment Type</u> <small>Tenured/ Tenure track/ Non-tenure track</small>	<u>Home Dept.</u>	<u>Signature</u>	<u>Date</u>
Chair					

<u>Committee Members</u> <small>Printed names</small>	<u>Rank</u>	<u>Appointment Type</u> <small>Tenured/ Tenure track/ Non-tenure track</small>	<u>Home Dept.</u>	<u>Signature</u>	<u>Date</u>

Please complete the section below for all appointments and changes of committees.

	<u>Printed Name</u>	<u>Signature</u>	<u>Date</u>
Student			
Department Chair or Program Director			
Dean			

Appendix E

Thesis Timeline for Thesis Writing Checklist

The purpose of this handout is to provide an overarching timeline for helping you think about how to plan the process of completing your thesis. Again, these are guidelines. You can move faster or slower along these deadlines, but keep in mind that moving slower could push you to a Summer (or later) graduation date.

August 1st-August 22nd- Decide on topic and chair. Get commitment from chair. Begin to outline chapter 1 or 2 with your chair, if possible.

Week of August 22nd - Thesis group meets, individuals should have completed individual meeting schedule and completed chair form.

August 23rd -September 30th: Complete Chapters 1-3 (original data), Select committee members.

September 30th –October 30th: Chapters revisions and Defenses

November- December: Data collection, Final Literature Collection, Writing

January- February: Writing chapters 4 &5 if including original data, writing chapters 3&4 if doing literature based project

February 15th-Full draft of thesis is due to Chair

February 15th-March 1st- Make any revisions requested by Chair

March 1st- Full draft of thesis is sent to committee members for their review

March 16th- Thesis defense should be completed (for a Spring post date, last year's checklist deadline was March 25th)

March 16th-April 1st- Final thesis revisions

Anticipated April 3rd (2016 deadline was April 2nd) - Thesis needs to be filled with the Graduate School for a Spring Graduation Date (Deadline for Summer graduation is TBA June 30th/July 3rd).

Appendix F

Thesis Writing Checklist

The purpose of this handout is to provide an overarching framework for helping you think about how to structure your thesis. The handout includes the basic sections that should be included in each chapter of your work. There are two options-a thesis with original data and a thesis that is based on a review of the literature. These are guidelines. It's ok to write more or less.

Thesis Writing Checklist- with original data

Chapter One: Introduction (10-12 pages)

Introduction to the topic
Main research question
Statement of the problem
Purpose and significance of the study
Brief description of the theoretical framework
Brief description of the methodology
Overall organization of the thesis

Chapter Two: Review of relevant literature (12-15 pages)

Overview of the types of research that exist on this topic
Discussion of relevant studies
Connection between this research and your topic
Connection between this research and your theoretical framework
Discussion of your theoretical framework
Connection to your topic and theoretical framework, as a lead in to your methods chapter

Chapter Three: Research design and approach (10-12 pages)

Discussion of relevant studies related to your method
Definition of your particular approach from a design and technical standpoint
Method: site selection, participant selection, types of data collection procedures
Trustworthiness of the data, Researcher bias, other related issues
Limitations of the study
Connections to methods and data to be presented in your following chapter

Chapter Four: Presentation of data (about 20 pages)

Organized based on your data collection approach and representation approach
Summary of findings and connection to analysis and recommendation chapter

Chapter Five: (about 10 pages)

Restate purpose and goals of the thesis, including research questions
Analysis of findings

Connect findings to research implications
Connect findings to practice/policy implications
Concluding thoughts

Thesis Writing Checklist- literature review focused

Chapter One: Introduction (10-12 pages)

Introduction to the topic
Statement of the problem
Main research question
Purpose and significance of the study
Brief description of the theoretical framework
Brief description of the methodology
Overall organization of the thesis

Chapter Two: Review of relevant literature (20-40 pages)

Connection to your topic and theoretical framework
Discussion of your theoretical framework
Overview of the types of research that exist on this topic
Discussion of relevant studies
Connection between this research and your theoretical framework
Summary of findings and connection to analysis and recommendation chapter

Chapter Three: Research design and approach (6-8 pages)

Definition of your particular approach from a design and technical standpoint
Trustworthiness of the data, Researcher bias, other related issues
Limitations of the study
Connections to methods and data to be presented in your following chapter

Chapter Four: (about 10 pages)

Restate purpose and goals of the thesis, including research questions
Presentation of findings
Connect findings to research implications
Connect findings to practice/policy implications
Concluding thoughts