



PhD in Urban Education Policy

Student Handbook

Academic Year 2017-2018



Welcome to the PhD in Urban Education Policy Program

We look forward to meeting each PhD student and helping you reach your educational goals during your time at the Rossier School of Education.

This student handbook has been developed to introduce you to the policies, procedures, and requirements for the Rossier PhD in Urban Education Policy program. We hope it is a helpful guide as you navigate through the various sources of information regarding the Rossier PhD program. Please note that a comprehensive list of University policies can be found in the USC Catalogue <http://catalogue.usc.edu/>, SCampus Student Guidebook <https://policy.usc.edu/files/2016/01/SCampus-2017-18-Complete-for-posting.pdf> and the Handbook for Teaching/Research Assistants <http://graduateschool.usc.edu/current-students/guidelines-forms-requests/#ga-handbook> and that this handbook is only intended to supplement those resources with information and answers to frequently asked questions specific to the Rossier PhD program.

The PhD Program Office is home base for your academic needs. Please contact us whenever you have questions about your degree program. We can help you with all paperwork related to your graduate study and also can work on your behalf in coordination with other University offices.

Please remember, though, that while this handbook and our advice can be important resources to you, ultimately you as the student are responsible for your own academic success and understanding various program, school, and university policies throughout your time in this program.

PhD Program Office

Location: Waite Phillips Hall 5th Floor, Suite 503
Hours: 8:30 a.m. to 5:00 p.m. Monday through Friday
Email: rsoephd@rossier.usc.edu

The Program Office Staff

- **Laura Romero**, Director (laura.romero@rossier.usc.edu; 213-740-6303)
- **Patrick Patterson**, Program Specialist (pdpatter@rossier.usc.edu; 213-740-4069)

The PhD Faculty Governance Chair

- **Dr. Patricia Burch**, Associate Professor (pburch@rossier.usc.edu)

2017-18 PhD Governance Committee	
Member	Representing
Patricia Burch – Chair	K-12 Education Policy
Darnell Cole	Higher Education
Mary Helen Immordino--Yang	Educational Psychology
Julie Marsh	K-12 Education Policy
Tatiana Melguizo	Higher Education
Gale Sinatra	Educational Psychology
Erika Patall (while Gale is on sabbatical Fall 2017)	Educational Psychology

PhD Program Faculty

Educational Psychology	Higher Education	K-12 Administration
<p style="text-align: center;">Ron Avi Astor</p> <p>Professor, Lenore Stein-Wood and Williams S. Wood Professor of School Behavioral Health (Social Work)</p>	<p style="text-align: center;">Estela Mara Bensimon</p> <p>Professor of Education</p>	<p style="text-align: center;">Patricia Burch</p> <p>Associate Professor of Education</p>
<p style="text-align: center;">Mary Helen Immordino-Yang</p> <p>Associate Professor of Education, Psychology and Neuroscience</p>	<p style="text-align: center;">Darnell Cole</p> <p>Associate Professor of Education</p>	<p style="text-align: center;">Karen Symms Gallagher</p> <p>Emery Stoops and Joyce King Stoops Dean and Professor of Education</p>
<p style="text-align: center;">Daphna Oyserman</p> <p>Professor of Psychology and Education</p>	<p style="text-align: center;">Shaun R. Harper</p> <p>Clifford H. and Betty C. Allen Professor in Urban Leadership</p>	<p style="text-align: center;">Julie Marsh</p> <p>Associate Professor of Education</p>
<p style="text-align: center;">Erika A. Patall</p> <p>Associate Professor of Education</p>	<p style="text-align: center;">Adrianna Kezar</p> <p>Professor of Education</p>	<p style="text-align: center;">Lawrence O. Picus</p> <p>Professor of Education Finance and Policy Associate Dean of Faculty</p>
<p style="text-align: center;">Gale Sinatra</p> <p>Professor of Psychology and Education Associate Dean of Research</p>	<p style="text-align: center;">Tatiana Melguizo</p> <p>Associate Professor of Education</p>	<p style="text-align: center;">Morgan Polikoff</p> <p>Associate Professor of Education</p>
<p style="text-align: center;">Brendesha Tynes</p> <p>Associate Professor of Education and Psychology</p>	<p style="text-align: center;">Julie Posselt</p> <p>Assistant Professor of Education</p>	<p style="text-align: center;">David Quinn</p> <p>Assistant Professor of Education</p>
	<p style="text-align: center;">John Brooks Slaughter</p> <p>Professor of Education and Engineering</p>	
	<p style="text-align: center;">William G. Tierney</p> <p>University Professor, Wilbur-Kieffer Professor of Higher Education</p>	

Waite Phillips Hall PhD Faculty & Student Directory

5th Floor

PhD Student Room (WPH 502)

Arely Acuna Avilez (Kezar)

Samantha Astudillo (Melguizo)

Eupha Jeanne Daramola (Marsh)

Thomas DePaola (Kezar)

Jude Paul Dizon (Cole)

Hovanes Gasparian (Polikoff)

Theresa Hernandez (Posselt)

Liane Hypolite (Cole)

Kate Kennedy (Marsh)

Russell McFall (Polikoff)

Mabel Sanchez (Cole)

Daniel Scott (Kezar)

Deborah Southern (Posselt)

David Velasquez (Melguizo)

Marissiko Wheaton (Kezar)

6th Floor

Educational Psychology (WPH 600)

Dr. Erika A. Patall (Educational Psychology)

Dr. Gale Sinatra (Educational Psychology)

Dr. Brendesha Tynes (Educational Psychology)

Dr. Harry O'Neil (Educational Psychology)

Rebecca Gotlieb (Immordino-Yang)

Christina Krone (Immordino-Yang)

Joshua Schuschke (Tynes)

Ashley Stewart (Tynes)

Neil Jacobson (Sinatra)

Alana Kennedy (Patall/Sinatra)

Ian Thacker (Sinatra)

Nicole Yates (Patall)

Faculty Affairs (WPH 602)

Dr. Lawrence O. Picus (K-12 Education Policy)

7th Floor

Pullias Center for Higher Education (WPH 701 & 703)

Dr. Adrianna Kezar (Higher Education)

Dr. William G. Tierney (Higher Education)

Elizabeth Holcombe (Kezar)

Suneal Kolluri (Tierney/Corwin)

Antar Tichavakunda (Tierney)

James Ward (Tierney)

Higher Education (WPH 702)

Dr. Tatiana Melguizo (Higher Education)

Dr. Julie Posselt (Higher Education)

Center for Urban Education (WPH 702)

Dr. Estela Mara Bensimon (Higher Education)

Eric Felix (Bensimon)

Roman Liera (Bensimon)

Dayna Meyer (Bensimon)

Cynthia Rodriguez (Bensimon)

Maxine Roberts (Bensimon)

Higher Education (WPH 703)

Dr. Darnell Cole (Higher Education)

9th Floor

K-12 Education Policy (WPH 901)

Dr. Patricia Burch (K-12 Education Policy)

Taylor Allbright (Marsh)

Paul Bruno (Polikoff)

Shauna Campbell (Polikoff)

Edward Cremata (Strunk)

Tasminda Dhaliwal (Polikoff)

Martin Gamboa (Polikoff)

Shira Korn (Polikoff)

Neha Miglani (Burch)

Bradley Marianno (Strunk)

Sarah Rabovsky (Marsh)

K-12 Education Policy (WPH 904)

Dr. Julie Marsh (K-12 Education Policy)

Dr. Morgan Polikoff (K-12 Education Policy)

Dr. David Quinn (K-12 Education Policy)

Dr. John Slaughter (Higher Education)

10th Floor

Higher Education (WPH 1004)

Eddy Chi (Melguizo)

Liz Park (Melguizo)

11th Floor

USC Race & Equity Center (WPH 1103)

Dr. Shaun Harper (Higher Education)

Joanna Drivalas (Harper)

Sy Stokes (Harper)

PhD Faculty Offices Outside WPH

Educational Psychology

Dr. Mary Helen Immordino-Yang (DNI 267)

Dr. Daphna Oyserman (SGM 803)

Dr. Ron Avi Astor (MRF 319)

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Rossier School of Education Resources

Assistant Dean of Student Services

Jessica Gibson serves as the Assistant Dean of Student Services for the Rossier School of Education. In this role, she acts as a resource to students for student concerns. She oversees the academic program directors and coordinates the school's academic integrity response. Additionally, she serves a point of contact related to school-level academic decision appeals. As students have concerns, she is available to provide support for students. Her e-mail address is jesstarr@rossier.usc.edu and she is located in WPH 404.

PhD Current Student Website

Many of the forms you may need throughout your time in the PhD Program are available to download from the PhD Program Office website at <http://rossierstudents.usc.edu/doctoral/phd-advising-information/>.

Rossier Website and PhD Student Bios

All students will be given a student page within the PhD student directory.

Students can also upload their CV and should upload a picture (preferably 220px by 300px). Students login through <https://web-app.usc.edu/web/rossierphd/>.

Students are expected to maintain their page including an updated CV. Please note that when you update your CV, you must use the same file name otherwise you will have multiple outdated versions of your CV when your name is searched on the internet.

SCOPE

The Student Community of Ph.D.'s in Education (SCOPE) provides a forum for students to share ideas and voice opinions about issues in urban education research and policy, and provides opportunities for collaboration as students progress through the program. SCOPE also fosters a sense of community and facilitates social interaction among Ph.D. students and faculty. This year's SCOPE officers include Adrian Trinidad, Shira Korn, and Tom DePaola.

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 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.

Rossier Research Centers

Our world class faculty conducts rigorous, cutting edge research in five critical areas: Governance and Accountability, including the effect of policy on access, quality and equity in education; Economics and

Finance, including resource allocation and utilization; Organizational Leadership, looking at human behavior, motivation and productivity; Politics and Public Policy, encompassing setting, implementing and evaluating policy; and Learning and Motivation, looking at the psychology of education. Our work is guided by a desire to positively impact educational policy and practice at all levels. There are currently nine Centers within the School.

Education Psychology Research

Center for Human-Applied Reasoning and the Internet of Things (CHARIOT) is a collaboration between Rossier School of Education and Viterbi School of Engineering to revolutionize personal learning by combining cutting-edge cognitive science and education research with emerging technologies from the Internet of Things (IoT). The Center was established in 2016.

The Team

- Kenneth A. Yates, Co-Director
- N. Rao Machiraju, Co-Director
- Bhaskar Krishnamachari, Co-Director

Center for Empowered Learning and Development with Technology (CELDTECH) is a transdisciplinary research center that promotes equity in digital learning and development among urban populations in formal and informal contexts. CELDTECH takes an intersectional approach to the study of learning with technology and foregrounds the nexus between students' histories, cultural assets and developmental needs. The Center was established in 2017.

The Team

- Brendesha Tynes, Executive Director
- Stephen Aguilar, Associate Director
- Sarah Toutant, Project Coordinator

Higher Education Research

Center for Education, Identity and Social Justice (Social Justice) examines how multiple identities such as religion, ethnicity, race, gender, sexual orientation and disability intersect to foster shared values and democratic ideals. We envision socially just and inclusive educational environments, where students are prepared to be civically engaged citizens. The Center was established in 2017.

The Team

- Shafiqah Ahmadi, Co-Director
- Darnell Cole, Co-Director
- Alex Atashi, Project Specialist
- Bo Lee, Project Specialist

Center for Enrollment Research, Policy and Practice (CERPP) analyzes enrollment issues through the critical perspectives of social science researchers, policymakers, and college and university practitioners. As the only independent research center in the U.S. serving admissions and enrollment specialists, CERPP is committed to fostering equity in college access, admission and outcomes. The Center was established in 2007.

The Team

- Jerome A. Lucido, Executive Director

- Ara Arzumanian, Program Manager
- Emily Chung, Program Director
- Gabriela Duncan, Project Specialist
- Dennis Funes, Program Coordinator
- Donald Hossler, Senior Scholar
- Wendy Marshall, Educational Program Designer
- Benjamin Robles, Program Coordinator
- Sarah Ruderman, Program Coordinator
- USC College Advising Corps Advisers: 42

Center for Urban Education (CUE) leads socially conscious research and develops tools needed for institutions of higher education to produce equity in student outcomes. The Center was established in 1999.

The Team

- Estela Mara Bensimon, Director
- Lindsey Malcom-Piqueux, Associate Director for Research and Policy
- Deanna Cherry, Lead Facilitator
- Debbie Hanson, Senior Project Specialist
- Sarah Klotz, Senior Project Specialist
- Megan Chase, Research and Policy Specialist
- Cheryl Ching, Postdoctoral Research Assistant
- James Gray, Project Specialist
- Jordan Greer, Project Specialist
- Esmeralda Hernandez-Hamed, Project Specialist
- Kari Alire, Project and Financial Coordinator
- Paloma Saenz, Administrative Assistant

Pullias Center for Higher Education is an interdisciplinary research Center established to improve access and outcomes for underserved students, and enhances the performance of postsecondary institutions by assessing the role of faculty, emerging organizational forms, and the educational trajectories of community college students. The Center was established in 1996.

The Team

- Adrianna Keza, Co-Director
- William Tierney, Co-Director
- Shafiqah Ahmadi, Assistant Professor
- Samantha Bernstein, Postdoctoral Scholar-Research Associate
- Darnell Cole, Associate Professor
- Zoe Corwin, Research Associate Professor
- Diane Flores, Administrative Assistant
- Carlos Galan, Outreach Advisor
- Adrian Huerta, Provost's Postdoctoral Scholar
- Joseph Kitchen, Postdoctoral Scholar-Research Associate
- Michael Lanford, Postdoctoral Scholar-Research Associate
- Tattiya Maruco, Research Project Specialist
- Tatiana Melguizo, Associate Professor
- Julie Posselt, Assistant Professor of Education
- Monica Raad, Administrative Services Manager
- Gwendelyn Rivera, Project Specialist
- John Slaughter, Professor of Education and Engineering
- Kristan Venegas, Assistant Dean for Strategic Initiatives and Evaluation and Associate Professor

The University of Southern California Center on Race and Equity will be the epicenter for interdisciplinary scholarship, resources, and meaningful activities that significantly benefit the University, other institutions of higher education, and the broader society. With the creation of this Center, USC will amass a national reputation for its leadership on racial equity in the United States. The Center was established in 2017.

The Team

- Shaun R. Harper, Executive Director
- Lara Aposhian, Director, Marketing and Brand Management
- Wilmon A. Christian III, Director, National Registry of Employable Professionals of Color
- Charles H.F. Davis III, Chief Strategy Officer and Director of Research
- Natasha Janson, Director, National Assessment of Collegiate Campus Climates
- Brandi P. Jones, Chief Advancement Officer
- Oscar Patrón, Predoctoral Resident Scholar and Research Associate
- Sumun Pendakur, Chief Learning Officer and Director of the USC Equity Institutes

K-12 Education Policy Research

Center for Engineering in Education (CEE, pronounced “See”) is dedicated to mining the vast array of engineering techniques, ideas and practices to enhance learning across all disciplines. The Center was established in 2017.

The Team

- John Slaughter, Co-Director
- Anthony Maddox, Co-Director

Center on Education Policy, Equity, and Governance (CEPEG) has a threefold mission: 1) to conduct rigorous mixed-methods research with consequence, 2) to design and implement new vehicles for scholarly engagement in policy and practice, and 3) to train the next generation of researchers committed to furthering the vision of research designed to affect policy and practice. The Center focuses on important policy issues in K-12 education, particularly policies designed to improve educational opportunities and outcomes for historically disadvantaged groups. CEPEG is a re-envision of the Center on Educational Governance (CEG). The re-envisioned Center was established in 2017.

The Team

- Patricia Burch, Core Faculty
- Julie Marsh, Core Faculty
- Larry Picus, Core Faculty
- Morgan Polikoff, Core Faculty
- David Quinn, Core Faculty
- Michelle Hall, Postdoctoral Fellow
- Ayesha Hashim, Postdoctoral Fellow
- Jessica Rodrigues, Postdoctoral Fellow
- Rachel White, Postdoctoral Fellow
- Susan McKibben, Project Manager
- Laura Mulfinger, Project Manager

USC Campus-Wide Resources

USC Catalogue

The USC Catalogue is your official source for information regarding graduate work at USC and your PhD degree in particular. *The Catalogue supersedes all other sources of information on university and degree requirements, including this handbook.* The Catalogue is considered to be “a correct but not a complete” source of information – your school or program will provide additional details about your degree such as new courses not yet listed in the Catalogue. Please read early and often, and refer to the Catalogue for assistance in planning your degree progress and any special exception requests. You may access the USC Catalogue at <http://catalogue.usc.edu/>. **Should any campus-wide policy update in the catalogue that negates any policy in this handbook, the USC Catalogue should be seen as the ultimate authority.**

The Graduate School

The Graduate School confers the PhD degree so please refer to their website for policies, deadlines and forms, <http://www.usc.edu/schools/GraduateSchool/>.

Registrar One Stop Center

Located in the lobby of JHH, the Registrar One Stop Center welcomes all students who need assistance with registration, student accounts, or transcripts <http://arr.usc.edu/services/onestop/generalinfo.html>.

Graduate Student Government (GSG)

The Graduate Student Government hosts and publicizes events for graduate students and is an advocacy group for the graduate student body. For more information, visit <https://gsg.usc.edu/>.

SCampus

SCampus: Student Conduct Code and Policies, provides through information on navigating USC as a student. Important topics include Student Conduct Codes, Academic Integrity, Grievance Procedures, and University Policies. You may access SCampus at <http://scampus.usc.edu/>.

Financial Aid

For more information, please visit Student Financial Services at www.usc.edu/sfs. Below are some helpful tips for PhD students taking out loans:

- Students on fellowship through the USC Grad School or an external source will have their fellowship stipends listed as a form of financial aid, thereby reducing or eliminating the amount of aid students can take in the form of loans.
- For students receiving a tuition award, the award of 12 units per semester will impact your loan eligibility. If you are taking fewer than your awarded 12 units in any given semester, please contact the program office so that we can adjust your tuition award to accurately reflect how many units you are taking. Doing so may increase how much you can borrow.
- Students cannot exceed 75 units to get their PhD, though this information is subject to guidance from the Office of Financial Aid.
- If you are enrolling for the summer semester and require financial aid, the USC Financial Aid Office (FAO) needs to receive your Summer Loan Request Form at least six (6) weeks prior to the start of your first summer session.

Student Health and Counseling Services

Student Health Services, located at the Engemann Student Health Center, 1031 West 34th Street, is available for students registered for classes on the University Park Campus

<http://engemannshc.usc.edu/insurance/>. Among the services offered are:

- Counseling Services: <https://engemannshc.usc.edu/counseling/>
- Offices of Wellness and Health Promotion: <https://engemannshc.usc.edu/wellness/>
- Relationship and Sexual Violence Prevention and Services: <https://engemannshc.usc.edu/rsvp/>

Students on fellowship through the university or who have a Research or Teaching Assistantship will be enrolled in the university health insurance and dental insurance and have their Student Health Center fee paid. Funded students cannot waive out of insurance. Non funded students must pay for or waive out of insurance <https://engemannshc.usc.edu/insurance/waivers/>.

Please note that payment of the spring health and dental insurance premium automatically includes coverage through the summer semester whether or not you are enrolled in classes.

Trojans Care for Trojans (TC4T)

This resource allows students to privately and anonymously request resources to help a member of the Trojan community. Each form is reviewed by a member of the campus' Office of Campus Wellness and Crisis Intervention. Students can fill out the form and the Bias Incident Report form at https://usc-advocate.symplicity.com/care_report/index.php/pid065721?

Mailing Address

Students need to keep their address updated in 3 locations:

- 1) OASIS, click the *Other Services* link at the top, then *Change of Address*. You can then select which address should be listed as your local and/or permanent address. Your *permanent address* will be the address to which diplomas are sent.
- 2) Office of International Students (OIS)
- 3) Workday, click the *Personal Information* link in Workday, then under the Change menu, click on *Contact Information*. From there, click *Edit* and adjust your address information. This information is important for all Human Resource purposes.

USCard

The USC ID card <http://mycard.usc.edu/> should be carried at all times while on campus. Your student ID enables you to utilize the University Library System, access Waite Phillips Hall during off-peak hours, and use the Lyon Center and other recreational facilities. It also provides you with check-cashing privileges at the Cashier's Office and access to computer centers located around campus.

From 9:00 p.m. to 6:00 a.m. each day, security personnel stationed at each open entrance will ask anyone coming onto campus—including students, faculty and staff—to provide their USC identification card. Guests, including parents and family members, must be registered to access campus after hours (<https://visitor.usc.edu/>).

Libraries

For a complete list of all USC libraries and links to their homepages, visit the ITS's "Libraries at USC" Web page: <https://libraries.usc.edu/libraries-overview>. Students can contact Melanee Vicedo vicedo@usc.edu, Head Education Librarian, for assistance navigating the research process as well as the use of the research guide at <http://libguides.usc.edu/education>.

Students on a leave of absence will not have borrowing privileges or access to online databases.

Parking and Transportation

USC's Transportation Services provides on and off campus parking permits and a campus cruiser service to get around the campus neighborhood safely <http://transnet.usc.edu/>.

USC Students can also register for a school Lyft account as a supplement to the Campus Cruiser <http://transnet.usc.edu/index.php/campus-cruiser-program/how-to-use-lyft/>

U-Pass (USC's version of a Tap Card for Students)

Graduate Student Government offers a U-PASS Card. This card, like a TAP card, allows access to various parts of Los Angeles via several Metro Rail and Metro Transitway lines. More information on price and obtaining a pass can be found at <http://gsg.usc.edu/resources/tap-program/>.

Campus Security Department of Public Safety (DPS)

The Department of Public Safety is located on the first floor of the Downey Way Parking Structure. 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. We encourage students to program these numbers into their cell phones.

All students should:

- 1) Download the mobile safety app LiveSafe <https://dps.usc.edu/services/safety-app/>
- 2) Sign up to receive emergency alerts via text TROJANS ALERT <https://member.everbridge.net/index/892807736725448#/login>

All bikes must be registered <https://dps.usc.edu/services/bikes/>.

Recreation Facilities

Recreation facilities are open to USC students <http://sait.usc.edu/recsports/>.

Campus Cultural Centers

USC has several cultural centers that may be of assistance to students, including:

Center	Location	Director
Asian Pacific American Student Services (APASS)	STU 410	Jonathan Wang
Center for Black Cultural and Student Affairs (CBCSA)	STU 415	Rosalind Conerly
El Centro Chicano	STU 402	Billy Vela
LGBT Resource Center (LGBTRC)	STU 202B	Kelby Harrison
International Services	649 W 34 th Street	Tony Tambascia

On-Campus Support Offices

In addition to the aforementioned cultural centers, several other offices support students with diverse needs. General resources can also be found on the web at <https://diversity.usc.edu/resources-for-students/>.

Office	Location	Director
Disability Services and Programs	GFS 120	Lisa Toft
Office of Equity and Diversity	CUB 200	Gretchen Means
Office of International Services	PSD 101	Tony Tambascia
Office of Religious Life	URC 106	Varun Soni
Veteran Resource Center	TCC 330	Jennifer Perdomo

USC Title IX Office

The Title IX office (<http://titleix.usc.edu/>) is “responding to reports of student harassment and student organization discrimination when the harassment or discrimination is based on a protected characteristic. To file a report <http://titleix.usc.edu/reporting-options/>

Disability Services and Programs

Students needing accommodations should get them approved through DSP <https://dsp.usc.edu/contact/> and then it is the students’ responsibility to inform each instructor of their approved accommodations. Students do not need to share their diagnoses, only the approved accommodations that are relevant to that course.

Useful Links & Technology Resources

Online Schedule of Classes

The Schedule of Classes <http://classes.usc.edu/> provides: class meeting dates, times and locations, section and session numbers, instructors assigned to classes, and enrollment limits (so you can see how many spaces are left in a class). Most courses require what is called “D-Clearance” from the affiliated Program Office before you can register so students must contact each department where they want to take a class.

MyUSC Web Portal

The MyUSC web portal <http://my.usc.edu> is 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.

OASIS & STARS Reports

The Online Academic Student Information System (OASIS) can be accessed from USC’s main web page, MyUSC, or directly at www.usc.edu/oasis. Here students can monitor their Student Academic Record System report (STARS), record, including registration, completed course list, account balance, activity restrictions (holds), address changes, and more. You should check OASIS at least once a semester and certainly after each time you add or drop classes to confirm that you were successful.

Blackboard

Blackboard is a web-based resource allowing instructors and students to communicate regarding their classes. *It is very important to check Blackboard for your next semester’s courses prior to the start of the semester, so you are aware of upcoming assignments and class meetings.* Keep in mind that you must be enrolled in a particular course and section to receive Blackboard emails and instructor directions, so we recommend that you register early. You can access Blackboard at <https://blackboard.usc.edu/>.

ARES Online Course Reserves

The USC Libraries use the ARES system to make course readings available for online use by students at no cost <https://reserves.usc.edu/>.

Other Useful Resources

For more information on USC policies, current events, and activities, check the USC website www.usc.edu, the Daily Trojan <http://dailytrojan.com/>, and USC News online <http://news.usc.edu/>. The Daily Trojan is also available daily, Monday-Friday in print newspaper format. If you cannot find an answer, try USC Student Affairs' "One-Stop Problem Solving" website at https://sait.usc.edu/SCNav_secured/CampNav.asp or contact the PhD Program Office.

Information Technology Services (ITS) and Management Information Systems (MIS)

Information Technology Services (ITS) assist with email, internet, classroom issues, Blackboard for students, software, and many other avenues to access and use information <http://itservices.usc.edu/>.

Rossier's MIS department (WPH 804) will help with laptop-related issues, questions related to Blackboard for TAs (though not student access questions, which are directed to ITS), and technology check-out.

Technology Requirements

USC students may download Microsoft Office for free at <http://itservices.usc.edu/officestudents/>. You can also find free and reduced-cost software at <http://software.usc.edu/>. Students can use their annual travel award to purchase software.

USC User Name

As a USC student, you will receive a USC user name and password that provide you with access to USC email, Blackboard, the libraries and public computers. Students need to activate their USC user name at the "First Login" website at <https://secweb.usc.edu/cgi-local/firstlogin/showform?form=activate>.

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.

Instructions on how to forward your USC email account to another account can be found here: https://support.google.com/mail/answer/10957?hl=en&ref_topic=3394220.

Registration, Academic Policies, and Degree Progress

Registration

Students must be 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. <http://arr.usc.edu/services/registration/procedures.html>.

Important Dates

For all dates, please check the [USC Schedule of Classes](#) and the [USC Academic Calendar](#).

Fall 2017 Semester
August 16-17 – Ph.D. New Student Orientation
Friday, August 18 – Last day to register for fall classes and settle balances without late fees
Monday, August 21 – Fall semester classes begin
Monday, September 4 – USC holiday-no class
Friday, September 8 – EDUC 790 contracts due
Friday, September 8 – Last day to register for fall classes or add/drop classes
October 4 – Spring schedule of classes released
October 23 – Spring registration begins
November 22-26 – THANKSGIVING BREAK
Friday, December 1 – Fall semester classes end
Wednesday, December 13 – semester ends
December 14 - January 7 – WINTER BREAK
Spring 2018 Semester
January 3-5 – Stats Workshop for Spring Multiple Regression class
Friday, January 5 – Last day to register for spring classes and settle balances without late fees
Monday, January 8 – Spring semester classes begin
Monday, January 15 – USC holiday-no class
Tuesday, January 16 – PhD Faculty and Student Lunch (DML 233 at 12pm)
Friday, January 26 – EDUC 790 contracts due
Friday, January 26 – Last day to register for spring & add/drop for spring classes
February – Summer schedule of classes released
Monday, February 19 – USC holiday-no class
March 1-2 – PhD Campus Visit
March – Fall schedule of classes released
March – summer & fall registration begins
March 10-18 – SPRING BREAK
March 19 - First Year Screening materials due to program office
April 13-17 – AERA Conference
Friday, April 27 – Spring semester classes end
Wednesday, May 2 – PhD End of Year Social @ 4pm (University Club Patio)
Wednesday, May 9 – Semester ends
Thursday, May 10 – Rossier Doctoral Hooding
Friday, May 11 – USC main commencement
Summer 2018 Semester
May 16-August 7 – Summer sessions
Monday, May 28 – USC holiday-no class
Friday, June 2 – EDUC 790 contracts due
July 4 – Independence Day (No Class)

Registration Fees

All funded PhD students receive 12-units of tuition, student health insurance, student dental insurance, and access to the Student Health Center however they do have to pay for certain fees listed below. Funded students should decline tuition refund insurance when registering.

Students funded through Rossier research/teaching assistantships are responsible for paying:

- 1) New Student Orientation fee (even if you do not attend) \$55 (one-time fee)
- 2) Student Programming fee \$40 (each semester)
- 3) Student Services fee \$14.00 (each semester)
- 4) Norman Topping Student Aid Fund \$8 (each semester)
- 5) Any units above 12
- 6) Dissertation Fee \$115 (one time when uploading dissertation)
- 7) Late registration fees if applicable

Students funded through a USC Fellowship are responsible for paying:

- 1) Any units above 12
- 2) Dissertation Fee \$115 (one time when uploading dissertation)
- 3) Late registration fees if applicable

Payment for courses and all fees, (e.g., student is self-funded or enrolls in greater than 12 units), is due the Friday before the official start of the fall and spring semesters. For summer semesters, payment is due in the pay cycle after you register, so registering early will trigger an earlier payment due date. The easiest way to pay is through www.usc.edu/epay. You can also visit the USC Cashier's Office in the Student Union (STU) room 106.

Note that USC fellowship students will have to pay all of the above fees during the semesters they are on assistantship. Students with external fellowships should verify with the funder.

Students who are no longer funded through USC will have to pay tuition, health, dental, health center, registration, dissertation and late fees.

All students are responsible for all other charges on their fee bill such as medical copays, housing, parking.

Late fees are assessed for not only late registration, but also for late payment of any balance.

Medical Withdrawal Refunds/Tuition Refund Insurance

Students paid through an assistantship or fellowship should waive Tuition Refund Insurance. However, self-funded students may find this information helpful <http://www.collegerefund.com/usc/>.

Information Privacy

Students can request that the University not release any directory information by completing a "Request to Restrict Directory Information" form, available in the lobby of the Registration Building or by email (gtv@usc.edu).

Full-Time Enrollment

To be considered full time, a doctoral student must be enrolled in a minimum of six units of 500-level or above course work. There are several courses that grant full-time status even if you register for no other courses that semester. They include: EDUC 794a-z Doctoral Dissertation, EDUC 791 Proposal for Doctoral Dissertation, and GRSC-800 Studies for the Qualifying Examination.

Pass/No Pass Courses & Audit

PhD students may take courses P/NP, but they cannot have those courses counted toward the degree and they must receive a B or better to Pass.

Auditing a course incurs the full tuition cost out-of-pocket and that those courses cannot be applied to the degree or paid for by your tuition award.

Dropping and Adding Courses

In addition to the University policies on dropping and adding <http://classes.usc.edu/term-20173/calendar/>, PhD students should note: **Special Sessions and summer courses have different drop and add deadlines and 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.

Continuous Enrollment

Students 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. While the university does not require summer courses for continuous enrollment, the PhD is a year-round program and students must be enrolled full-time in courses to receive their summer stipend.

Leave of Absence

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 by the drop/add of the fall or spring semester. Leaves are not permitted for the summer semester.

When requesting a leave, please note:

- A student on leave is not entitled to assistance from the faculty or use of university facilities or library resources during the period of leave.
- 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 leave of absence applications must be submitted to the Director and Faculty Governance Chair of the PhD Program for review and approval with additional review by the student's faculty advisor.
- Withdrawing from all courses in a semester without taking a leave, even if you were once registered for that semester, will cause you to break continuous enrollment.
- International students must consult with the Office of International Services before being approved for a Leave of Absence.
- Loans may go into repayment during a leave as the student is not considered to be an enrolled student for the purposes of financial aid.

- A leave may not be taken during the first semester of enrollment or during summer semesters.
- Once a leave is approved, it is the responsibility of the student to drop all classes before the drop/add deadline for the given semester. If the student does not drop their classes they will be charged tuition and fees for the semester.

Program Withdrawal

Students may choose to voluntarily withdraw from the PhD program. If they choose to do so, students will need to withdraw from or drop all classes on their schedule (to avoid tuition charges) as well as send an email to the program office stating that they are withdrawing from the program.

Readmission

A student who leaves the university without obtaining a formal leave of absence from graduate study must apply for readmission.

Course Work Taken Elsewhere

Students wishing to transfer in coursework must get advisor approval. Transfer of coursework would rarely reduce a student's time-to-degree at USC because the 4 year apprenticeship model is so important for student success.

A student in a Graduate School degree program may not enroll for credit at this university and elsewhere simultaneously without advance permission from the Graduate School. Failure to secure such permission will result in invalidation of coursework taken during periods of unauthorized concurrent enrollment.

Concurrent Enrollment in Another USC Degree Program (pursuing a Master's Degree)

With permission from their advisors, students can apply and enroll in other degree programs at USC and these units can count toward the cognate coursework for the degree. Students must work with their major advisor to continue to make progress toward the degree, and the degree must post before the Ph.D. degree. It is not recommended that students take coursework toward another degree without ensuring they have been officially admitted because this can impact students' progress toward their Ph.D. degree for the sake of financial aid.

International Students

If students have any questions regarding their status as an international student (such as visa-related issues), please contact the Office of International Services (OIS) at (213) 740-2666.

Academic Standards

Academic Integrity

A tutorial on academic integrity is available at <https://usclibraries.adobeconnect.com/a988857540/academicintegrity>.

PhD students should also note:

- Using the PhD title prior to the degree being awarded is a violation of academic integrity. Students found to claim the degree in advance of earning it will be referred to Student Judicial Affairs and Community Standards with the recommendation for dismissal. Students applying to the PhD program or petitioning for reinstatement who have claimed the degree will be denied admission or reinstatement.

- 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. This form of plagiarism, called self-plagiarism, is not allowed and is a violation of our academic integrity policies.

Research Involving Human Subjects

Graduate student researchers are required to obtain approval from the USC Institutional Review Boards whenever research, whether funded or unfunded, involving human subjects is proposed. More detail and all required forms can be found on their website: <http://oprs.usc.edu/>.

Academic Warning and Dismissal of Graduate Students

The PhD Program requires all students maintain a 3.50 GPA at all times. A student whose graduate GPA falls below 3.50 for any one 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 graduate GPA overall rises above a 3.50. 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. The faculty has the right to recommend at any time after written warning that a student be dismissed from a graduate program for academic reasons or that a student be denied readmission.

Definition of Grades

The minimum passing grade is C for graduate credit.

Upper-Level Undergraduate Coursework

Per the [curriculum handbook](#): "Graduate students may receive graduate credit for 400-level courses, but at least 2/3 of the units applied toward the graduate degree (including transfer work and not including 594 and 794) must be 500-level or higher."

Grades of Incomplete (IN)

An incomplete (IN) grade is assigned only for unforeseen circumstances occurring after the deadline to withdraw the 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.

One calendar year is allowed to remove an IN in courses numbered 500 and higher.

Repeated Course Work at USC

Graduate students may repeat a course in which a grade of C- or below was received, but both grades will be calculated in the grade point average.

It is the student's responsibility to be aware of which courses may have been taken previously at USC, including those taken toward a master's degree, and to avoid registering for those courses again even when they are listed as requirements for the PhD degree.

Requirements for the PhD in Urban Education Policy Degree

Curriculum Overview

The PhD in Urban Education Policy requires 63 units to complete. Of these, 16 units are from the required core, 15 units minimum must come from the Education Concentration Courses, 12 units minimum must come from the Cognate Courses, 15 units minimum must be research methods courses, and five units are part of the dissertation block. Students will solidify their Program of Study for completion of the PhD degree before the first year doctoral screening. Students may only take classes that have been approved by their advisor and will count toward their program of study.

Core Courses

Taken during the first year of the program, the core courses help students develop the essential knowledge that lays the groundwork for the rest of their coursework and research. There are four required core courses, each 4 units:

1. EDUC 630 – Organization and Policy: Current Issues
2. EDUC 640 – The Research University in the 21st Century
3. EDUC 642 – Controversies in Learning and Instruction
4. EDUC 650 – Globalization and the Nation-State: Theories of Change

Concentration Courses

Taken in the second and third years, concentration courses are courses offered through the Rossier School of Education that help further students' research and teaching interests.

EDUC 790 Directed Reading (credit/no credit) At least 6 units of EDUC 790 (Directed Research) will be used to fulfill this requirement and may be done with permission from a student's chair not to exceed 12 of the required 15 units in this block. Typically, students enroll in at least 1 unit of EDUC 790 per semester for their first 6 semesters of the program. Students may enroll in EDUC 790 credits with any Rossier faculty member upon approval of their faculty advisor. Students must complete a contract before the start of the semester and get the signature or email approval of the faculty with whom they are doing the directed reading. At the end of the semester, the supervising faculty will determine whether the student receives credit.

EDUC 599 is a course number used for new courses before a permanent course number is assigned. Note that students can apply a maximum of 9 units of EDUC 599 toward their degree.

Cognate Courses

Cognate courses must be taken outside of the Rossier School of Education. This encourages students to consider interdisciplinary approaches to educational issues. For students pursuing dual degrees, courses from the other degree may fulfill this requirement.

Research Courses

Quantitative and qualitative methods courses can be taken either inside or outside of the Rossier School of Education.

Dissertation Coursework

EDUC 791 (required) Proposal for Doctoral Dissertation (credit/no credit): Students must take this one-unit course to prepare for the Qualifying Exam. Although contracts are not required, it is important that students make sure they are making progress either through qual prep or by taking the quals, in order to receive credit. Faculty advisors determine whether the student receives credit. Registration in 791 grants full time student status.

GRSC 800: Students may need more than one term to prepare for the qualifying exam. If students are not otherwise full-time enrolled and are using a term to prepare for the Qualifying Exam, then they may enroll in GRSC 800. This course does not require D-Clearance and qualifies as full-time enrollment. Though it is 0 units, it costs 2 units of tuition.

EDUC 794abcdz (EDUC 794a and EDUC 794b are required): Once students have completed the qualifying exam and advanced to candidacy, they can then enroll in EDUC 794 dissertation writing units. While students may enroll in 794 units for more than two terms, only four units of dissertation writing may apply to the degree. Registration in 794 grants full time student status.

PhD Course offerings 2017-18

Fall 2017	Section	Day and Time	Faculty
EDUC 640-The Research University in the 21st Century (4 units)	26654	M 10:30-2:50	Tierney
EDUC 650-Globilaztion (4 units)	26658	H 12:30- 3:50	Melguizo
EDUC 657-Social Foundations of Research (3 units)	26678	T 12 - 3	Cole
EDUC 599 – Relational Sociology (3 units)	26688	H 9:30-11:50	Tierney
EDUC 658 Hierarchical Linear Models (3 units)	26675	W 9-12	Polikoff
Spring 2018	Section	Day and Time	Faculty
EDPT-652: Multiple Regression (3 units)	26677	T&H 10:30-12	Quinn
EDUC-642: Controversies in Learning and Instruction (4 units)	26658	W 12:30-3:50	Tynes
EDUC-630: Organizations and Policy: Current Issues (4 units)	26675	H 12:30-3:50	Marsh
Institutions Organizing Equity (3 units)	TBD	T 4-6:30	Posselt
EDUC 653 Advanced Qualitative Methods 1 (3 units)	26654	W 9:30-12	Burch
Summer 2018	Section	Day and Time	Faculty
EDUC 654 Advanced Qualitative Methods 2 (3 units)	26677	TBD	Posselt

EDUC 659 Causal Methods is traditionally offered every other summer, which will be summer 2019.

Program of Study

Before the first year doctoral screening, all students will complete a program of study with their advisor. This program of study will serve as a student’s blueprint for the remainder of their degree.

[Program of Study Fillable Template](#)

Teaching Requirement

All doctoral students must teach for at least one semester before they graduate. This program requirement may be fulfilled by co-teaching, serving as a teaching assistant (TA), or solo teaching. International students must meet the English proficiency standards set forth by the American Language Institute and participate, if necessary, in specialized training offered through the Center for Excellence in Teaching.

PhD students can meet the teaching requirement by TAing or being instructors of record. Most students will meet the requirement by being a teaching assistant in their 2nd or 3rd year of the program.

PhD students eligible to be a teaching assistant must:

- *Make sure your advisor approves since the hours will be part of your research assistantship*
- *Be a current Rossier funded student (students cannot be on a fellowship or grant the semester they are teaching. Check with their faculty advisor/grant manager/program office to make sure they are not being funded on a grant or fellowship the semester they wish to TA) Students paying their own tuition are not eligible*
- *Attend CET TA training (offered every August and January) as well as meet the USC language requirement*

Process to obtain approval to be a teaching assistant:

- *Interested students can consult with their advisors about which class to TA*
- *Advisors and students should identify an existing course the student is qualified to TA and seek approval of the Professor if the professor is not their advisor*

PhD students eligible to be an instructor of record must:

- *Make sure your advisor approves since the hours will be part of your research assistantship*
- *Have a master's degree*
- *Be a current Rossier funded student but they can't be on a fellowship or grant the semester they are teaching with the exception of the Provost Mentored Teaching Fellowship. Check with their faculty advisor/grant manager/program office to make sure they are not being funded on a grant or fellowship the semester they wish to teach (this applies to TAing and teaching) (students paying their own tuition are not eligible)*
- *Attend CET TA training (offered every August and January) as well as meet the USC language requirement*
- *Have at least one semester of teaching assistant experience*
- *Have appropriate content experience*
- *Have PhD governance approval*
- *Have governance approval from the program in which they will teach*

Additionally, students can teach a maximum of one class a semester as the instructor of record a total of two times. They will devote up to 10 hours per week averaged over the semester for a 3 unit class (2 ½ hours of class time and 7 ½ hours prep since prep is calculated as 3 times the contact hours). This amounts to a 25% appointment. The other 25% of their appointment will constitute a Rossier top off to allow students additional time to work on their own studies.

Students may teach in undergraduate or master's courses (excluding freshman seminar courses). PhD students may not teach at the doctoral levels (to include professional doctorate courses).

Process to obtain approval to teach as instructor of record:

- *Similar to the TA process, interested students can ask their advisors about being an instructor of record or faculty advisors can recommend their students.*
- *Advisors and students should identify an existing course the student is qualified to teach and seek approval of both PhD governance as well as the governance of the program in which the course is offered*
- *Approval from other programs is at the discretion of that program's governance committee and course lead*
- *Before approving, PhD Governance will consider type of teaching experience needed for the individual student to be competitive on the higher education job market*

Required Benchmarks

The First-Year Screening

At the University of Southern California, all first-year doctoral students go through an end-of-the-year screening. This screening helps to identify that students have the potential to be ultimately competent in the following areas: program fit; communication; academic stewardship; and research. Students will submit an updated CV, a Program of Study, and a two-page reflection at the end of the spring semester of their first year. A faculty committee consisting of all first year instructors, the student's advisor and the program chair will meet to assess each student. Students are not present at the first year screening meeting. Students who pass the screening are allowed to continue in the program. However, students who do not pass the initial screening will no longer be eligible to enroll in the program.

The Qualifying Exam

The Qualifying Exam Committee. Students are eligible to start their qualifying exam once they have completed 58 units or in the semester they are completing a total of 58 units, usually in the fall or spring of their third year. Students will select a guidance committee for their Qualifying Exam in conjunction with their chair. The committee is composed of five members: the student's chair; at least one faculty member from within the Rossier School of Education; and at least one faculty member outside of the Rossier School of Education. Typically, the faculty must be tenured or tenure-track faculty with the rank of Assistant Professor or higher in departments that offer the PhD degree. With permission from their chair and the PhD Governance committee, students may have up to two research, teaching, practical, and clinical faculty members on their committee. Visiting faculty, adjuncts and lecturers or faculty not affiliated with USC cannot serve on committees. Research, teaching, practical, and clinical (RTPC) faculty from outside Rossier may serve on committees only if they have been judged as appropriate for doctoral-level committees by their respective appointing school. They must then also receive the appropriate approvals through the PhD Governance Committee.

The Qualifying Exam.

Registration

The term students believe they will take their qualifying exam, they need to enroll in EDUC-791 (Preparation for the Qualifying Exam). This 1-unit course counts as full-time enrollment and students need to make significant progress toward their qualifying exam to receive credit as determined by their faculty advisor.

Written Exam

All students must pass a written and oral qualifying exam to advance to PhD candidacy. The written examination is designed to assess a student's readiness to undertake the dissertation research and assess the student's ability to critically analyze and synthesize theoretical and methodological knowledge. Typically the written exam consists of three questions (literature review, theories and methodology). The oral portion consists of an oral defense of the written exam and a teaching and research portfolio. The teaching portfolio documents and reflects the student's development and productivity in thinking about course content and instructional delivery. The research portfolio documents and reflects the student's development and productivity in research and writing from the point of entry into the program.

Students' qualifying exam committee will provide the PhD Program Office with students' qualifying exam questions. The PhD Program Office will send these to students at 9am on the first day they begin their written exam. This date must be agreed upon by the student and their committee and fall on an official USC work day (e.g., Monday through Friday and not on a university-recognized holiday). Students are given 30 days from receiving the qualifying exam to complete it and return it to their committee on the 31st day. From then, students have 30 days to complete their oral defense. The committee needs at least two weeks to read the exam, so please keep that in mind when scheduling your

oral defense date. Due to faculty availability, we recommend that students first schedule their oral defense and then work backwards to determine their start date of the written portion of the exam. Scheduling should be done a few months in advance. Once students have an oral defense date, they should work with the PhD Program Office to secure a room for their oral defense.

Oral Defense

Students should arrive to the defense 30 minutes early to make sure the room is open and to set up any technology they might be using. Students are responsible for connecting with any committee members who are participating remotely. All 5 members must participate during the defense. If a member fails to show up, you will need to reschedule your defense. Be sure to send reminders in advance of the defense.

Sequence of events for the defense:

- 1) PhD program office will drop off defense paperwork 10 minutes prior to start time
- 2) Student and committee say hello and introduce anyone who might not have met before
- 3) Committee will ask student to step out of the room so they can discuss exam
- 4) Student will be invited back in the room and will then present the exam (about 10 minutes and a ppt is optional-please ask your chair what they prefer)
- 5) Committee will provide feedback so be prepared to take notes on feedback or ask if your chair will take notes for you
- 6) Committee will ask student to step out again
- 7) Student will then be informed if they pass
- 8) Student should make sure all members sign the paperwork and that it gets returned to the PhD program office

Forms

There are several forms students need to ensure are filled out before and after the qualifying exam:

1. [Request to Take the Ph.D. Qualifying Exam](#) – to be filled out before a student enrolls in EDUC-791
2. [Appointment of Qualifying Exam Committee](#) – to be signed and turned in as soon as possible after appointing the five-member committee
3. Report on Research & Teaching Portfolio (the program office will bring to Qual Defense meeting) – to be signed by the Qualifying Exam committee and turned into the PhD program office by the faculty chair
4. Report on Ph.D. Qualifying Examination (the program office will bring to Qual Defense meeting) – to be signed by the Qualifying Exam committee and turned into the PhD program office by the faculty chair

Remote Participation. Students may have two members of their qualifying exam committee participate remotely (e.g., via Skype or conference call). This cannot include their chair or the outside member if there is only one. Students' advisors must approve the remote participation and students must develop a remote participation plan with the PhD Program Office. The office can then start a petition with the Graduate School. The student, their advisor, and the Program Office must sign off on the petition and it will be submitted for approval to the Graduate School. The Graduate School has ultimate authority on approving remote participants.

Non-Passing. If a student's work does not pass, the guidance committee can recommend the students' program be discontinued or that they be given a second chance. Students may take the Qualifying Exam no more than two times. The guidance committee may decide that certain parts of the qualifying exam did earn a "Pass" and decide that the student would not need to re-take those sections. If allowed to take the

Qualifying Exam a second time, it can occur no fewer than one month and no more than six months after the original oral defense date.

Teaching & Research Portfolio. Students must submit a teaching and research portfolio to their committee one week prior to the oral defense. The teaching portfolio reflects the student's experiences as a Teaching Assistant. The 5-10 page dossier includes course syllabi, teaching evaluations (if available), an analysis of the experience and student's teaching philosophy. The research portfolio reflects the student's development and productivity in the area of writing from the point of entry into the Ph.D. program. The student's CV and examples of articles that students have submitted or published, and/or research projects that have been completed will be provided to the Committee at the qualifying exam defense meeting. Examples can be found in the PhD Program Office.

Advancement to Candidacy. Advancement to candidacy is a formal action taken by the faculty that is based upon passing the qualifying examination and completing all Ph.D. course requirements (with the exception of EDUC 794). Notification of admission or denial of admission to candidacy is by e-mail from the PhD Program Office. Students who pass both the written and oral qualifying exam are advanced to candidacy.

The Dissertation

The Dissertation Committee. Once admitted to candidacy, students' committees are reduced to three members (though more are allowed with permission from the chair). The committee will include at least the students' tenure-track dissertation chair, one faculty member from within inside the Rossier School of Education, and one faculty member from outside the Rossier School of Education. Two of the three members must be tenured or tenure-track. Any non-tenured or tenure-track faculty will need governance approval to be on your committee. Please follow above guidelines from Qual Exam committee.

Proposal. Upon completing the qualifying exam, students enroll in EDUC 794 (Dissertation Writing) each term until they successfully defend and upload their dissertation. Students develop their proposal while enrolled in the dissertation units and then move on to data collection and further writing. Students must get IRB (Human Subjects Institutional Review Board) approval for their research. Students' grades in EDUC 794 will reflect as "IP" until they have successfully defended and uploaded their final dissertation. The dissertation proposal is completed while the student is enrolled in their first term of EDUC-794 and includes the following sections:

- Statement of purpose (i.e., what you intend to do and why).
- A review of the pertinent literature that addresses the theory and empirical work that informs your research and relates to the questions being posed
- The hypotheses or research questions that will be posed in your study
- The research designs, including: the type of methodology to be employed e.g., qualitative, quasi-experimental, etc. and why this design is appropriate given the purpose of the inquiry. This section should also include a discussion of the data sources the student will draw upon and any logistical and/or human subjects protection issues that can be anticipated and how these will be addressed; the sampling plan; operationalization of the variables and the measures and data collection techniques you will use; and the data analysis plan, including the kinds of analytic procedures to be used and why these are appropriate to answering the study questions or hypotheses.
- A work plan which details the tasks to be done, the time frame within which they will be accomplished, the resources (including cooperation needed from agencies) that will be necessary to complete the work. A Gantt or Milestone chart is helpful

- A draft of a complete Human Subjects application, which will be ready to be submitted to USC immediately after the proposal hearing
- A bibliography.
- Appendices, including copies of instruments
- The fully developed dissertation proposal not only affords the student an opportunity to think through the conceptual, methodological and practical issues that will arise, but it is also a way to explain and defend the proposal to the committee. The proposal must be of sufficient length and detail, to serve as a kind of contract between the student and his/her committee. To the extent that this process has occurred at the proposal stage, the committee will be in a better position to critique the work and assist the student with his/her future research

Proposal Defense

Once the student has completed the proposal, it should be sent to the faculty chair for approval. If the faculty chair approves, then the proposal defense can be scheduled and the proposal can be sent to the dissertation committee. All 3 members of the committee must participate in the defense meeting (your chair should be present but other members can call in if absolutely necessary and if your chair approves). The defense meeting is about an hour and you should expect a lot of feedback and edits. Your advisor might not sign off on your proposal until the edits are made. There is no pass/fail option for the proposal, students simply make revisions until the committee approves. The student is responsible for getting the Report on the Proposal Defense and the Dissertation Committee form signed (most students get at least the Dissertation Committee form signed at the meeting).

- 1) [Appointment of Dissertation Committee](#) – to be signed and turned in as soon as possible after appointing the dissertation committee or after the proposal defense meeting
- 2) [Report on Dissertation Proposal](#) to be signed by the dissertation committee

Dissertation

There are several responsibilities for students enrolled in Dissertation Writing coursework.

- Continuous enrollment in EDUC-794 is required each fall and spring until the dissertation is complete.
- In addition to the student's dissertation committee, they must keep the PhD Program Office updated on their progress.
- Student and committee determine the date of the final defense meeting (several months in advance as schedules fill up quickly!).
- As with the proposal, once the student has completed the dissertation, it should be sent to the faculty chair for approval. If the faculty chair approves, then the manuscript can be sent to the dissertation committee.
- There are no hard copies of forms required for the final defense meeting.
- Remote participation requests must be submitted to the PhD Program Office three weeks prior to the final defense meeting. One member of the dissertation committee may participate remotely (e.g., via Skype or conference call). This cannot include their chair or the outside member. Chairs must approve the remote participation. The PhD Program Office can then start a petition with the Graduate School. The student, their advisor, and the Program Office must sign off on the petition and it will be submitted for approval to the Graduate School. The Graduate School has ultimate authority on approving remote participants.
- Final defense meeting needs to take place at least 3 weeks (preferably longer in case of extensive edits) before the dissertation submission deadline.

Documentation & Dissertation Submission Guidelines

The PhD degree is governed by the Graduate School, so please refer to their website for specific information about the requirements of submission: <http://graduateschool.usc.edu/current-students/thesis-dissertation-submission/>. Students should following these steps:

- Create a [Thesis Center](#) profile prior to your final defense meeting
- Upload a pdf of your signed [Appointment of Dissertation Committee](#) form.
- Complete the [Survey of Earned Doctorates](#) and upload confirmation to the Thesis Center.
- Initiate Approval to Submit email to the committee the morning of the defense.
- Orally defend the dissertation.
- Make any edits the committee recommends.
- Monitor electronic signatures on electronic Approval to Submit form through the Thesis Center profile.
- Upload the Dissertation to the Thesis Center for review by the Graduate School.
- The USC Graduate School has two upload deadlines - one for the required documents and another for the dissertation itself. Both dates have 12pm noon deadlines.
 - 1) Deadline to submit completed documentation- (which is always one week before the dissertation manuscript upload deadline). Required documents include:
 - PDF of dissertation Committee form with all signatures
 - Electronic approval to Submit from each committee member
 - Survey of Earned Doctorates completion receipt pdf
 - 2) Deadline to upload dissertation manuscript (once the Grad School receives and approves the above documents, they will notify you that you can upload your dissertation)
- The Graduate School might request formatting edits prior to uploading to the USC Digital Library. If they require edits, students must do those in accordance with their due dates and resubmit your edited dissertation through the thesis center
- While USC and Rossier do not require students upload their dissertation to ProQuest, students should seek counsel from their Dissertation Chair as they may individually require ProQuest upload.
- There is a \$115 manuscript processing fee.

Program Timeline



Funding

Forms of Funding

All PhD students are admitted into the program either through a fellowship or a Research/Teaching Assistantship. Full terms of the assistantship will be outlined in students' offer letters and their annual contracts.

Terms of Funding

Students must maintain a 3.5 or higher for all courses applied to their program of study.

Students have a 50% appointment, which means that you are expected to devote, on average, 15-20 hours per week to your duties as an RA/TA; the remainder of your academic effort is to be devoted to your own studies and/or research. Since you are expected to devote full-time effort toward your Ph.D. degree, you may not undertake employment or other time consuming commitments during the academic year. Of course the time you devote to your RA/TA duties will vary from day to day and week to week. Your stipend covers all hours worked, including any attendant training, regardless of how many hours are worked in any given day or week.

It is very important, however, that the expectation of 15-20 hours per week, on average, not be exceeded so as to ensure that your RA/TA duties are fair and equitable and do not interfere with progress toward your degree. We recognize that on occasion the duties of *an* RA/TA may unavoidably exceed the norms stated here. Because these maximum hour expectations are important to the integrity of the RA/TA program, at the end of the semester you will be asked to complete the End of Semester Report at the bottom of your offer letter.

USC requires RA/TAs to be enrolled in a minimum of six graduate credit units every semester or in equivalent full-time enrollment (GRSC 800, GRSC 810, Thesis 594 or Dissertation 794). Even though summer enrollment is not required by USC, PhD students must be enrolled full time in the summer if they wish to work as RA/TAs in the summer.

RA/TAships are taxed before checks are disbursed. Fellowships are not taxed by the University, but students are expected to pay taxes on fellowships.

External fellowships: Any additional USC or external fellowships, school wages, job wages, scholarships, research assistantships and/or grants that you receive may be used as a reimbursement or substitution for the funding received from the PhD program at the USC Rossier School of Education. External fellowship recipients will still be eligible to work as an RA/TA in the summer and receive a summer stipend as long as their faculty advisor approves and the fellowship does not stipulate otherwise.

Please note that for students entering their 4th year, the stipend will cease once you have started your new job and/or stopped working your 20 hours of RA/TAship or on August 15, whichever comes first.

Workspace

All students who are funded through fellowships and assistantships are guaranteed a workspace in Waite Phillips Hall. While the PhD Program Office makes every effort to ensure that students are as close to colleagues and advisors as possible, specific student placement will be based on annual availability and subject to change.

Benefits

For students receiving a USC-funded fellowship or Rossier research assistantship, the university will cover the following benefits: USC-sponsored student health and dental insurance for the

student; payment of the Student Health Center fee; and up to 12 units of tuition for courses that have been approved by your faculty advisor and count toward your degree. Non-funded students not on assistantship or fellowship need to pay for these benefits themselves. Funded students may not waive out of USC health or dental insurance.

Travel Award

Funded students in years 1-4 will receive a travel award of \$1,200 for 2017-18. The award will be disbursed in October to the student account so be sure to click <https://sfs.usc.edu/epay/> and log in to USCe.pay and go to the My Services drop down and sign up for direct deposit. All travel and research related expenses must be approved by your faculty advisor in advance of the expenditure. Please keep all receipts and submit them to the program office by June 30, 2018 along with the signed travel award expense form <https://rossierstudents.usc.edu/files/2014/09/PhD-Research-Travel-Fund-Expense-Form.pdf>.

Students are also eligible to apply for funding from the Graduate Student Government. <http://gsg.usc.edu/student-funding/travel-grant-faq/>.

Students on fellowship are eligible to receive a one-time Graduate School Travel Award. Fellowship students should look out for an email from the Graduate School and think strategically about which semester to apply.

Parental Leave for Research Assistants

Students meeting the Graduate School requirements for parental leave from their assistantship may take a leave in the fall or spring semesters and defer their current funding. The Grad School will fund your leave and you will still receive all of the above benefits. Please see The Grad School website for more information: <http://graduateschool.usc.edu/current-students/guidelines-forms-requests/#parental-leave>

Students on a parental leave are still required to be enrolled as full-time students. The leave relieves them of their RA/TA duties for one semester. Parental leaves may not be taken in the summer.

Various Forms of Direct Deposit

Though we understand that it can be confusing, there are various forms of setting up direct deposit for students.

1. Payroll for Rossier-funded Research Assistants and All International Students: These individuals must setup their account through USC Workday (<https://wd5.myworkday.com/usc/login.flex>) by navigating to **Payroll**, then **Payment Elections** under the *Actions* section, then clicking **Add Account** under the *Accounts* section. Students must have their account type, bank name, routing transit number, and account number to fill this section.
2. Payroll for Domestic Students Funded through USC Graduate School Fellowships and Gates Millennium Scholarships and for Direct Deposit of Reimbursements from Grant Funding: These students must fill out a Direct Deposit Authorization and Cancellation Form (https://procurement.usc.edu/files/2014/08/dir_dep_employee_reimbursement_protected.docx), attaching a void check, and turning it into USC Payment Services at the University Gardens Building.

3. Refunds from the Student Bill (e.g., financial aid refunds and overages) and the Travel Award: Students must navigate to e.Pay via myUSC (<https://my.usc.edu/>) and setup their eRefund (Direct Deposit) through that website.

Nominations for Fellowships, Honors, Opportunities & Seminars

The Rossier Program office coordinates the below nominations:

Award or Fellowship Name	Nominator	Who Submits	When	About the Award
STATS Bootcamp	Faculty	Program Office	September	Student is paid \$1,200 for a 3-day STATS Bootcamp to prepare students for Multiple Regression
Clark Seminar	Faculty	Program Office	October	http://www.ucea.org/grad-student-focus/clark-seminar-app-form/
USC CET TA Award	Faculty	Program Office	October	http://cet.usc.edu/awards-grants/universityta/
Rossier PhD Flag Bearer	Graduating PhD students	Program Office	February	Carries the flag at the doctoral hooding
Rossier Dissertation of the Year	Faculty	Program Office	February	Must have defended between Apr 1 and Mar 30
USC PhD Achievement Award	Faculty	Program Office	February	Very competitive USC award
USC Advanced Fellowships	Students/faculty	Program Office	February	http://graduateschool.usc.edu/fellowships/
USC Student Recognition	Faculty	Faculty	March	https://websites.usc.edu/StudentRecognition/
ASHE Policy Seminar	Students/Faculty	Program Office	July	http://www.ashe.ws/gspis

Commencement

The Rossier School of Education has one commencement ceremony (doctoral hooding) per year in May. All students who have degree conferrals the prior December, that May, expected for that August or who are expected to upload before the drop/add of the fall semester may participate with permission from their

dissertation chair. Students cannot participate in commencement exercises without the express permission of their advisor.

The USC Bookstore usually has a regalia discount in the fall semester (\$100 off purchase of full regalia). When purchasing or renting regalia, remember to request dark blue hoods (the EdD is light blue and the two are often confused).

Students can only be listed in the Rossier commencement program booklet only once and the deadline for listing your name is in early April. If you wind up not participating because of a dissertation delay, and the early April deadline has passed, you can still postpone participation in commencement until the following year, but your name will not appear in the Rossier booklet the following year.

Flag Bearer Graduating PhD students will vote for who should be the flag bearer. The flag bearer will carry one of the flags during the procession. Only students eligible to participate in commencement may be considered.

Dissertation of the Year Faculty nominate students for this award. Eligible students are students whose dissertations have been successfully defended between April 1 and March 30 of the prior year.

PhD Achievement Award is a University award and students are nominated by their faculty advisor.

Student Recognition Award is a University award and students are nominated by their faculty advisor.

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 in 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) 740-9230. Once you have been awarded the degree, the university cannot change your name for the diploma.

Welcome to the Rossier PhD Program!

We look forward to meeting you and helping you reach your educational goals during your time at the Rossier School of Education. We hope that this guidebook will serve as a valuable resource for you, but we also encourage you to call or visit us in the PhD Program Office whenever you have a question, or just to say hello!