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/](http://catalogue.usc.edu/), SCampus Student Guidebook [https://policy.usc.edu/files/2016/01/SCampus-2017-18-Complete-for-posting.pdf](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](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)

**PhD Faculty**

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<tr>
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<tr>
<td>Darnell Cole</td>
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<tr>
<td>Patricia Burch</td>
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<tr>
<td>Educational Psychology</td>
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<tr>
<td>Stephen Aguilar</td>
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<tr>
<td>Assistant Professor of Education</td>
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<tr>
<td>Mary Helen Immordino-Yang</td>
</tr>
<tr>
<td>Professor of Education, Psychology and Neuroscience</td>
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<tr>
<td>Erika A. Patall</td>
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<tr>
<td>Associate Professor of Education</td>
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<tr>
<td>Gale Sinatra</td>
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<tr>
<td>Stephen H. Crocker Professor of Education</td>
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<tr>
<td>Brendesha Tynes</td>
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<tr>
<td>Associate Professor of Education and Psychology</td>
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<tr>
<td>Gale Sinatra</td>
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<tr>
<td>Stephen H. Crocker Professor of Education</td>
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<td>Julie Posselt</td>
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<td>Associate Professor of Education</td>
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<td>John Brooks Slaughter</td>
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<tr>
<td>Professor of Education and Engineering</td>
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<tr>
<td>William G. Tierney</td>
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<tr>
<td>University Professor, Wilbur-Kieffer Professor of Higher Education</td>
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# Waite Phillips Hall PhD Faculty & Student Directory

## 5th Floor

**PhD Student Room (WPH 502)**

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<th>Name</th>
<th>Advisor/Department</th>
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<tr>
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<td>Marsh</td>
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<tr>
<td>Clare Baek</td>
<td>Aguilar</td>
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<tr>
<td>John Ezaki</td>
<td>Copur-Gencturk</td>
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<tr>
<td>Jennifer Gribben</td>
<td>Sinatra</td>
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<tr>
<td>Jordan Harper</td>
<td>Kezar</td>
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<tr>
<td>Imogen Herrick</td>
<td>Sinatra</td>
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<tr>
<td>Edgar Lopez</td>
<td>Huerta/Kezar</td>
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<tr>
<td>Elizabeth Morris</td>
<td>Melguizo</td>
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<tr>
<td>Anamely Salgado</td>
<td>Aguilar</td>
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<tr>
<td>Daniel Silver</td>
<td>Polikoff</td>
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<tr>
<td>Tong Tong</td>
<td>Kho</td>
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<tr>
<td>Elif Yucel</td>
<td>Melguizo</td>
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<tr>
<td>Jeanette Zambrano</td>
<td>Patall</td>
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## 6th Floor

**Educational Psychology**

<table>
<thead>
<tr>
<th>Name</th>
<th>Advisor/Department</th>
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<tbody>
<tr>
<td>Dr. Stephen Aguilar</td>
<td>Educational Psychology</td>
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<tr>
<td>Dr. Erika A. Patall</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Dr. Harry O’Neil</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Dr. Gale Sinatra</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Neil Jacobson</td>
<td>Sinatra</td>
</tr>
<tr>
<td>Alana Kennedy</td>
<td>Patall/Sinatra</td>
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<tr>
<td>Christina Krone</td>
<td>Immordino-Yang</td>
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<tr>
<td>Ian Thacker</td>
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<tr>
<td>Nicole Yates</td>
<td>Patall</td>
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**Center for Empowered Learning and Development with Technology**

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<tr>
<th>Name</th>
<th>Advisor/Department</th>
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<tr>
<td>Dr. Brendesha Tynes</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Matthew Hamilton</td>
<td>Tynes</td>
</tr>
<tr>
<td>Ashley Stewart</td>
<td>Tynes</td>
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**Higher Education/Pullias cont.**

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Dr. Julie Posselt</td>
<td>Higher Education</td>
</tr>
<tr>
<td>Lauren Irwin</td>
<td>Posselt</td>
</tr>
<tr>
<td>Aireale Rodgers</td>
<td>Posselt</td>
</tr>
<tr>
<td>Deborah Southern</td>
<td>Posselt</td>
</tr>
<tr>
<td>Cynthia Villarreal</td>
<td>Posselt</td>
</tr>
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</table>
### Center for Education, Identity and Social Justice

Dr. Darnell Cole (Higher Education)
Liane Hypolite (Cole)
Mabel Sanchez (Ahmadi/Cole)

### 7th Floor

**Pullias Center for Higher Education (WPH 701 & 703)**

Dr. Adrian Huerta (Higher Education)
Dr. Adrianna Kezar (Higher Education)
Dr. Tatiana Melguizo (Higher Education)
Dr. William G. Tierney (Higher Education)
Jude Paul Dizon (Kezar/Tierney)
Theresa Hernandez (Posselt)
Daniel Scott (Kezar)
David Velasquez (Melguizo)

**Center for Urban Education (WPH 702)**

Dr. Estela Mara Bensimon (Higher Education)
Adrian Trinidad (Bensimon)

### 9th Floor

**K-12 Education Policy**

**Center on Education Policy, Equity and Governance**

Dr. Patricia Burch (K-12 Education Policy)
Dr. Adam Kho (K-12 Education Policy)
Dr. Julie Marsh (K-12 Education Policy)
Dr. Morgan Polikoff (K-12 Education Policy)
Dr. David Quinn (K-12 Education Policy)
Paul Bruno (Polikoff)
Eupha Jeanne Daramola (Marsh)
Tara-Marie Desruisseaux (Quinn)
Tasminda Dhaliwal (Polikoff)
Taylor Enoch-Stevens (Marsh/Picus)
Martin Gamboa (Polikoff)
Kate Kennedy (Marsh)
Shira Korn (Polikoff)
Neha Miglani (Burch)
Haley Nelson (Burch)
| Akua Nkansah-Amankra (Quinn) |  |
| Sarah Rabovsky (Polikoff) |  |
| **Higher Education** |  |
| Dr. John Slaughter (Higher Education) |  |
| **Teacher Education** |  |
| Dr. Yasemin Copur-Gencturk (Teacher Education) |  |

| **11th Floor** |  |
| **K-12 Education Policy** |  |
| Dr. Lawrence O. Picus (K-12 Education Policy) |  |

| **PhD Faculty & Student Offices** |  |
| **Outside WPH** |  |
| **Educational Psychology** |  |
| Dr. Mary Helen Immordino-Yang (DNI 267) |  |
| Rebecca Gotlieb (Immordino-Yang, Brain & Creativity Institute) |  |
| **Higher Education** |  |
| Thomas DePaola (Kezar, JEP) |  |
| **USC Race & Equity Center (Dauterive 214)** |  |
| Dr. Shaun Harper (Higher Education) |  |
| Kaylan Baxter (Harper) |  |
| James Bridgeforth (Harper) |  |
| Jaymon Ortega (Harper) |  |
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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 as 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.

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
- Ashley Stewart, Project Manager

**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*
- Shafiqa Ahmadi, Co-Director
- Darnell Cole, Co-Director
- Alex Atashi, Senior Project Specialist
- Yutong Emma Liu, 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
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
- Deanna Cherry, Lead Facilitator
- Debbie Hanson, Senior Project Specialist
- Sarah Klotz, Senior Project Specialist
- Megan Chase, Research and Policy Specialist
- 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 Kezar, Co-Director
- William Tierney, Co-Director
- Shafiqa Ahmadi, Associate Professor of Clinical Education
- 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
- Tattiya Maruco, Research Project Specialist
- Tatiana Melguizo, Associate Professor
- Julie Posselt, Associate Professor of Education
- Monica Raad, Administrative Services Manager
- Gwendelyn Rivera, Project Specialist
- John Slaughter, Professor of Education and Engineering

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
- Jade Agua, Associate Director for Learning and Organization Development
- Robyn Goldberg, Assistant Director for NACCC
- Ya-Chi Hung, Senior Data Scientist for NACC
- Cynthia Jackson, Executive Assistant
- Jenise Evans, Administrative Assistant

K-12 Education Policy Research

Center for Engagement-Driven Global Education (EDGE) fuels interdisciplinary partnerships to bring relevant, sustainable innovation to scale in the crucial area of educational engagement – the activities and techniques used to improve teaching and learning outcomes. The programs and activities fall into three broad and overlapping engagement categories, Engagement Through Arts and Entertainment, Engagement Through Science and Technology and Rapid Cycle Research, Product and Service Development/Implementation and Communications.

The Team
- Alan Arkatov, Founding Director & Katzman/Ernst Chair in Educational Entrepreneurship, Technology and Innovation
- Lizabeth A. Fogel, Chief Consultant
- Beatrice Henson-O’Neal, Manager

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 and Co-Director
- Julie Marsh, Core Faculty and Co-Director
- Morgan Polikoff, Core Faculty and Co-Director
- Darline Robles, Core Faculty & Co-Director
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/](http://engemannshc.usc.edu/insurance/). Among the services offered are:

- Counseling Services: [https://engemannshc.usc.edu/counseling/](https://engemannshc.usc.edu/counseling/)
- Offices of Wellness and Health Promotion: [https://engemannshc.usc.edu/wellness/](https://engemannshc.usc.edu/wellness/)
- Relationship and Sexual Violence Prevention and Services: [https://engemannshc.usc.edu/rsvp/](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/](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](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/](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)**
USC Transportation 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 Transitch lines. More information on price and obtaining a pass can be found at https://transnet.usc.edu/index.php/graduate-student-u-pass/.

**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:

<table>
<thead>
<tr>
<th>Center</th>
<th>Location</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Pacific American Student Services (APASS)</td>
<td>STU 410</td>
<td><a href="https://apass.usc.edu/">https://apass.usc.edu/</a></td>
</tr>
</tbody>
</table>
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/.

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Services and Programs</td>
<td>GFS 120</td>
<td><a href="mailto:ability@usc.edu">ability@usc.edu</a></td>
</tr>
<tr>
<td>Office of Equity and Diversity</td>
<td>CUB 200</td>
<td><a href="mailto:oed@usc.edu">oed@usc.edu</a></td>
</tr>
<tr>
<td>Office of International Services</td>
<td>PSD 101</td>
<td><a href="mailto:ois@usc.edu">ois@usc.edu</a></td>
</tr>
<tr>
<td>Office of Religious Life</td>
<td>URC 106</td>
<td><a href="mailto:orl@usc.edu">orl@usc.edu</a></td>
</tr>
<tr>
<td>Veteran Resource Center</td>
<td>TCC 330</td>
<td><a href="mailto:vrc@usc.edu">vrc@usc.edu</a></td>
</tr>
</tbody>
</table>

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](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.

<table>
<thead>
<tr>
<th>Fall 2019 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 21-22</strong> – Ph.D. New Student Orientation</td>
</tr>
<tr>
<td><strong>Friday, August 23</strong> – Last day to register for fall classes and settle balances without late fees</td>
</tr>
<tr>
<td><strong>Monday, August 26</strong> – Fall semester classes begin</td>
</tr>
<tr>
<td><strong>Monday, September 2</strong> – USC holiday-no class</td>
</tr>
<tr>
<td><strong>Friday, September 13</strong> – EDUC 790 contracts due</td>
</tr>
<tr>
<td><strong>Friday, September 13</strong> – Last day to register for fall classes or add/drop classes</td>
</tr>
<tr>
<td><strong>October 9</strong> – Spring schedule of classes released</td>
</tr>
<tr>
<td><strong>October 17-18</strong> – Fall recess</td>
</tr>
<tr>
<td><strong>October 28</strong> – Spring registration begins</td>
</tr>
<tr>
<td><strong>November 27-December 1</strong> – THANKSGIVING BREAK</td>
</tr>
<tr>
<td><strong>Friday, December 6</strong> – Fall semester classes end</td>
</tr>
<tr>
<td><strong>Wednesday, December 18</strong> – semester ends</td>
</tr>
<tr>
<td><strong>December 19 - January 12</strong> – WINTER BREAK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2020 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday, January 10</strong> – Last day to register for spring classes and settle balances without late fees</td>
</tr>
<tr>
<td><strong>Monday, January 13</strong> – Spring semester classes begin</td>
</tr>
<tr>
<td><strong>Monday, January 20</strong> – USC holiday (MLK)-no class</td>
</tr>
<tr>
<td><strong>Thursday, January 23</strong> – PhD Faculty and Student Lunch (WPH 403 at 12pm)</td>
</tr>
<tr>
<td><strong>Friday, January 31</strong> – EDUC 790 contracts due</td>
</tr>
<tr>
<td><strong>Friday, January 31</strong> – Last day to register for spring &amp; add/drop for spring classes</td>
</tr>
<tr>
<td><strong>February</strong> – Summer schedule of classes released</td>
</tr>
<tr>
<td><strong>Monday, February 17</strong> – USC holiday (President’s Day) -no class</td>
</tr>
<tr>
<td><strong>March 5-6</strong> – PhD Campus Visit</td>
</tr>
<tr>
<td><strong>March</strong> – Fall schedule of classes released</td>
</tr>
<tr>
<td><strong>March</strong> – summer &amp; fall registration begins</td>
</tr>
<tr>
<td><strong>March 15-22</strong> – SPRING BREAK</td>
</tr>
<tr>
<td><strong>March 23</strong> - First Year Screening materials due to program office</td>
</tr>
<tr>
<td><strong>April 17-21</strong> – AERA Conference</td>
</tr>
<tr>
<td><strong>Friday, May 1</strong> – Spring semester classes end</td>
</tr>
<tr>
<td><strong>Wednesday, May 6</strong> – PhD End of Year Social @ 4pm (University Club Patio)</td>
</tr>
</tbody>
</table>
### 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](http://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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 13</td>
<td>Semester ends</td>
</tr>
<tr>
<td>May 14</td>
<td>Rossier Doctoral Hooding</td>
</tr>
<tr>
<td>May 15</td>
<td>USC main commencement</td>
</tr>
</tbody>
</table>

#### Summer 2020 Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 20-August 11</td>
<td>Summer sessions</td>
</tr>
<tr>
<td>May 25</td>
<td>USC holiday-no class</td>
</tr>
<tr>
<td>May 29</td>
<td>EDUC 790 contracts due</td>
</tr>
<tr>
<td>July 3</td>
<td>Independence Day Holiday (No Class)</td>
</tr>
</tbody>
</table>
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 those courses will not be counted toward the degree and they must receive a B or better to Pass. Auditing a course is permissible but it will not appear on a transcript or count toward full time enrollment.

**Dropping and Adding Courses**
In addition to the University policies on dropping and adding [http://classes.usc.edu/term-20173/calendar/](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**
There are several types of leaves including personal and health leaves of absence [https://policy.usc.edu/student-health-leave-absence/](https://policy.usc.edu/student-health-leave-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. A leave means that you will not be a student or RA/TA for the duration of the 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.
• Students should remember to cancel their parking permit.
• Students should contact Engemann to inquire about Cobra coverage as they will no longer be covered by Rossier.

**Voluntary Health Leave of Absence**

• If a student takes a leave for a qualified health reason they can seek approval through USC’s Health Leave Coordinator and if approved, they will receive their stipend and health insurance for 1 semester. Please visit the PhD Program Office for more information.

**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.

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**Academic Standards**

**Academic Integrity**

A tutorial on academic integrity is available at [https://usclibraries.adobeconnect.com/ a988857540/academicintegrity](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/](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.

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**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.

**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.


**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 642 – Controversies in Learning and Instruction
3. EDUC 650 – Ways of Seeing: Applying Social Science and Critical Theories
4. EDUC 651 – Intro to Qualitative Methods
5. EDUC 681 – Research, Policy and Practice in Urban Education
6. EDUC 682 – Intro to Quantitative Methods
7. EDUC 683 – Proseminar in Urban Education Policy
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. 599s only show up as special topics on transcripts, the actual course title is not listed.

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

Students wanting to take Rossier advanced methods classes, must take the prerequisite classes at Rossier as well (ie students must take EDUC 653 Adv Qual I in order to enroll in EDUC 654 Adv Qual II). Additional quantitative and qualitative methods courses can be taken either inside or outside of the Rossier School of Education.

Waive 500 + Level 2/3 Rule

The Catalogue states that regardless of the number of units required for a graduate degree, at least 2/3 of the units that are applied towards the degree (including transfer work, but not including 594 or 794) must be at the 500 level or above. Exceptions require approval from the Vice Provost for Academic Affairs and Graduate Programs.

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. 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. Though it is 0 units, it costs 2 units of
tuition. Students may only register for GRSC 800 two times. Students should not enroll in more than two semesters of GRSC 800. Students who need an additional semester of GRSC 800 will receive a warning letter that includes clear conditions for continuation in the program, including benchmarks and deadlines.

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 2019-20**

<table>
<thead>
<tr>
<th>Fall 2019</th>
<th></th>
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<tbody>
<tr>
<td>EDUC 683-Prosem (1 unit)</td>
<td>Cole</td>
</tr>
<tr>
<td>EDUC 681-Research, Practice and Policy in Urban Education (4 units)</td>
<td>Cole</td>
</tr>
<tr>
<td>EDUC 657-Social Foundations of Research (3 units)</td>
<td>Kezar</td>
</tr>
<tr>
<td>EDUC 684-Research Synthesis (3 units)</td>
<td>Patall</td>
</tr>
<tr>
<td>EDUC 650-Ways of Seeing (4 units)</td>
<td>Melguizo</td>
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<tr>
<th>Spring 2020</th>
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<tbody>
<tr>
<td>EDUC 683-Prosem (1 unit)</td>
<td>Cole</td>
</tr>
<tr>
<td>EDUC 682-Intro to Quant (3 units)</td>
<td>Quinn</td>
</tr>
<tr>
<td>EDUC-642-Controversies in Learning and Instruction (4 units)</td>
<td>Tynes</td>
</tr>
<tr>
<td>EDUC-630-Organizations and Policy: Current Issues (4 units)</td>
<td>Marsh</td>
</tr>
<tr>
<td>EDUC 688-Inst, Org &amp; Equity (3 units)</td>
<td>Posselt</td>
</tr>
<tr>
<td>EDUC-653-Advanced Qualitative Research Methods 1 (3 units)</td>
<td>Davis</td>
</tr>
<tr>
<td>EDUC 658-Hierarchical Linear Models (3 units)</td>
<td>Polikoff</td>
</tr>
</tbody>
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<tr>
<th>Summmer 2020</th>
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</thead>
<tbody>
<tr>
<td>EDUC 683-Prosem (1 unit) (first 6 weeks)</td>
<td>Cole</td>
</tr>
<tr>
<td>EDUC 651-Intro to Qual (3 units)</td>
<td>Huerta</td>
</tr>
<tr>
<td>EDUC 652-Multiple Regression (3 units)</td>
<td>Quinn</td>
</tr>
<tr>
<td>EDUC 654-Adv Qual II (first 6 weeks)</td>
<td>Posselt</td>
</tr>
</tbody>
</table>

*Certain methods courses (Survey Methods, HLM and Research Synthesis) will be offered every other year.*

<table>
<thead>
<tr>
<th>Competency</th>
<th>Elements</th>
</tr>
</thead>
</table>
| Academic Development (Scholarship, Teaching, Mentorship) | Conceptualize research/scholarship  
Teaching Initiative  
Critical thinking and problem solving |
| Leadership and Professionalism | Professional ethics  
Goal and milestone planning, leadership of diverse teams, problem solving strategies and solutions  
Evaluation and feedback |
<table>
<thead>
<tr>
<th>Research</th>
<th>Identify problem statement, lit review, form and apply theory, Appreciate multiple epistemologies, project management, identify problem/research agenda, sensitivity to context, scholarly collaboration Understanding/analyzing the design of learning environments and how they impact learning and development mastery of process, content, and processes specifically generic to the goals of PHD in Urban Education Policy, research intervention methods, school reform, research based advocacy, school community university partnership research, grantsmanship Critically review research (e.g., for journal review) Craft grant proposals to respond to calls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Acquisition of norms associated with profession. Awareness of career opportunities in research and policy, understanding of ethical issues related to research and teaching, commitment to understanding of importance of service, importance of PD and learning, all while maintaining life balance, manage critical feedback and rejection, intellectual curiosity, constructive feedback, collegiality/across social identities, respect for alternative points of view</td>
</tr>
<tr>
<td>Communication</td>
<td>Ability to present (orally, written, digitally) compelling job talk, multiple practitioners/audiences, multiple venues, multiple media. Facilitating meeting/group work Write in a variety of forms (journal article, book chapter, policy brief, blog post) Understand social media and use appropriately (I would say this should not be required, but for students who are interested we should train and supervise them)</td>
</tr>
<tr>
<td>Teaching/Mentoring/Advisory</td>
<td>Teaching about climate, providing safe space for discussions, knowledge of the different ways students learn, ability to design and score assessments, provide scoring and feedback, integrate technology, develop capacity for critical thinking, curriculum development, evidenced based research</td>
</tr>
<tr>
<td>Knowledge of Urban Ed -content &amp; process</td>
<td>Define and understand, reflect and engage in what urban ed is. Current research and theory and knowledge of the contexts of urban ed, globalization and understanding of cross cutting issues in environmental, institutional, community, individual of contexts of urban ed. Cross cutting themes: power, discrimination, cultures, structures, policies/practices and social identity (race, gender, etc) Research, theory and experiential knowledge. Relationship of individual development to broader context Understand historical and political perspectives Understanding of urban learning and development in urban contexts Ecological perspectives on education and policy Critical theories Interrogate how school and schooling reproduces systems of power and consider alternate arrangements</td>
</tr>
<tr>
<td>Cultural Competencies</td>
<td>Ability to interact successfully with diverse students/colleagues, grounded discussions, develop equity mindedness, awareness of positionality, asset based perspective, open-mindedness Racial identity Cultural strengths of urban students Ability to appreciate and engage with the full humanity</td>
</tr>
<tr>
<td>Core Courses</td>
<td>Link to Core Competencies</td>
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<tr>
<td><strong>EDUC 683</strong> Proseminar</td>
<td>The two main goals of Proseminar are: 1) to introduce students to Rossier faculty and their research; and, 2) to provide students with foundational knowledge and skills for developing a successful scholarly career.</td>
</tr>
<tr>
<td><strong>EDUC-650 Ways of Seeing</strong></td>
<td>This course seeks to provide an understanding of the major theories developed in the fields of economics, sociology, psychology, as well as critical theories rooted in different disciplines or multiple-disciplines that have been applied to study issues in urban education settings primarily in the U.S but also around the globe.</td>
</tr>
<tr>
<td><strong>EDUC-657 Social Foundations of Research</strong></td>
<td>The purpose of this course, as the first in a sequence of three, is to prepare doctoral students to make informed choices when considering what epistemological stances, ontological views, and methodological positions to apply to complex issues and problems in urban education.</td>
</tr>
<tr>
<td><strong>EDUC-630 Organizations and Policy: Current Issues</strong></td>
<td>This course introduces students to the processes that create K-12 and higher education policies, the ways in which schools and universities as organizations interpret and enact these policies, and the theories that can explain them.</td>
</tr>
<tr>
<td><strong>EDUC-642 Controversies in Learning and Instruction</strong></td>
<td>This course examines foundational as well as advanced topics in human thinking, reasoning, and learning as it applies in pk-12, higher education, informal learning environments, and workplace learning.</td>
</tr>
</tbody>
</table>
EDUC 681
Urban Education Research, Policy, and Practice

This course explores the development of urban education through the social, historical and political lens as it shapes and impact education research, policy and professional practice in Los Angeles and in the broader context of the United States. We focus on the ways education research and policy shapes practice in American public schools through a combination of scholarly reflection, research design and deconstruction research practice, often using Los Angeles as a focal point of for our inquiry and analysis.

Leadership and Professionalism
Research
Professionalism
Communication
Knowledge of Urban Ed-content & process
Cultural Competencies

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 USC faculty member from 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. They must then also receive the appropriate approvals through the PhD Governance Committee. Non USC faculty may also serve on committees.

Any faculty member – external, outside, or from the student’s home program – who serves on PhD dissertation and qualifying exam committees must have a professional profile that demonstrates academic impact on the field in significant, measurable ways. The judgment about these qualifications will be made on the basis of hard evidence: for example, peer-reviewed publications in major journals and presses, grant funding, and exceptionally influential practice in a given field, taking into account the person’s total career, current stage of career, and any changes in performance in a more recent period.

Faculty who are evaluated on the basis of criteria other than those noted above will not normally be considered appropriate members of PhD and qualifying exam committees, except by explicit permission of the vice provost for graduate programs acting on the advice of the dean of the school.

For faculty within the student’s home program and external faculty members, qualification to serve will be judged by the dean of the school that houses the student’s PhD program. The cv of the external member must be uploaded along with the appointment of committee form and will become part of the official record.

For outside faculty – faculty outside the student’s program but internal to USC – the judgment of qualification to serve will be made by the dean of the school of the outside faculty member’s primary appointment.

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**
The oral defense must be scheduled several months prior and before the start of the written exam. 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.

**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. If a student does not pass the exam on the second try, it is automatic dismissal from the program.
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 the Rossier School of Education, and one USC faculty member from outside the Rossier School of Education. Two of the three members must be tenured or tenure-track. Any non-tenured faculty will need governance approval to be on your committee. Please follow above guidelines from Qual Exam committee. If you have an external (outside of USC) member on your dissertation committee, then you will have to have a 4 person committee because you still need 2 Rossier members including your chair and one outside member from USC (Chair, Rossier member, USC outside member and external member).

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

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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
A dissertation is an original contribution to current knowledge in the field and a demonstration that the PhD candidate has achieved sufficient mastery in the field to pursue independent research and scholarship. A dissertation represents the individual candidate's research and writing. In fields where collaborative research has become the norm, the candidate is the sole author of the dissertation and specifies his or her contribution to the research and also delineates colleagues' contributions.

Three Paper Dissertations
• Papers should be connected and students must write an introductory chapter
• Papers can be coauthored but student should be lead author
• Papers that have already been published can be used

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 (preference for 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.
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.

**Student Laptops**
Rossier issues laptops to each student for use while in the program. All grant related work must be done on a Rossier Issued system. We alert students of this policy at orientation, but please reinforce.

**Workspace**
All students who are funded through fellowships and assistantships are given 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 2019-20. The award will be disbursed in October to the student account so be sure to click [https://sfs.usc.edu/epay/](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](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/](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.

**External Funding**
The USC Awards and Fellowship Database is an excellent resource to identify external funding sources. [https://awardsdatabase.usc.edu/](https://awardsdatabase.usc.edu/)
**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](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](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](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/](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:

<table>
<thead>
<tr>
<th>Award or Fellowship Name</th>
<th>Nominator</th>
<th>Who Submits</th>
<th>When</th>
<th>About the Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clark Seminar</td>
<td>Faculty</td>
<td>Program Office</td>
<td>October</td>
<td><a href="http://www.ucea.org/grad-student-focus/clark-seminar-app-form/">http://www.ucea.org/grad-student-focus/clark-seminar-app-form/</a></td>
</tr>
<tr>
<td>USC CET TA Award</td>
<td>Faculty</td>
<td>Program Office</td>
<td>October</td>
<td><a href="http://cet.usc.edu/awards-grants/universityta/">http://cet.usc.edu/awards-grants/universityta/</a></td>
</tr>
<tr>
<td>Rossier PhD Flag Bearer</td>
<td>Graduating PhD students</td>
<td>Program Office</td>
<td>February</td>
<td>Carries the flag at the doctoral hooding</td>
</tr>
<tr>
<td>Rossier Dissertation of the Year</td>
<td>Faculty</td>
<td>Program Office</td>
<td>February</td>
<td>Must have defended between Apr 1 and Mar 30</td>
</tr>
<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>USC PhD Achievement Award</td>
<td>Faculty</td>
<td>Program Office</td>
<td>February</td>
<td>Very competitive USC award</td>
</tr>
<tr>
<td>USC Advanced Fellowships</td>
<td>Students/faculty</td>
<td>Program Office</td>
<td>February</td>
<td><a href="http://graduateschool.usc.edu/fellowships/">http://graduateschool.usc.edu/fellowships/</a></td>
</tr>
<tr>
<td>USC Student Recognition</td>
<td>Faculty</td>
<td>Faculty</td>
<td>March</td>
<td><a href="https://websites.usc.edu/StudentRecognition/">https://websites.usc.edu/StudentRecognition/</a></td>
</tr>
<tr>
<td>ASHE Policy Seminar</td>
<td>Students/Faculty</td>
<td>Program Office</td>
<td>July</td>
<td><a href="http://www.ashe.ws/gsp">http://www.ashe.ws/gsp</a></td>
</tr>
</tbody>
</table>

### 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!