USC Rossier
School of Education

PhD in Urban Education Policy

Student Handbook

Academic Year 2022-2023

Last Updated: August 3, 2022

Welcome to the PhD in Urban Education Policy Program

We look forward to working with 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, SCampus Student Guidebook, and the Handbook for Teaching/Research Assistants. 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 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

Program Office Staff

- **Laura Romero**, Director (laura.romero@rossier.usc.edu; 213-740-6303)
- **Alex Hazard,** Assistant Director (alex.hazard@rossier.usc.edu; 213-740-4069)
- **Hannah Logo** and **Patrick Sherlock,** Student Assistants (rsoephd@rossier.usc.edu)

2022-2023 PhD Governance Committee	
Member	Representing
Christopher Emdin (Co-Chair)	Teacher Education
David Quinn (Co-Chair)	K-12 Education Policy
Darnell Cole	Higher Education
Erika Patall	Educational Psychology

PhD Program Faculty

Educational Psychology	Higher Education	K-12 Education Policy
Stephen Aguilar Assistant Professor of Education	**Darnell Cole** Professor of Education	**Patricia Burch** Professor of Education
Jessica DeCuir-Gunby Professor of Education	**Shaun R. Harper** Provost Professor of Education and Business and Clifford H. and Betty C. Allen Chair in Urban Leadership	**Karen Symms Gallagher** Veronica and David Hagen Endowed Chair in Women's Leadership
Mary Helen Immordino-Yang Professor of Education, Psychology and Neuroscience	**Adrian Huerta** Assistant Professor of Education	**Adam Kho** Assistant Professor of Education
Harold O'Neil Professor of Education and Psychology	**Royel Johnson** Associate Professor of Education	**Julie Marsh** Professor of Education
Erika A. Patall Associate Professor of Education	**Adrianna Kezar** Dean's Professor in Higher Education	**Pedro A. Noguera** Emery Stoops and Joyce King Stoops Dean
Gale Sinatra Stephen H. Crocker Professor of Education	**Tatiana Melguizo** Professor of Education	**Lawrence O. Picus** Richard T. Cooper and Mary Catherine Cooper Chair in Public School Administration
Brendesha Tynes Professor of Education	**Julie Posselt** Associate Professor of Education	**Morgan Polikoff** Associate Professor of Education
Higher Education & K-12 Education Policy	**Teacher Education**	**David Quinn** Associate Professor of Education
Dwuana Bradley Assistant Professor of Education	**Yasemin Copur-Gencturk** Associate Professor of Education	
	Christopher Emdin Robert A. Naslund Endowed Chair in Curriculum Theory	

PhD Students

Please note: The PhD Student Directory is available online. *Keep your profile updated here!*

First Name	Last Name	Cohort	Advisor	Concentration	USC Email
Jimmy	Aguilar	2022	Posselt	Higher Education	jimmyagu@usc.edu
Jacob	Alonso	2019	Marsh	K12 Ed Policy	jacobalo@usc.edu
Gloria	Anglón	2020	Posselt	Higher Ed	anglon@usc.edu
Kaylan	Baxter	2018	Posselt	Higher Ed	ksbaxter@usc.edu
James	Bridgeforth	2019	Harper/Marsh	K12 Ed Policy	jbridgef@usc.edu
Jessica Leila	Carranza	2020	Burch	K12 Ed Policy	lcarranza@usc.edu
Isabel	Clay	2020	Kho/Polikoff	K12 Ed Policy	iclay@usc.edu
Margaret	Dawson-Amoah	2021	Kho	K12 Ed Policy	dawsonam@usc.edu
Thomas	DePaola	2015	Kezar	Higher Ed	depaola@usc.edu
Tara-Marie	Desruisseaux	2018	Quinn	K12 Ed Policy	desruiss@usc.edu
Kirsten	Elliott	2020	Tynes	Ed Psych	kmelliot@usc.edu
Taylor	Enoch-Stevens	2018	Marsh/Picus	K12 Ed Policy	enochste@usc.edu
John	Ezaki	2019	Copur-Gencturk	Teacher Education	jezaki@usc.edu
Michael	Fienberg	2020	Kho/Polikoff	K12 Ed Policy	fienberg@usc.edu
Emily	Gonzalez	2021	Immordino-Yang	Ed Psych	emilyg@usc.edu
Jennifer	Gribben	2019	Sinatra	Ed Psych	jgribben@usc.edu
Matthew	Hamilton	2018	Tynes	Ed Psych	mwhamilt@usc.edu
Jordan	Harper	2019	Kezar	Higher Ed	jnharper@usc.edu
Imogen	Herrick	2018	Sinatra	Ed Psych	iherrick@usc.edu
Keena	Jones	2022	Tynes	Ed Psych	keenajon@usc.edu
Kate	Kennedy	2017	Marsh	K12 Ed Policy	katekenn@usc.edu
Laurel	Kruke	2021	Sinatra	Ed Psych	kruke@usc.edu
Diane	Lee	2020	Patall	Ed Psych	dianejilee@usc.edu
Jingxian	Li	2020	Copur-Gencturk	Teacher Education	lijingxi@usc.edu
Edgar	Lopez	2019	Huerta	Higher Ed	eflopez@usc.edu
Andrea	Macias	2022	DeCuir-Gunby	Ed Psych	andreajm@usc.edu
Milie	Majumder	2020	Ahmadi/Cole	Higher Ed	mmajumde@usc.edu
Alvin	Makori	2022	Burch	K12 Ed Policy	makori@usc.edu
Elizabeth	Morris	2019	Melguizo	Higher Ed	morrisel@usc.edu
Desiree	O'Neal	2021	Marsh	K12 Ed Policy	dloneal@usc.edu
Jaymon	Ortega	2019	Harper	Higher Ed	jtortega@usc.edu
Glenda	Palacios Quejada	2021	Melguizo	Higher Ed	glendapa@usc.edu
Daniel	Park	2022	Copur-Gencturk	Teacher Education	dpark681@usc.edu
Sarah	Rabovsky	2016	Polikoff	K12 Ed Policy	rabovsky@usc.edu
Maritza	Salazar	2020	Huerta	Higher Ed	maritzes@usc.edu
Anamely	Salgado	2019	Aguilar	Ed Psych	anamelys@usc.edu
Isaiah	Simmons	2019	Harper	Higher Ed	isaiahsi@usc.edu
Shelby	Smith	2022	Kho	K12 Ed Policy	shelbysm@usc.edu
Tong	Tong	2019	Kho	K12 Ed Policy	ttong059@usc.edu

Gabriela	Torres	2022	Huerta	Higher Ed	torr943@usc.edu
Natsumi	Ueda	2020	Kezar	Higher Ed	nueda@usc.edu
Amanda	Vite	2020	Patall	Ed Psych	avite@usc.edu
Elif	Yucel	2019	Melguizo	Higher Ed	yucel@usc.edu
Jeanette	Zambrano	2018	Patall	Ed Psych	zambranj@usc.edu

2022-2023 PhD Course List

Fall 2022	**Section**	**Day/Time**	**Faculty**
EDUC 683-Prosem (1 unit)	26671	Tues 1-3	Aguilar
EDUC 665-Foundations and Design of Educational Research (4 units)	26661	Mon 12-3:30	Bradley
EDUC 681-Research, Practice and Policy in Urban Education (4 units)	26672	Thurs 12-3:30	Cole
EDUC 682-Intro to Quant (3 units)	26674	Mon & Thurs 10-11:30	Quinn
EDUC 667-Racism and Anti-Blackness in Education (3 units)	26688	Wed 12:30-3:30	Davis
EDUC 705-Survey Design and Analysis (3 units)	26680	Tues 9-12	Polikoff
Spring 2023			
EDUC 683-Prosem (1 unit)	26661	Tues 1-3	Aguilar
EDPT 652-Multiple Regression (3 units)	26679	Tues, Thurs 10-11:30	Polikoff
EDUC 630-Organizations and Policy: Current Issues (4 units)	26650	Thurs 12-3:30	Marsh
EDUC 642-Controversies in Learning and Instruction (4 units)	26651	Wed 12-3:30	Aguilar
EDUC 653-Qualitative Research Methods 2 (3 units)	26653	Thurs 12-3	Burch
Summer 2023			
EDUC 683-Prosem (1 unit)			Aguilar
EDUC 651-Qualitative Research Methods 1 (3 units)			Bradley
EDUC 654-Qualitative Research Methods 3 (3 units)			Samkian
EDUC 658-Hierarchical Linear Models (3 units)			Copur-Gencturk

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Rossier School of Education Resources

Assistant Dean of Student Affairs

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

PhD Communications Google Folder and Current Student Website

The PhD Program Office organizes a Rossier PhD Communications Google folder for PhD students to help track communications and updates including but not limited to important emails, the student handbook, meeting notes, and more. You must be logged on to your USC NetID to access this Google folder.

Other resources are available to download from the PhD Program Office website.

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. Students log in here.

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. Be thoughtful about the personal information you list on your CV such as phone number or home address.

SCoPE

The Student Community of PhD'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 PhD students and faculty.

Students of Color Collectives

Rossier PhD students organize into three PhD students of color collectives.

- Asian American Pacific Islander (AAPI) Student Collective: Milie Majumder (cohort 2020) mmajumde@usc.edu
- Black Student Collective: Jordan Harper (cohort 2019) jnharper@usc.edu
- Latinx Student Collective: Anamely Salgado (cohort 2019) anamelys@usc.edu

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

Led by world-class faculty, USC Rossier's research centers conduct cutting-edge research in several critical areas. The work of our centers is guided by a desire to positively impact educational policy and practice at all levels. You can find out more about our research centers here.

Exit Interview and Survey for Students who Leave or Graduate

Every student who leaves the PhD program with or without a degree will be provided the opportunity to participate in an exit interview with the Assistant Dean of Student Affairs in order to gather information about student experiences and especially, Black student experiences in curriculum, mentoring, and research. In addition, each summer, all PhD students (both graduating and non-graduating) will be provided the opportunity to give feedback in an anonymous survey to capture individual and collective concerns, as well as patterns of positive experiences that have not previously been documented or recognized within the program. We will continue to use this information to identify and address faculty professional development needs and student concerns.

USC Campus-Wide Resources

USC COVID-19 Resource Center

Information, updates and support for the USC community. The resource center is available here.

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. **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 catalogue page and website for policies, deadlines and qualifying exam and dissertation committee forms.

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.

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.

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.

Financial Aid

For more information, please visit USC Financial Aid. 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 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

USC Student Health, located at the Engemann Student Health Center, 1031 West 34th Street, is available for students registered for classes on the University Park Campus. Among the services offered are:

- Medical Care
- Counseling and Mental Health Services
- Relationship and Sexual Violence Prevention and Services
- Transgender Care
- Workshops and Programs

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 here.

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 4 Trojans & Harassment or Discrimination Incident Report

This online form allows USC community members to a) report concern for a member of the Trojan family (Trojans Care 4 Trojans), or b) to report protected class harassment or discrimination (Harassment or Discrimination Incident Report). Each form is reviewed by a member of the campus' Office of Campus Wellness and Crisis Intervention.

Mailing Address

Students need to keep their address updated in 3 locations:

1) MyUSC > 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) 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.
3) Office of International Students (OIS), if applicable

USCard

The USC ID card 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 here.

Libraries

For a complete list of all USC libraries and links to their homepages, visit the ITS's "Libraries at USC" Web page. 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.

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.

USC students can also register for a school Lyft account as a supplement to the Campus Cruiser.

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 Transitway lines.

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
2) Sign up to receive emergency alerts via text TROJANS ALERT here.

All bikes must be registered here.

Recreation Facilities

Recreation Facilities are open to USC students.

Student Equity & Inclusion Programs

USC Student Equity and Inclusion Programs (SEIP) is a cluster of student development centers and initiatives within the Division of Student Affairs that offer student support services and programs that focus on intersectionality, sense of belonging and well-being. Student Equity and Inclusion Programs consists of Asian Pacific American Student Services, Center for Black Cultural and Student Affairs, Latinx/Chicanx Center for Advocacy and Student Affairs, LGBT Resource Center, Student Basic Needs and the Veterans Resource Center. SEIP facilitates dialogue, community-building and leads campus-wide equity and inclusion initiatives that impact the student experience.

Student Equity & Inclusion Programs	Location	Website
Asian Pacific American Student Services (APASS)	STU 410	https://apass.usc.edu/
Center for Black Cultural and Student Affairs (CBCSA)	STU 100	https://cbcsa.usc.edu/
First Generation Plus Success Center (FG+SC)	TCC 224	https://firstgenplussc.usc.edu/
Latinx/Chicanx Center for Advocacy and Student Affairs (La CASA)	STU 402	https://lacasa.usc.edu/
LGBT+ Student Center	STU 415	https://lgbtrc.usc.edu/about/
Student Basic Needs	Parkside #135	https://studentbasicneeds.usc.edu/
Veterans Resource Center	TCC 330	https://vrc.usc.edu/

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 here.

Office	Location	Email
Office of Equity, Equal Opportunity & Title IX	CUB 200	eeotix@usc.edu
Office of International Services	PSD 101	ois@usc.edu
Office of Religious Life	URC 106	orl@usc.edu
Office of Student Accessibility Services	GFS 120	OSASFrontDesk@usc.edu

USC Office of Equity, Equal Opportunity, and Title IX

The newly-created Office of Equity, Equal Opportunity & Title IX (EEO-TIX Office) combines resources to centralize the reporting, investigation, and resolution procedures. This Office works to eliminate harassment and discrimination, advance equal opportunity and inclusion, and execute anti-discrimination enforcement and compliance functions related to sex, race, color, nationality and ethnic origin, disability, age, religion, and other protected classes. The EEO-TIX Office also supports and centralizes ongoing prevention, education, and training efforts across the University.

Office of International Services (OIS)

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).

Office of Student Accessibility Services (OSAS)

Students needing accommodations should get them approved through OSAS, 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

Email

Students 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.

We highly recommend adding Laura, Alex, and the shared PhD email accounts (laura.romero@rossier.usc.edu; alex.hazard@rossier.usc.edu; rsoephd@rossier.usc.edu) to your contacts list on your USC account. We also recommend checking your Spam/Junk folder regularly as students have reported that important communications from the university and our office sometimes go to Spam/Junk.

Your USC emails represent your USC NetID's which are automatically created and cannot be changed. However, you can request an alias be made and you can use that alias for your email address. You would still log-in to USC systems using your NetID, but your email account would be set up with the alias. You can contact the ITS Customer Support Center by phone at (213) 740-5555 or via email at consult@usc.edu to request this.

Student Laptops

Rossier issues laptops to each student for use while in the program. Please note that students and employees are supposed to use a Rossier issued system for any Rossier funded research projects. Students may also use the Rossier laptops for classes if they wish, but that is up to the student.

Center for Excellence in Teaching

The Center for Excellence in Teaching (CET) promotes a vibrant culture of teaching and learning for the university community, for schools, and for faculty. Through a variety of programs and resources for USC faculty and future faculty (graduate fellows/TAs), CET encourages best practices in course design, instruction, and evaluation. You can sign-up for their newsletter here.

Online Schedule of Classes

The Schedule of Classes provides: class meeting dates, times and locations, section and session numbers, instructors assigned to classes, add/drop deadlines, 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 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 here. Here students can monitor their **S**tudent **A**cademic **R**ecord **S**ystem 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.

Zoom

Zoom provides a high-quality, mobile-optimized, video and audio conferencing service for free to all USC faculty staff and students. If you do not have a USC Zoom account yet, activate and configure your USC Zoom account using the instructions here.

ARES Online Course Reserves

The USC Libraries use the ARES system to make course readings available for online use by students at no cost.

Other Useful Resources

For more information on USC policies, current events, and activities, check the USC website, the Daily Trojan, and USC News online. The Daily Trojan is also available daily, Monday-Friday in print newspaper format.

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.

Rossier's MIS department (WPH 804) will help with laptop-related issues, software purchases, questions related to Blackboard for TAs (though not student access questions, which are directed to ITS), and technology check-out. You can contact them by submitting a ticket here and click "MIS Tech Support."

Technology Requirements

USC students may download Microsoft Office for free here. You can also find free and reduced-cost software here. Students can use their annual travel & research award to purchase software, with faculty advisor approval as always.

USC NetID and User Name

As a USC student, you will receive a USC NetID user name and password that provide you with access to USC email, Blackboard, the libraries and more. Students need to activate their USC user name at the "First Login" website here.

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. Additional information on registration can be found here.

Important Dates

For all dates, please check the USC Schedule of Classes and Academic Calendar (subject to change). As a reminder, holidays and non-instructional days are related to classes, so please discuss any time off from RA/TA duties with your faculty advisor in advance.

Fall 2022 Semester
August 17-18 – Cohort 2022 New Student Orientation
Friday, August 19 at 5pm PT – Last day to register for fall classes and settle balances without late fees
Monday, August 22 – Fall semester classes begin
Monday, September 5 – USC holiday (Labor Day) - no class
Friday, September 9 – EDUC 790 contracts due
Friday, September 9 – Last day to add/drop Rossier PhD classes
Monday, October 3 – USC spring schedule of classes released
October 13-14 – Fall break (no PhD classes; check with other programs and departments)
Monday, October 24 – Spring registration begins
November 23-27 – Thanksgiving break (no classes)
Friday, December 2 – Fall semester classes end
December 7-14 – Fall finals week
Spring 2023 Semester
Monday, January 9 – Spring semester classes begin
Monday, January 16 – USC holiday (MLK Day) - no class
Friday, January 27 – Last day to add/drop Rossier PhD classes
Friday, January 27 – EDUC 790 contracts due
February – Summer schedule of classes released
Monday, February 20 – USC holiday (President's Day) - no class
March 2-3 – PhD Campus Visit
March – Fall schedule of classes released
March – Summer & fall registration begins
March 12-19 – Spring break (no classes)
April 13-17 – AERA 2023 Annual Meeting
Friday, April 28 – Spring semester classes end
May– PhD End of Year Celebration (TBA)
May 3-10 – Spring finals week
May 8-13 – USC commencement week (Details TBA)
Summer 2023 Semester
May 17-August 8 – Summer sessions

Monday, May 29 – USC holiday (Memorial Day) - no class
Monday, June 19th – USC non-instructional day (Juneteenth) – no class
July 3-4 – USC holiday (Independence Day) – no class

Registration Fees

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

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

1) New Student Orientation fee $55 (one-time fee for new USC students in the fall)
2) Student Programming fee $40 (each semester)
3) Norman Topping Student Aid Fund $8 (each semester)
4) Any units above 12 units per semester
5) Dissertation Fee $115 (one time when uploading dissertation)
6) Late registration fees if applicable

Students funded through a USC Fellowship are responsible for paying:

1) Any units above 12 units per semester
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 USC ePay. You can also contact 213-740-7471 | cashier@usc.edu or 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 co-pays, housing, parking, etc.

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

Medical Withdrawal Refunds/Tuition Refund Insurance

Students paid through an assistantship or fellowship should waive Tuition Refund Insurance each time they register. However, self-funded students may find this information helpful.

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.

Tuition may only be used for courses that count toward the PhD degree.

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. Please be sure to let the program office know if you plan to audit or take a course P/NP.

Dropping and Adding Courses

In addition to the University policies on dropping and adding, PhD students should note: **some USC courses outside of Rossier (especially in the summer or other special sessions) will 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 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.

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 the Student Health Center to inquire about Cobra health insurance 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 PhD 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 PhD degree for the sake of financial aid.

Rossier PhD students have received a concurrent master's degree in econ, stats and visual anthropology while in the PhD program. This option typically requires a lot more coursework for the student so please consider if this is the most productive use of time. And it is important to note that current students cannot get an MPP degree, they would have needed to apply to the MPP prior to starting the PhD program and

then pay for their first year of the MPP program. If students are interested in pursuing a master's degree, they can reach out to the program office for more guidance and then they will have to speak to the department offering the degree and adhere to their application process and program requirements.

Academic Standards

Academic Integrity

A tutorial on academic integrity is available at here.

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.

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.

- Grading guidelines – PhD faculty have updated grading guidelines for PhD courses. The grading recommendations below are merely guidelines and are intentionally not overly prescriptive. At the start of each class, instructors should share their grading policy, as well as inform students of what to expect regarding feedback. The guidelines will be in both the faculty and student handbooks

Grading:
It is important for faculty to help students balance expectations around grades and understand the role of grades in their development. Given this, the following understanding around grading is recommended for adoption by faculty and students in order to guide grading practices.

Grade variation
It is expected that grades will vary, as students will have different levels of mastery related to course material. This variation will likely occur both across students within courses and across courses within students. The program expects that students will maintain a B+ or better average to be in good standing. Aside from this main requirement, variation in grades is expected and is acceptable across students and courses.

Purpose of grades
The primary goal of grades is to provide summative indicators of whether students are making progress toward developing the expertise and skills necessary for careers in research. However, we encourage faculty and students to view grades and their variation primarily in service of developing mastery and not as critical endpoints in and of themselves.

Grades versus feedback
Grades should not be used in place of faculty providing extensive informational feedback and guidance intended to enhance learning. Faculty will create opportunities to provide formative feedback throughout the course on assignments and on students' progress towards accomplishing learning objectives. Feedback may come in many formats, including though written comments, individual meetings, group discussions, voice memos, among other formats.

Program approach to grading
Faculty teaching in the PhD in Urban Education Policy at Rossier favor the following approach to grading and feedback. Courses should be mastery focused by providing: 1) flexibility and choices in assignments, 2) opportunities for revision and for students to demonstrate growth, and 3) extensive formative feedback on assignments that may or may not be given a grade (e.g., some assignments may not contribute to a final course grade or may contributive only through credit for completion). Summative grades on final assignments or final course grades may not include informational feedback if extensive formative feedback was provided to scaffold the development of assignments. These summative assignment grades and final course grades are meant to evaluate the quality of final versions of assignments (after opportunities to incorporate feedback have been provided) and summarize the extent to which learning objectives were accomplished. Faculty should communicate their personal approach to grading and feedback in each course at the start of the session.

Grades and First Year Screening
Grades will be considered in initial 1st year screenings to ensure that students are well-matched with the program. Students with a lower than B+ average across courses are at risk of being terminated from the program. However, grades are not the only consideration, or even the primary consideration, in the 1st year screening. Grades will generally not be the focus for students with a B+ or better average across courses. Grades

should not be used to evaluate researcher's promise. We stress that other products of graduate school are more important than grades (e.g., skill development, teaching experiences, research experiences, conference presentations, publications, etc.).

Addressing concerns regarding grades
Faculty are committed to providing prompt support for students whose grades indicate potential problems with mastering critical content or skills. Students are also encouraged to raise concerns over grades in a timely manner, so long as it is in service of understanding potential deficiencies in mastery of course content, rather than not getting a desired grade.

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

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

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

Repeated Course Work at USC
Graduate students may repeat a course in which a grade of C- or below was received, but both grades will be calculated in the grade point average. It is the student's responsibility to be aware of which courses may have been taken previously at USC, including those taken toward a master's degree, and to avoid registering for those courses again even when they are listed as requirements for the PhD degree.

Requirements for the PhD in Urban Education Policy Degree

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

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

Core Courses
Taken during the first and second years 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 651 – Qualitative Methods 1 (Intro to Qualitative Methods)
4. EDUC 665 – Foundations and Design of Educational Research
5. EDUC 667 – Racism and Anti-Blackness in Education
6. EDUC 681 – Research, Policy and Practice in Urban Education
7. EDUC 682 – Intro to Quantitative Methods
8. 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. 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.

Students with masters' degrees in areas outside of education have the option to waive one cognate course and replace the course with an EDUC course, if they choose.

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 Qualitative Methods II in order to enroll in EDUC 654 Qualitative Methods III). 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.

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

Competency	Elements
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
Research	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
Professionalism	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
Communication	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)

Teaching/Mentoring/ Advisory	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
Knowledge of Urban Ed -content & process	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
Cultural Competencies	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

Core Courses		**Link to Core Competencies**
EDUC 683 Proseminar	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.	Academic Development (Scholarship, Teaching, Mentorship) Leadership and Professionalism Research Professionalism Communication Knowledge of Urban Ed-content & process Cultural Competencies
EDUC-630 Organizations and Policy: Current Issues	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.	Leadership and Professionalism Research Professionalism Communication Knowledge of Urban Ed-content & process Cultural Competencies
EDUC-642 Controversies in Learning and Instruction	This course examines foundational as well as advanced topics in human thinking, reasoning, and learning as it applies in pk-12, higher education, informal	Leadership and Professionalism Research Professionalism Communication Knowledge of Urban Ed-content & process Cultural Competencies

	learning environments, and workplace learning.	
EDUC-665 Foundations and Design of Educational Research	The central goal of this course is to build your capacity as an education researcher -- the knowledge, skills, and perspective that give you agency to design and carry out scholarship. Through the course, you should be able to imagine yourself working at the nexus of educational challenges, your curiosities and passions, and the current state of published knowledge.	Academic Development (Scholarship, Teaching, Mentorship) Leadership and Professionalism Research Professionalism Communication Knowledge of Urban Ed-content & process Cultural Competencies
EDUC-667 Racism and Anti-Blackness in Education	This course is designed to provide doctoral students meaningful preparation in building and honing their research skills and expertise to dismantle systems of racism and anti-Blackness in education. This course is designed to compel a holistic understanding of the historical underpinnings, persistent pathways, and contemporary pillars of racism and white supremacy in the education. A solely intellectual examination of the issues is insufficient so course activities will motivate the use of existing and new skills and knowledge.	Academic Development (Scholarship, Teaching, Mentorship) Leadership and Professionalism Research Professionalism Communication Knowledge of Urban Ed-content & process Cultural Competencies
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

Research Assistantship (more details can be found in the USC Grad School Handbook)

Expected Student Behavior

- be careful, thoughtful, and discreet
- conduct themselves professionally
- regularly communicate with their faculty supervisor
- ask for advice and assistance if and when they need it

RAs are responsible for the accuracy, validity and integrity of the research on which they are contributing. The quality of the research reflects on the student, the faculty supervisor, and the university. Deliberate falsification of research results may result in dismissal from the university. RAs must maintain the confidentiality of the faculty mentor's professional activities and research prior to presentation or publication, in accordance with existing practices and policies in the area of research activity. In publication and presentation of research produced as an RA, the student must acknowledge the contributions of the faculty supervisor and other members of the research team. RAs should assume responsibility for making proper use of the intellectual, instructional and physical environment in which they are conducting research. The nature of some research projects may require that the RA be available during holiday periods or semester break. Students and their faculty supervisors should discuss expectations and time off before the appointment is accepted.

Faculty Supervisors of RAs are expected to:

At the beginning of the semester, the supervising faculty member will discuss with their advisees the scope of their duties and responsibilities. This needs to include making the student aware of the criteria that will be used for the evaluation of performance. At the end of each semester, the supervising faculty will evaluate the performance of advisees under their direction. Any written evaluations will be kept on file in the department. Faculty are responsible for structuring the activities of advisees in accordance with university guidelines concerning TAs and RAs. Advisees working as TAs and RAs are allowed to devote an average of 20 hours per week total to their teaching or research activities. Faculty are responsible for knowing the terms of appointment for each of their advisees and adjusting the activities for each accordingly. Faculty must clarify which hours/projects will be counted toward the RA/TA 20 hour total and which hours/projects are considered outside of the scope of those projects. As an RA, when your individual research overlaps the professor's research project, your time as an RA is the time you spend assisting the professor over and above the time that you would spend in any case to further your individual research as a graduate student. USC otherwise recognizes that your RA duties are an extraordinarily valuable piece of your own education and training.

More specifically, faculty supervisors are expected to:

- Create a welcoming environment that meets students where they are. Faculty supervisors should not assume students have experience with academic culture, and alternately, don't assume that they lack experience. It is important to reach out to advisees to regularly meet, talk to them about your approach as an advisor, and expectations. Include specifics for each year and tell students how you see your role in what you are discussing-is there an area you are particularly concerned about or that my actions are not supporting. Agreement on expectations and support you plan to provide.
- Provide their RAs with a set of short- and long-term project goals to be accomplished in the semester/year.
- Clarify their expectations pertaining to: number of hours spent on activities; quality and format for submitting research project components; methods of communication; professional and collegial etiquette; university holidays.
- Be sensitive to an RA's overall time and effort and ensure that the student does not exceed more time in the lab than the RAship allows.
- Share best research practices and encourage professional development.

- Promptly notify RAs about changes in the research schedule.
- Promptly notify RAs about changes in the standing of an external grant.
- Schedule regular meetings with their RAs to discuss current projects and progress towards stated goals and be mindful of yearly progress as it pertains to benchmarks:

  During admissions and prior to the start of the first year, explicitly state how much time and the nature of the support that will be provided for:
  - methods training not covered in coursework
  - research development support
  - support in securing grants
  - -funding for conferences or software or if students should plan to utilize their research and travel awards.
  - academic support in the form of selecting a cognate and determining best classes based on interests and needs as well as discussing paper topics . Faculty are not expected to provide feedback on paper drafts for courses (only offered if a student is struggling in our courses, otherwise it is expected that professors are providing feedback to students)
  - feedback on conference proposals & manuscripts including timelines for review (i.e. you will need a week to review drafts of submissions)
  - preparation for program milestones (first year screening, quals, proposal, dissertation)
  - support on the job market

  First Year:
  - Provide feedback and guidance on research, conference attendance/networking, fellowship applications if applicable (Ford, NSF), publication opportunities, 2nd year cognate classes and plan for serving as a teaching assistant in 2nd or 3rd year.
  - Discuss with the RA any questions or concerns about research.
  - Clarify policies on patents, contributions of research activities, collaboration, and copyrights. Discuss opportunities for co-authorship and authorship on articles.
  - Clarify their policy on using research conducted through the RAship for inclusion in dissertations.
  - Discuss First Year Screening with students and review their reflection, CV and program of study prior to the actual screening meeting.
  - Discuss plan for serving as a teaching assistant in 2nd or 3rd year (factors to consider when deciding when to TA and for which course)
  - Discuss service opportunities and advise students on time management. Service opportunities include:

    Committees & Organizations
    - Student Community of PhDs in Education (SCoPE) Executive Board (academic year)
    - PhD Faculty Meetings: Student Representatives (academic year)
    - Faculty Hiring Committees: Student Representatives (varies on hiring)
    - Rossier Equity Partners: SCoPE Representative (academic year)
    - Course Development Committees (varies based on new courses and faculty)

    Other one-time committees as needed. Recent examples include:
    - GRE Admissions Review Committee (2019-2020)
    - TA Compensation Committee (2020-2021)
    - PhD Program Exit Survey & Interview Committee (2021)
    - Events including: campus visit, orientation, Proseminar meetings and workshops, benchmark panels

Summer before Second Year:

- Ongoing feedback on same topics as 1st year.
- Discuss potential publications.
- Have advisee draft practice qualifying exam questions and answers.

Second Year:

- Students will be taking cognate and methods classes and perhaps TAing
- Consider which of your cognate course professors might make a good outside committee member for your qualifying exam and dissertation
- Research topic – how to narrow

Third Year:

- Ongoing feedback on same topics as 1st and 2nd year.
- Advisee will write and defend qualifying exam by spring of 3rd year.
- Possibly have advisee TA/instructor of record if they have not already or if they need more teaching experience to be on the job market.

Summer after Third Year

- Advisee will defend dissertation proposal.
- Support advisee as they prepare dossier for job search.

Fourth Year

- Advisee will be collecting data and writing dissertation.
- Support advisee as they apply for jobs.
- Encourage advisee to schedule a practice job talk.

Teaching Requirement

All doctoral students must teach for at least one semester before they graduate. 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. 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.

- The total combined hours devoted to RA/TA duties should be 15-20 hours a week on average.
- Faculty advisors should initiate a conversation with their advisee who is TAing and, if they are TAing for another faculty member, include that faculty member in this conversation too. The conversation should explicitly discuss how many hours the student should devote to TA and RA duties on average each week this semester and what the role of the TA is.
- Faculty advisors and course instructors are responsible for ensuring that TA duties (see below bullet for TA duties) and hours are in compliance with University policy.
- The program office should be notified immediately if the TA role or hours are outside the scope of the guidelines so we can work together to address the issue.
- Factors to consider in determining how many hours will be devoted to TAing include but are not limited to course enrollment, TA responsibilities, prior knowledge of material, how many TAs per class, and how many sections of the class (applicable in EdD and Master's classes).

**Note: The University has restrictions on having TAs in General Education freshman seminars (GESM) so please check with us before committing to TAing one of those courses.*

From the Graduate School's Handbook for Teaching/Research Assistants

Teaching Assistants and Assistant Lecturers: All responsibilities of TAs and ALs are carried out under the established supervision of the departmental faculty. The duties of TAs may include the following: reading course texts and materials, assisting during lectures, leading discussion sections or lab meetings, holding office hours each week, responding to student concerns, grading course assignments and exams, leading and monitoring lab exercises, participating in regular meetings with supervising faculty and other TAs, designing and leading review sessions, serving as a liaison between the instructor and students, upholding the university's policy on academic integrity, and assisting with the management of the course details. The Center for Excellence in Teaching is a good resource for support and information.

PhD students eligible to be a teaching assistant must:

- *Make sure your advisor approves since the hours will be part of your 20 hour teaching and 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*
- *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*

When should a graduate student TA?: PhD students can TA at any point in the program as long as it is not in a semester when they are receiving fellowship funding. If students are funded through a grant, check with the funder to see if serving as a TA simultaneously is permissible. Serving as a TA is not encouraged for first year students. However, there are exceptions to this general rule. If you believe a graduate student would benefit from being a TA in their first year, please provide a rationale to governance for approval. When selecting a TA for a particular course, consider the extent to which your selection promotes the program goals of equity and inclusion.

Faculty supervisors of TAs are expected to:

- Provide and discuss the syllabus with the TA before or within the first week of classes
- Explain to the TA the learning and content objectives of the course
- Discuss with the TA any questions or concerns about the course material
- Clarify their expectations pertaining to: ○ attendance in lecture ○ leading lab and discussion sections ○ designing syllabi for lab and discussion sections ○ grading ○ holding review sessions ○ office hours ○ procuring audio and visual material ○ photocopying or posting materials online ○ proctoring exams ○ overall purpose of the teaching assistant (TA) in the course
- Schedule regular meetings with their TA team and with individual TAs.
- Provide examples of a range of exams, papers, quizzes, and lab reports
- Schedule meetings with the TAs to discuss upcoming assignments and provide or develop a grading rubric
- Be sensitive to a TA's overall time and effort when scheduling turn-around time for graded assignments
- Share with their TAs successful pedagogical strategies and activities for a given concept or topic
- Share with their TAs general beneficial pedagogical practices
- Be prompt in notifying their TAs with any change in scheduling or the syllabi
- **Inform the audience:** It is important to clarify expectations and the role of TAs for enrolled students at the beginning of each semester since the TA will be evaluated at the end of the semester in a university distributed course evaluation. This is particularly important when you

have a TA in a master's or EdD courses where the students in the class might not be as familiar with the role of the TA

Learning Outcomes for TAs: When including a TA in a course, carefully decide on the ***core competencies*** the TA will develop in a particular course (see list of program designated core competences related to teaching below). These competencies might vary depending on the course and prior experience of the TA. Mentors should strategically plan which courses an advisee will TA for depending on the experience they need to be competitive on the job market. Competencies are not likely to be developed in one course TA experience. Rather, mentors should create a long-term plan that ensures that TAs will develop a broad set core competencies related to teaching. It is important that TAs have opportunities to be thoughtful about equity and inclusion in their practices. (Example: Help teaching assistants reflect/contribute to use of multiple forms of assessment, multiple types of pedagogy, multiple types of engagement.)

Core teaching competencies:

- 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

Core cultural competencies that should be kept in mind as they relate to teaching:

- 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

Criteria for Rossier PhD TA Award. Each year, the PhD program honors an outstanding teaching assistant who served the program in the award year. The awardee will also be put forth as Rossier's nominee for the USC CET TA Award. Please note we use a variety of information in an effort to avoid race and gender bias that is commonly associated with teaching evaluations. The following criteria are used to select the awardee:

- Evidence of innovative instructional techniques and contributions
- Contributions to student learning above and beyond the call of duty
- Contributions to learning outside of the classroom
- Investment in teaching development activities to improve one's teaching practice
- Evidence of making contributions to student learning about equity and inclusion
- Efforts to contribute to an equitable and inclusive classroom environment
- Number of courses the student has served successfully as the TA.

PhD students cannot be instructors of record or co-instructors in PhD/EdD courses but we can request approval in advance for them to be instructors or co-instructors either in master's (if you have a master's degree) or undergraduate courses, excluding freshman seminar courses. However, the Graduate School has shared that a PhD student's primary role should be as an RA or TA, not co-instructor or instructor of record.

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)*
- *Register for the Future Faculty Training through CET if f participating in the USC CET*
- *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.

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. Passing this procedure is prerequisite to continuation in the doctoral program. Students who fail the screening procedure will be advised that they are not recommended to continue in the PhD program and that any additional work may not be counted toward the degree

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 qualifying exam committee is composed of five members. The committee chair and at least two additional members must have an appointment in the student's program. One member must be from outside of Rossier, whether internal to USC (outside member) or external to USC (external member). The fifth member can be from Rossier, USC or outside of USC. Governance approval is required for any members who are not full-time USC faculty. Contact program office if you have any committee questions or exceptions.

Tenured or tenure-track, research, teaching, practical, and clinical faculty members are eligible to serve on committee. Visiting faculty, adjuncts and lecturers cannot serve on committees. External faculty and any faculty that do not meet the above criteria must be approved by PhD governance and the Dean.

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 in to 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 academic programs acting on the advice of the dean of the school.

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. The written exam consists of three questions (literature review, theories and methodology) and should be about 50 pages, no less than 25 and no more than 70. 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 60 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.

The written qualifying exam is to be completed independently by the student without consultation from USC faculty or faculty at other institutions. Students may have others read their written exam prior to submission to provide feedback on content and writing and are encouraged to have peer PhD students serve as readers. Other readers are also allowed, with the exception that USC faculty or faculty at other institutions should not serve as readers. Students should keep in mind that the written exam is intended to demonstrate their independent thinking. As such, all readers should provide only modest feedback, focusing mostly on writing flow, grammar, and style, and the logical flow of ideas.

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. Appointment of Qualifying Exam Committee – to be sent by the student to their committee on DocuSign, as soon as possible after appointing the five-member committee and before beginning the qualifying exam.
2. 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
3. Report on PhD 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

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 PhD 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 PhD 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 students can have up to 5). The dissertation committee is composed of at least three and no more than five members. The committee chair must have an appointment in the student's program. All committees must have a majority of members from the student's home program. One member must be from outside of Rossier, whether internal to USC (outside member) or external to USC (external member). Any non-USC faculty will need governance approval to be on your committee. Please follow above guidelines from Qual Exam committee.

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

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

- A work plan which details the tasks to be done, the time frame within which they will be accomplished, the resources (including cooperation needed from agencies) that will be necessary to complete the work. A Gantt or Milestone chart is helpful
- A draft of a complete Human Subjects application, which will be ready to be submitted to USC immediately after the proposal hearing
- A bibliography.
- Appendices, including copies of instruments

Dissertation Format Options:

- **Faculty and students are reminded to discuss dissertation options and make sure that job market considerations are part of the decision process.**
- Traditional five chapter dissertation (Dissertation presenting prospective research with any number of studies and with chapters for introduction, literature review, methods, results, discussion)
- Three-paper dissertation (Dissertation presenting three, previously conducted, in progress, or prospective, published or unpublished papers with standard sections for submission to a journal. Must also have an introductory and discussion chapter to integrate across papers.)
    1. Papers should be connected and students must write an introductory and discussion chapter.
    2. Papers can be co-authored, but the student is expected to be lead author on at least two of the three papers.
    3. Students must be the second author of a paper that they are not the lead author.
    4. Papers that have already been published can be used
    5. The dissertation must be accompanied by a statement explaining the student's contribution/role in terms of paper/project conceptualization, implementation, analysis, and writing on all papers that were co-authored.

<u>Proposal Defense</u>

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. 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.

1) Appointment of Dissertation Committee – to be sent by the student to their committee on DocuSign, 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 at the proposal defense

The fully developed dissertation proposal affords the student with an opportunity to think through the conceptual, methodological and practical issues in their dissertation work and explain and defend the proposal to the committee. The proposal outlines the work to be done and its conceptual foundation. It must be of sufficient length and detail to serve as a contract between the student and their committee. A fully developed proposal puts the committee in a better position to critique the work, assist the student with their future research, and evaluate the final dissertation. Deviations from the approved proposal in scope or methods require the dissertation committee's approval. Students should seek approval from the entire committee for changes prior to making any changes and well in advance of the final dissertation defense.

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 their contribution to the research and also delineates colleagues' contributions.

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.
- Final defense meeting should take place at least 3 weeks (preferably longer in case of extensive edits) before the dissertation submission deadline.
- Dissertation oral defenses are open to the general university community. If students invite non-committee members to the oral defense, they should alert their guests that there are 2 closed sessions of the meeting where only faculty can attend, one at the beginning and one at the end. And it should also be noted that only committee members can recommend acceptance of the dissertation.

Documentation & Dissertation Submission Guidelines

The PhD degree is governed by the Graduate School, so please refer to the USC Catalogue for any policies related to dissertations and the Graduate School website for specific information about the requirements of 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. All dates have 12pm noon deadlines.
    1) Deadline to submit completed documentation- (which is 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 that students are responsible for paying.

Program Timeline



Funding

Forms of Funding

All PhD students are admitted into the program either through a fellowship or a research/teaching assistantship. Full terms of the assistantship will be outlined in students' offer letters upon admission and annually.

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 PhD degree, you may not undertake employment or other time-consuming commitments during the academic year. The time you devote to your duties will vary from day to day and week to week. However, the amount of your stipend will not vary – it is provided with due recognition for all time devoted to your duties, including any attendant training, regardless of how many hours are spent performing your duties 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 do not interfere with progress or your other efforts toward your degree. We recognize that on occasion the duties of an RA may unavoidably exceed the norms stated here. Because these maximum hour expectations of weekly hours of effort averaged over the course of the semester are important to the integrity of the RA program, at the end of the semester, you will be asked to complete electronically the End of Semester Report on hours of effort averaged over the semester; a sample of the report form appears at the bottom of your appointment letter. Your first responsibility as a graduate student is your individual research and/or studies. As an RA, when your individual research overlaps the professor's research project, your time as an RA is the time you spend assisting the professor over and above the time that you would spend in any case to further your individual research as a graduate student. USC otherwise recognizes that your RA duties are an extraordinarily valuable piece of your own education and training.

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 continue RA/TA duties 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.

Research and teaching assistants cannot be employed outside of their 50% assistantship during the fall and spring semesters without prior approval from the USC Graduate School. On rare occasions, the USC Graduate School will approve a few additional hours during the fall and spring, but students must petition for approval.

Students on fellowships must abide by the terms of the fellowship funding and cannot serve as research or teaching assistants or in any other internal or external position while on fellowship.

Students funded on grants cannot serve as teaching assistants during the semester of grant funding.

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

Summer Funding: Students may devote more than the 50% RAship in the summer months from May 16 to August 15 either through additional work at USC or outside of USC. Conversely, students can opt to not work in the summer. In either case, students should discuss their plans with their advisor. If students are funded through an external fellowship, recipients will still be eligible to serve 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.

Student Laptops

Rossier issues laptops to each student for use while in the program. Please note that students and employees are supposed to use a Rossier issued system for any Rossier funded research projects. Students may also use the Rossier laptops for classes if they wish, but that is up to the student.

Workspace

All students who are funded through fellowships and assistantships are given a workspace in Waite Phillips Hall (WPH) or, for the Race & Equity Center team, Verna and Peter Dauterive Hall (VPD). 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.

Jury Duty

PhD students are not eligible for any jury duty pay from USC. PhD students can notify their faculty advisor(s) and use sick time (requested on Workday) for the days off.

Research and Travel Award

Funded students in good standing in years 1-5 will receive a travel award of $1,200 for 2022-2023. The award will be disbursed in October to the student account so be sure visit MyUSC > USCe.pay and go to My Account 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, 2023 along with the signed research travel award expense form.

Students are also eligible to apply for funding from the Graduate Student Government.

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.

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.

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 because of your roles as a student and research assistant.

1. Workday direct deposit: For students set-up on Workday, they can sign up for direct deposit 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. MyUSC e.Pay/Pay My Bill: Please navigate to e.Pay/Pay My Bill once logged in to myUSC and set-up direct deposit by clicking “My Account” on the left-hand side. Please make sure to sign up for direct deposit for both *Student Account Refunds* and for domestic students, *Stipends/Ad Hoc*

Payments for Domestic Students. This will be important for many purposes and some examples are: students on fellowship, refunds from the student bill (e.g. financial aid refunds), and the program's research/travel award.

Nominations for Fellowships, Honors, Opportunities & Seminars

The PhD Program Office coordinates the below nominations:

Award or Fellowship Name	Nominator	Who Submits	When	About the Award
Clark Seminar	Faculty	Program Office	October	http://www.ucea.org/grad-student-focus/clark-seminar-app-form/
USC Rossier PhD TA Award & USC CET TA Award	Faculty	Program Office	October	http://cet.usc.edu/awards-grants/universityta/
Rossier PhD Flag Bearer	Graduating PhD students	Program Office	February	Carries the flag at the doctoral hooding
Rossier Dissertation of the Year	Faculty	Program Office	February	Must have defended between Apr 1 and Mar 30
UCEA Jackson Scholars Network	Faculty	Program office	April	http://www.ucea.org/graduate-student-development-home/jackson-scholars-program/2022-call-nominations-scholars/
USC PhD Achievement Award	Faculty	Program Office	February	Very competitive USC award
USC Advanced Fellowships	Students/faculty	Program Office	February	http://graduateschool.usc.edu/fellowships/
USC Student Recognition	Faculty	Faculty	March	https://websites.usc.edu/StudentRecognition/
ASHE Policy Seminar	Students/Faculty	Program Office	July	http://www.ashe.ws/gsps

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).

PhD 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.

Rossier PhD Dissertation of Distinction: 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.

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

USC 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. 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 with USC prior to completing all degree requirements. Once you have been awarded the degree, the university cannot change your name for the diploma.

If you have questions or concerns regarding your diploma, review the following website and contact the Registrar's Office.