

HANDBOOK FOR PART-TIME/ADJUNCT FACULTY

2003-2004

SCHOOL OF POLICY, PLANNING, AND DEVELOPMENT

UNIVERSITY OF SOUTHERN CALIFORNIA

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Introduction

The purpose of the handbook is to describe university and school policies and expectations regarding classroom responsibilities of a part-time/adjunct faculty, as well as provide other relevant information concerning student services, key offices and phone numbers, and available resources and tips for classroom purposes. It is intended for part-time/adjunct members of the faculty.

In June 1998, the USC Board of Trustees approved the creation of the School of Policy, Planning, and Development which combined the top-ranked Schools of Public Administration and Urban Planning and Development. Besides the main Los Angeles campus, the School of Policy, Planning, and Development also has a center in Sacramento with resident faculty who offer courses leading to master's degrees.

Part-time and/or adjunct faculty is an integral part of the teaching mission of the School. You bring a wealth of knowledge and experience to our classrooms, thereby enriching the educational process. Also, you provide expertise in numerous specializations which enables the School to broaden its offerings. We wish to extend our appreciation to you for your services to the School.

I. ACADEMIC CALENDAR - 2003-2004, 2004-2005

Fall Semester 2003

August 18-22	Open Registration
August 25	Classes Begin
September 1	Labor Day, University Holiday
November 4	Thesis/Dissertation Submission
November 27-29	Thanksgiving, University Holiday
December 5	Classes End
December 6-9	Study Days
December 10-17	Exams
December 18 - January 11	Winter Recess

Spring Semester 2004

January 8-9	Open Registration
January 12	Classes Begin
January 19	Martin Luther King Day, University Holiday
February 16	Presidents' Day, University Holiday
March 9	Academic Honors Convocation
March 15-20	Spring Recess
April 2	Thesis/Dissertation Submission
April 30	Classes End
May 1-3	Study Days
May 4-11	Exams
May 14	Commencement

Summer Session 2004

May 17-18	Registration
May 19	Classes Begin
May 26	Memorial Day, University Holiday
July 1	Thesis/Dissertation Submission
July 4	Independence Day, University Holiday
August 10	Classes End

Fall Semester 2004

August 16-20	Open Registration
August 23	Classes Begin
September 6	Labor Day, University Holiday
November 1	Thesis/Dissertation Submission

November 25-27	Thanksgiving, University Holiday
December 3	Classes End
December 4-7	Study Days
December 10-17	Exams
December 16 - January 19	Winter Recess

Spring Semester 2005

January 6-7	Open Registration
January 10	Classes Begin
January 17	Martin Luther King Day, University Holiday
February 21	Presidents' Day, University Holiday
March 8	Academic Honors Convocation
March 14-19	Spring Recess
April 4	Thesis/Dissertation Submission
April 29	Classes End
April 30 - May 2	Study Days
May 3-10	Exams
May 13	Commencement

Summer Session 2005

May 16-17	Registration
May 18	Classes Begin
May 30	Memorial Day, University Holiday
July 1	Thesis/Dissertation Submission
July 4	Independence Day, University Holiday
August 9	Classes End

II. Faculty/Student Relations: University Regulations and Policies

II.1 Academic Integrity (Faculty Handbook, Section 3.6)

The University as an instrument of learning is predicated on the existence of an environment of integrity. As members of the academic community, faculty, students, and administrative officials share the responsibility for maintaining this environment. Faculty have the primary responsibility for establishing and maintaining an atmosphere and attitude of academic integrity such that the enterprise may flourish in an open and honest way. Students share this responsibility for maintaining standards of academic performance and classroom behavior conducive to the learning process. Administrative officials are responsible for the establishment and maintenance of procedures to support and enforce those academic standards. Thus, the entire University community bears the responsibility for maintaining an environment of integrity and for taking appropriate action to sanction individuals involved in any violation. Where there is a clear indication that such individuals are unwilling or unable to support these standards, they should not be allowed to remain in the University.

II.1.1 Academic Dishonesty

Any academically dishonest act intentionally violates the community of trust upon which the pursuit of truth is based. The following sections serve to illustrate some specific acts of academic dishonesty. The list of examples, however, is meant to be neither exclusive nor exhaustive. Refer to the **Student Conduct Code, II.10**.

II.1.1.1 Examination Behavior

Any use of external assistance during an examination shall be considered academically dishonest unless expressly permitted by the teacher. The following are considered unacceptable examination behavior.

- Communicating in any way with another student during the examination.
- Copying material from another student's examination.
- Allowing another student to copy from one's examination.
- Using unauthorized notes, calculators, or other devices.
- Using another person to take an exam or taking an exam for another person.

II.1.1.2 Fabrication

Any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity. The following are examples of academic dishonesty involving fabrication:

Inventing or altering data for a laboratory experiment or field project.
Resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.

II.1.1.3. Plagiarism

Plagiarism is the appropriation and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgment of the original source must be made through recognized referencing practices.

Use of another's ideas or words must be properly acknowledged as follows:

Direct Quotation: Any use of a direct quotation must be acknowledged by footnote citation and by either quotation marks or appropriate indentation and spacing.

Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgment must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrased material. If the student requires information on the standard forms of quotations, footnotes, and bibliographies, he or she should consult one of the following:

MLA Handbook for Writers of Research Papers, 5th Edition, New York: Modern Language Association (see pp. 136-137, 165 re: guidelines for web-based references).

Manual of Style, 13th Edition, Chicago: University of Chicago Press, 1982.

Thorpe, James, **Literary Scholarship**, Boston: Houghton Mifflin, 1964, (Chapter III, pp. 63-88).

The USC Writing Center (Taper Hall 310)

See <http://www.wisc.edu/writing/Handbook/elecmla.html> for a guide to citing electronic resources.

II.1.1.4 Other Types of Academic Dishonesty

Submitting a paper written by or obtained from another.

Using a paper or essay in more than one class without the teacher's express permission.

Obtaining a copy of an examination in advance without the knowledge and consent of the teacher.

Changing academic records outside of normal procedures and/or petitions.

Using another person to complete homework assignments or take-home exams without the knowledge and consent of the teacher.

II.1.2. Faculty Responsibility

The individual teacher has the primary responsibility to maintain the academic integrity of his/her course. This includes a determined effort to establish and maintain an atmosphere that is conducive to orderly and honest conduct.

In meeting this responsibility, the following guidelines have been found helpful. They need not be followed mechanically, but they merit serious consideration. Further guidelines are provided in the appendix.

At the beginning of each semester, all teachers are encouraged to discuss in a positive manner the issues of academic integrity. At a minimum, students should be reminded of the University policies and procedures summarized in the **Faculty Handbook**, and that these are designed to enhance the credibility of the University, its faculty, and its students.

An effort must be made to prevent and detect plagiarism. This is difficult if a student is determined to cheat, but the assignment of special topics and/or structured outlines can be helpful. Teachers should not be reluctant to ask for any notes, rough drafts, or other materials which support the student's authorship. Students should be able to produce such material.

Software programs designed to detect plagiarism are available. For further information, please contact the Associate Dean for Academic Programs.

Every undergraduate course must have a final examination or equivalent exercise. The final examination must be given at the time and place printed in the **Schedule of Classes** for that session. No deviations from the Schedule of Final Examinations are permitted for those classes having a final examination unless authorized in advance by the Committee on Academic Policies and Procedures (CAPP). CAPP will not consider any request for rescheduling final examinations without unanimous written consent of all students in the class. No student in a course with a final examination is permitted to omit or anticipate a final examination, and no teacher is authorized to permit a student to do so.

Teachers should be present during all examinations. Alternative arrangements can be made with the specific approval of the appropriate department chairperson or dean.

The environment of the examination should be designed to prevent not only cheating but also the appearance of cheating. This would include such preventive measures as caution against talking during the examination, care in the seating arrangements during the examination, and, for crowded classrooms, the use of different question sets and the presence of additional proctors. In addition, care should be taken in the writing and handling of test materials both prior and subsequent to the examination itself.

II.1.2.1 Bluebooks and Other Ways to Cheat During Examinations (Memo From Sylvia Manning, Vice Provost, October 21, 1986)

The Task Force on Academic Integrity in Spring 1985 and the Student Senate in Spring 1986 recommended that faculty cease using student-supplied bluebooks for examinations. The Student Senate report indicated that bluebooks provide the major avenue for cheating, allowing students either to pre-write answers to expected questions or to bring prohibited information and notes into the examination room. The students suggested further that every faculty member is convinced that in his or her course such cheating is impossible, though the students know better.

Departments should provide faculty with bluebooks that are given out and collected by the faculty and/or proctors. In large classes, it is further advisable either to use books of some other color or to mark the books, as with a colored stripe along the binding.

Units that are concerned about the expense may wish to try the following method. Faculty require students to bring their own bluebooks, as in the past, but collect those bluebooks before the start of the examination. Then the faculty distribute in exchange bluebooks (possibly marked) that the department has provided. The bluebooks collected from the students are then used by the department in the same procedure at a subsequent examination.

Suggestions for Examination Procedures

1. All duplicating of examination materials should be done either (a) in the department by a full-time staff member or by the faculty member, or (b) at the Topping Copy Center, where the staff is large enough that security procedures are strong. It is not advisable to use the smaller copy centers or off-campus vendors for materials that require security. If it is necessary to use such a copy center, then the faculty member, or the full-time staff member, should have the copying done on while-you-wait service. Finally, when you bring in materials that need to be secured, please remember to identify them as such: all campus copy centers have special procedures for such materials, but they won't use them unless the materials are appropriately identified.
2. For examinations in very large or otherwise crowded classes, departments should consider asking the advise of the Testing Bureau in setting up additional sites and training proctors as needed. Faculty should follow the proctoring requirements described in the **Faculty Handbook** and may require identification if the class is too large for them to recognize all the students. Another option is to require students to sit in lab or discussion groups with the TAs, who can recognize their group members, present.
3. Faculty should be aware that various student organizations collect and file examinations. An examination that is re-used regularly is likely to be memorized, or otherwise prepared, with the same regularity.

4. The use of standard examinations contained in teacher's manuals should be avoided, since resourceful students are often able to obtain such publications.
5. Graduate assistants or students graders should not be given a solutions manual for the entire course.
6. Both questions and answers on "short answer" examinations should be scrambled, especially in large classes.
7. Students should be informed before the examination that significant numbers of completed examinations are photocopied before being returned to students. Such a practice may discourage students from altering returned examinations and submitting them for regrading.
8. Faculty members should not allow anyone else to fill in their grade sheets. They should sign them and deliver them personally to the department or School staff member assigned to deliver them to the grade department. No one but the faculty member and the designated staff member should handle any completed grade sheet.
9. Faculty members who have questions in regard to any of these matters should feel free to call Robert Mannes, Dean of Student Life, or the assistant or associate deans, in their School responsible for student academic affairs.

II.1.2.2. Papers Purchased from Term Paper Mills (Memo from Valerie Osland Paton, Assistant Dean, March 31, 1989)

Many USC faculty members are justifiably concerned about the distribution of literature to our students and on our campus that pertains to research papers available for purchase. The California Educational Code, Section 66400, allows for the marketing of research papers and only curtails the vendor if it "should reasonably have known that such term paper . . . is to be submitted by any other person for academic credit." However, the University of Southern California Student Conduct Code, Section 11.12, prohibits "acquisition of term papers or other assignments from any source and the subsequent presentation of those materials as the student's own work or providing term papers or assignments that another student submits as his/her own."

USC regularly notifies companies like Research Assistance and Papers R Us that they may not trespass upon University-owned property; however, we cannot limit the distribution of their literature on adjoining public property.

Despite the University's efforts, these organizations are quite persistent and will most probably continue to thrive. All members of the University community can assist by sending a clear message to students that submission of research papers as their own work is not acceptable. Perhaps the most effective method of communicating this message is through your class

sessions. Therefore, I would like to request your assistance in implementing any of the following actions that you deem appropriate for your courses.

1. Require an in-class writing sample early in the term. Keep the samples for reference should you suspect plagiarism in a term paper.
2. Require papers on specifically assigned topics rather than general topics that could be addressed by pre-written papers issued by term paper mills.
3. Change assigned topics every term to decrease the opportunity to use previously graded and returned papers.
4. Require an outline or first draft of all assigned papers.
5. Require that the students submit a copy of the title page for each cited source.
6. Require only originals or typewritten papers; do not accept photocopies. Research Assistance's catalog states that its papers will be provided to students in the following manner:

All papers are typewritten, double-spaced, photocopied. There are approximately 225 words per page. Most papers contain footnotes and bibliography at no extra cost. Footnotes styles vary: Turabian (bottom of page), MLA (internal), APA (internal), or at the end of the paper. Footnoting abbreviations: Ibid. (refers to immediately preceding source). The papers are sold "as is," in the style and format in which they are first written. (Research Assistance, 1988, inside front cover page.)

7. Specify one acceptable citation method for all term papers in your course. If you suspect that a paper is purchased from a term paper mill, you might ask the following questions:
 - a. Does the paper address the assigned topic? Or does the paper include material
 - b. Does the paper use your assigned citation methods?
 - c. Is the paper photocopied?
 - d. Is the paper's quality uneven or does it differ in writing style from the sample submitted in your class?
 - e. Does the paper use sources available through USC's library system?

If you require assistance investigating whether a paper has been purchased from a term paper mill, the Office for Student Conduct may be able to assist you. In our office library we have current Research Assistance catalogs and will also check sources from the paper against USC library holdings. Additionally, we will contact the term paper mill to see if duplicate papers are available for purchase.

II.1.3. Student Responsibility

All students at the University of Southern California have an inherent responsibility to uphold the principles of academic integrity and to support each other and the faculty in maintaining a classroom atmosphere that is conducive to orderly and honest conduct.

Students must understand and uphold the rules printed in the **Student Conduct Code** regarding examination behavior, fabrication, plagiarism, and other types of academic dishonesty as described above. Any scholastic institution that tolerates cheating will unavoidably experience a decrease in quality, credibility, and prestige. The faculty and administration cannot preserve the University's standards of academic excellence without the support of students. Therefore, it is imperative that students accept their role as part of the University community and uphold conscientious standards of academic performance and classroom behavior.

An effective policy to control academic dishonesty can start only at the local level, namely, the classroom. Any student who is concerned with academic standards at the University should open a dialogue with his or her classmates or the appropriate faculty member. Should anonymity be desired, for any reason, contact should be made with the chairperson of the appropriate department and/or with the Director for Student Conduct. Each case is considered on its own merits, but most cases can be handled quite simply by bringing the general nature of the problem to the attention of the faculty and administration.

II.1.4. Course of Action

The following information provides a summary of the Student Conduct Code procedures. Faculty are cautioned to consult the appropriate sections of the full text of the **Code** as published in **SCampus** prior to finalizing an academic integrity violation action.

1. The instructor refers to the Academic Dishonesty Prevention and Sanction Guidelines and assigns an appropriate sanction, and may request review by an Academic Integrity Review Panel.
2. The instructor must notify the student, the Director for Student Conduct, and the appropriate academic dean in writing of the incident and action taken. An Academic Integrity Violation form has been developed for this purpose and is available from the Director for Student Conduct or may be copied from **SCampus**.

3. The instructor meets with the accused student to review the charge of an academic integrity violation and to give notice of the sanction to be assigned.
4. The accused student may request review by an Academic Integrity Review Panel or accept the instructor-imposed sanction.
5. If a hearing is scheduled, the student will receive written notification of the charge, date, time, and place of hearing.
6. The hearing panel reviews the case and releases the written decision to all concerned parties.
7. The student or instructor may choose to accept the decision or file a written appeal. Any previously assigned sanction is stayed while the appeal is under review.
8. If the decision is appealed, the appellate body (either Academic Integrity Review Appeals Panel or the Student Behavior Appeals Panel) will review the case and issue a final and binding decision. Recommended sanctions and possible preventive measures appear in the Appendix.

II.2. Grading (Faculty Handbook, Section 3.3)

Grading policies and practices for the University are described below. It is to be noted that the professional schools may differ in certain grading practices from those of the general campus.

II.2.1. Definition of Grades

The general policy at the University is that undergraduate and graduate courses taken for academic credit are letter-graded. In addition, plus and minus grades are used, with the exception of A plus, F plus, and F minus. With the exception of differing practices in some professional schools, and certain undergraduate and graduate courses that have been authorized in advance by either the Undergraduate Studies Committee or Graduate and Professional Studies Committee to be graded on a credit/no credit (CR/NC) basis, grades are defined as follows:

A = Work of excellent quality

B = Work of good quality

C = Work of fair quality in undergraduate courses and minimum passing in graduate courses. (C- is not considered passing in graduate courses.)

D = Work of minimum passing quality in undergraduate courses and failure in graduate

F = Failure. This grade is awarded to any student failing to meet the minimum standards

Other marks and their definitions:

CR = **Credit:** Passing grade for non-letter-graded courses equivalent to B quality or better for graduate courses and C-quality or better for undergraduate courses; no effect on GPA.

NC = **No Credit:** Failing grade for non-letter-graded courses; no effect on GPA.

P = **Pass:** Passing grade equivalent to C- work or better for letter-graded undergraduate courses where a student elects to take it on a Pass/No Pass basis.

NP = **No Pass:** Failing grade for undergraduate courses taken on a Pass/No Pass basis.

W = **Withdrawn:** Students have until the end of the twelfth week of the semester to drop courses, whether passing or failing. Drops occurring before the end of the third week will result in no record of registration appearing on the transcript. Drops occurring after the third week will result in the recording of a W. No course may be dropped after the twelfth week. Students may not withdraw from a course in which they have committed or have been accused of committing an academic integrity violation.

UW = **Unofficial Withdrawal:** Designates students who have stopped attending prior to the drop deadline (end of week 12) without officially withdrawing. These students' names will appear as official enrollees on the final grade sheet for the course. The UW will be computed in the GPA as zero grade points (as in the case of an F) and indicates a failure on the part of the student to assume the administrative responsibility of officially dropping a course.

Students who stop attending after week 12 should be assigned a grade upon criteria stated in course syllabi. In these cases, university policy does not allow the assignment of MG or Inc.

MG = **Missing Grade:** An administrative mark used in cases where the instructor fails to correctly submit a final course grade for a student. All missing grades must be resolved by the instructor through the Correction of Grade process.

INC = **Incomplete:** Work not completed because of illness or extraordinary circumstances occurring after the twelfth week of the semester. Arrangements for the INC and its removal must be initiated by the student and agreed to by the instructor prior to the final examination. If an incomplete is assigned as the student's grade, the teacher will specify to the student and the department the work remaining to be done, the

procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed.

Marks of INC in courses numbered below 500 must be removed by the end of the semester following the one in which the mark of INC was assigned. INCs earned in courses numbered above 499 must be removed within one year from the date of assignment of the mark of INC. If not removed within the specified time limit, marks of INC automatically become marks of IX (expired incomplete) with the exception of thesis, dissertation, and non-letter-graded courses and compute in the Grade Point Average (GPA) as a grade of F. Students may remove the INC only by completing the work not finished as a result of illness or emergency.

Previously graded work, e.g., midterm examinations, quizzes, and papers, may not be repeated for credit. It is not possible to remove an incomplete by registering for the course.

Students should be advised that requests for the mark of INC will be denied if requested prior to the twelfth week of the semester. However, arrangements for the INC and its removal must be initiated by the student and agreed to by the teacher prior to the final exam. In cases of extreme emergencies, students may appeal to the Committee on Academic Policies and Procedures (CAPP) for exceptions to the INC policy. Approval by CAPP, with written support of the teacher by a letter to CAPP is required.

Removal of an INC is accomplished when the student obtains an Application for Removal of INC from the Grade Department, SAS 103, makes mutually satisfactory arrangements with the teacher to make up the missing work and/or examination, and the teacher notifies the Grade Department of the final grade. Cynthia Clayton (RGL 108C, (213) 740-0525), will initiate these requests.

Grading options of "W" (withdraw) and "P/NP" (pass/no pass) are available only to those students that officially elected that option through the registration process. A message in the remark section will indicate those options when applicable. An attempt to assign a grade that does not correspond with the official grading option will result in a missing grade on the student's record. All missing grades must be resolved by the instructor through the Correction of Grade process.

Courses Numbered 500 and Above

Certain graduate courses have been authorized by the Graduate and Professional Studies Committee to be graded on a CR/NC basis. These courses include certain kinds of experience courses, such as internships, field work, reading courses, critiques, practicums, etc., and all research (500, 690, 790), Thesis (594,694), and Dissertation (794) courses. Work of A or B quality is required to qualify for CR grade. The mark of NC is to be used for work of C quality or less.

Distribution of Grades

The actual distribution of grades in all departments are reported to the Committee on Academic Policies and Procedures and the Office of the Provost by the Testing Bureau as well as to the deans, division chairpersons, and department chairpersons concerned. Departments are asked to discuss this matter each year as a means of maintaining standards. Any course with more than ten students that have a grade point average exceeding 3.7 or less than 2.3 is reviewed by the Provost and will require a written explanation by the department to the Provost.

Corrections of Grades (New policy effective March 18, 1988)

Procedure for requesting a form is as follows:

1. The instructor or department representative may telephone the Petitions Office (740-7741). You must provide, at the time of the call, the student's name, student I.D. number, full name of the instructor, semester, course and class number, the "old" or "wrong" grade, and the new grade.

Please do not telephone if you have more than three requests to make at the same time, but instead use the individual memo method (No. 2 below).

2. "Individual" Memo Method. If you have one correction and prefer to write rather than call, or you have two or more students in different courses or class sections, you may send a memo listing all the data noted in No. 1 above for each student, plus the name, building and room number, mail code, and telephone number of the person requesting the form. Individual forms will be generated and forwarded to you. Do not use this method if you have several students all in the same class section of the same course (No. 2 below).
3. "Group" Memo Method. If corrections are for three or more students who were in the same class section of the same course are involved, you may send a memo listing all the data in both Nos. 1 and 2 above. In addition, list on the memo the description of the error, and type in the names and provide the signatures of the instructor, department chair and dean. CAPP will act directly on this memo without the necessity to generate separate forms for each.

A grade once reported to the Office of Registration and Records may not be changed except by request of the teacher to the Committee on Academic Policies and Procedures on a Correction of Grade Form. Changes should be requested only on a basis of an actual error in assigning the original grade, not on the basis of a request by the student of special consideration for an individual student.

The appropriate form, Request for Approval of Correction of Grade, is available only upon faculty request from the Petitions Department in the Office of Registration and Records, SAS 113, 740-7741. If you have any questions regarding grade changes, contact Ms. Cynthia Clayton (740-0525, RGL 108C) and she will assist you.

II.3 Documentation of Academic Records and Related Procedures (Faculty Handbook, Section 3.4)

In the submission of final grades to the Registration and Records Office, the procedures below are prescribed:

A. Assignment of Grades

Each teacher is responsible for the maintenance of high standards. The teacher's evaluation of the performance of each individual student is the final basis for assigning grades.

Students have protection through orderly procedures against prejudiced or capricious academic evaluation. The method of grading by professors must be made clear to students, and professors are required to justify disputed grades. At the same time, students are responsible for maintaining those reasonable standards of academic performance and classroom conduct conducive to the learning process, as established in each course in which they are enrolled.

Rigid application of arbitrary percentages in the distribution of grades is not desirable; the size and quality of the class group must be taken in consideration.

B. Final Grade Sheets

Shortly before final examinations, the Registration and Records Office will send final grade sheets to departments for reporting final grades. Complete instructions for their proper preparation are included with the grade sheets. Completed grade sheets must be returned to Ms Cynthia Clayton (RGL 108C, (213) 740-0525) within three working days from the date of the scheduled final examination.

This time limit is critical to the processing of student report cards, clearance for graduation, and preparation of transcripts and diplomas. Late submission of grade sheets by faculty results in costly manual recording and in delays in student certification.

II.4 Faculty Grade Records (Faculty Handbook, Section 3.5)

II.4.1 Disputed Academic Evaluation Procedures

Classroom performance should be evaluated on the basis of academic criteria. When a student complains of prejudiced, capricious, or unfair evaluation that student is entitled to two levels of appeal after review by the instructor.

1. To the chairperson of the department (in the case of SPPD, the respective Faculty Degree Program Advisors), and
2. To the dean of the School.

If the involved academic unit does not have two appeal levels beyond the instructor, a second appeal is to the appropriate academic vice president (or designee) to whom that unit reports. The burden of proof, in these cases of disputed academic evaluation, rests with the student. The full text of Disputed Academic Evaluation Procedures appears as Appendix 11 in the **Faculty Handbook**.

II.4.2 Responsibility of Teacher for Maintaining Accurate Records

Teachers are obligated to maintain complete and accurate documentation of student academic performance for at least one calendar year for each course taught. When teachers leave the University, all such documentation must be filed with the department.

II.5 Examinations (Faculty Handbook, Section 3.2)

II.5.1 Rescheduling of Classes or Examinations

In as much as the Schedule of Classes provides the only guide by which a student can prepare his/her schedule according to the times and places for class meetings, faculty should familiarize themselves with the following policies:

1. **Changes in Class Times and Meeting Places**

In order to allow a student sufficient time to rearrange his/her schedule and comply with the add/drop deadlines, any permanent changes in the published time and places for class meetings will be announced only during the first week of classes. These changes should be reported to the office of the appropriate dean as soon as they become effective, so that records may be updated.

2. **Schedule of Midterm Examinations**

Unless otherwise specified, all midterm examinations will be held at those times and places published for regular class meetings. Any exceptions after the first week of classes can be made only with unanimous consent of the instructor and all members of the class, subject to the approval of the department head and the appropriate dean.

II.5.2 Midterm Examinations

All midterm examinations (or other measures of student performance) are to be scheduled and graded with results returned to students in time for them to meet the deadline for dropping courses. In addition, all faculty members teaching undergraduate level course shall post or otherwise notify students of official midterm grades by the end of the seventh week of classes.

Students are to be notified personally by each teacher if their performance is unsatisfactory (D or F) in time to withdraw prior to the end of the twelfth week of the semester. Teachers are expected to assist The Center for Academic Support by submitting the mid-semester class list with the names of students not performing satisfactorily so that they may be contacted.

II.5.3 Final Examinations

A two-hour final examination period is scheduled for every undergraduate course. It is University policy that every undergraduate course has a final examination or an equivalent exercise, e.g., final project or term paper, designed to measure student's end-of-term capacity to grasp and integrate the materials of the course. The exact nature of the examination should be made explicit at the beginning of the semester.

II.5.3.1 Examination Schedule

The schedule of final examinations for each session is printed in the Schedule of Classes for that session. No deviations from the final examination schedule are permitted for those classes having a final examination unless otherwise authorized **IN ADVANCE** by the Committee on Academic Policies and Procedures. **CAPP** will not consider any request for rescheduling final examinations without unanimous written consent of all students in the class. No student in a course with a final examination is permitted to omit or anticipate a final examination, and no teacher is authorized to permit a student to do so.

Except under extremely extraordinary circumstances, final exams should not be rescheduled for a date prior to the first day scheduled for final exams. If such circumstances do exist, arrangements to make up any lost class meeting(s) should be included in the request.

II.5.3.2 Weight of Final Examination, Paper, or Project

The final grade for a course is based on recitation, papers, projects, examinations, and other factors that the teacher may specify. The teacher shall indicate at the outset the weight of the final examination, paper, or project in the determination of the final grade for the course.

II.5.3.3 Final Examinations on File in the Reserved Book Room

As a way of minimizing the effect of foreknowledge of examinations and of improving final examinations, the policy of voluntarily placing final examinations on file in the Leavey Library and in some branch libraries has been established. The responsibility for placing final examinations in Leavey Library rests with the teacher, and if examinations have not been received, the student will be referred to the teacher. Examinations will be submitted to the Leavey Librarian for stapling into a vertical file folder, and will be loaned to students at the Check-out-Desk in the way reserved books are issued.

II.5.3.4 Final Examination Missed

If a student whose work is of passing grade misses a final examination, he/she may be given the mark of IN, provided that an acceptable reason is reported to the teacher before the final examination. For the meaning of this mark and the examination procedure for removing it, see definition of grades (II.2. a.).

II.5.3.5 Procedures for Administering Examinations

It is University policy that teachers be present during course examinations (other than take-home or open-book examinations). To assist teachers in the arrangement and administration of examinations, the following guidelines have been established:

- If the class seating arrangement results in crowding during lecture session, it is advisable to schedule a larger room for the examination.
- In classes with 40 or more students, proctors should assist the teacher. An additional proctor should be added for every 40 students.
- Students should be encouraged to sit apart from each other to minimize distractions and allow proctors access in aiding students during the examination. Expanded guidelines for the administration of examinations are available from the Office of Registration and Records, SAS 104, x08500.

II.6 Excused Absences for Authorized University Activities (Faculty Handbook, Section 3.2.1, Revised 1988)

Some students might at times ask to be excused from attending a scheduled class meeting or examination because of an official University activity, such as an ROTC unit competition, a debate tournament, a music festival, an inter-collegiate athletics trip, or a geology field trip. It is expected that the activity sponsor will take all possible actions to avoid such schedule conflicts. When a conflict cannot be avoided, it is the responsibility of the activity sponsor to provide an

official request for excused absence for affected students to the course instructor, preferably at the beginning of the semester, and generally no later than two weeks before the event in question. The student must discuss the request for an absence with the course instructor in time for the instructor to make appropriate arrangements in advance. If a student is officially excused by the instructor, it is expected that:

1. The student will be given an opportunity to complete any missed assignments and examinations, or
2. The student will carry out a compensating activity, or
3. In some instances, the instructor may decide that it is impractical to provide make-up work, assignments, or examinations and may decide to base the final course grade on the work and/or examinations completed by the student.

If the instructor finds that the absence(s) will cause undue interference in the progress of the class or of the particular student, he/she may deny the request by notifying the student, the activity sponsor, and academic dean responsible for the course. The activity sponsor may pursue the request through a meeting with the faculty member and dean or department chair. Ultimately, or, in case of an emergency, the activity sponsor may appeal the denial to the Provost's office.

II. 7 Guaranteeing a Space in Class (memo from Sylvia Manning, Executive Vice Provost, February 6, 1990)

Registration in a class does not by itself guarantee a space in that class. An instructor may replace any student who without prior consent does not attend these class sessions:

- a) the first two class sessions, or
- b) the first class session of the semester for once-a-week classes.

It is then the student's responsibility to withdraw officially from the course through the Registrar's Office, REG 101. If a student is replaced on this basis and does not withdraw officially, the instructor will assign a mark of NR.

III. School of Policy, Planning, and Development Policies and Practices

III.1 Information Regarding Academic Planning, Registration and Student Services

The Student Affairs Office, located in RGL 108, provides administrative support for registration and student advisement. Academic Planning support, including classroom

assignment and class scheduling, is provided through the Office of the Dean (RGL 312). The following list of items contains important information to assist you in your responsibilities:

- A. Syllabus** — Duplicating services are available through Artimese A. Porter (RGL 234). If you wish to have your syllabus duplicated for distribution to your class, please submit a copy no later than three (3) days prior to the first class meeting indicating that you wish copies for the class. If you will not be utilizing this clerical service, please provide Ellie Tostado (RGL 312) with two (2) copies of your finalized syllabus one week prior to the first day of class, so that it may be available to students for review during registration.
- B. First class** — **Please be prepared for a full session at the first meeting of your class.**
- C. Minimum enrollment requirements:**
Undergraduate Courses: 12 students
Graduates Courses: 8 students
- D. Enrollment check** — If there appears to be insufficient enrollment, we will inform you and your students no later than two (2) days after the second class meeting whether the class will be able to continue or will be cancelled. **DO NOT DISMISS YOUR CLASS PRIOR TO THAT DATE UNLESS YOU ARE REQUESTED TO DO SO BY A STAFF MEMBER.**
- E. Class sessions** — The number of class meetings may vary from semester to semester due to holidays, etc. However, classes should meet on all possible sessions during the semester. If for some reason a class is missed, arrange with your students to make it up. Also, please be sure to notify Ellie Tostado at 740-1461 if you cancel a class session or plan to hold your class at any location other than the room you have been assigned.
- F. Duplication services** — Your midterm, final examination, and other related materials can be reproduced by Artimese A. Porter (RGL 234, 740-2241). She will make two (2) copies of articles required for class use that may be placed on reserve in Leavey Library (for undergraduate courses and VKC Library for graduate courses). Also, it is possible to have reserve materials placed on-line at Leavey Library. **Other materials will be copied at the expense of the student or instructor.** Copies should be submitted at least three (3) working days before the work is needed.
- G. Forms** — Various SPPD and University forms for faculty and student use, such as degree information and petition forms are available in RGL 108.
- H. Employee identification card** — This card, when presented, will enable you to receive a staff library card from the main USC Library and a discount on many items from the USC Trojan Bookstore.

- I. Bookstore and library** — Textbooks are ordered and sold through the University Bookstore. If you have any questions about textbooks or desk copies, please call Ellie Tostado (740-1461). Class resource material and reserve materials for graduate classes are handled by the VKC Library, 740-1767. Undergraduate reserves are handled by Leavey Library (740-4308).
- J. Payroll** — Remuneration for your teaching assignment will be paid in four (4) installments on the 26th of the month (January-April or September-December).
- 1. New Faculty** — If this is the first time you have taught, you must fill out an I-9, W-4, Personnel Status Form. Also, please note that if you wish to have your check mailed to your bank or credit union you must fill out a Mail to Bank Authorization. Ms. Olivia Rodriguez, Business Affairs (Tyler Building 131) (213) 743-1546 .
 - 2. Returning Faculty** — Notify Ms. Olivia Rodriguez, Business Affairs, Tyler Building 131 (213) 743-1546 regarding any payroll changes and appropriate forms will be forwarded to you.
- K. Mail** — Instructor mailboxes are located on the third floor east wing of VKC.
- L. Instructional equipment** — Classrooms on the first and second floors in Lewis Hall are equipped with computers and LCD projectors that are always open and usable. Additional equipment, e.g., VCR/DVD players, Document Presenter (RGL 100, 101, 102 only), laptop cables, slide projectors, can be ordered by submitting a request at our IT website at least 24 hours in advance (<http://www.usc.edu/sppd/mis>). Equipment for VKC may be arranged through Artimese A. Porter, RGL 234 (213) 740-2241 or at the same website. VKC Equipment is available on a first come first served basis, but please make your requests at least two (2) working days in advance of the day you need the equipment.
- M. Registration** — It is important that all students officially register for the classes they attend. They should be made aware that simply attending class and placing their name on your class roster does not constitute registration. A student with questions regarding her/his registration should be referred to RGL 108.
- N. Class list** — You will receive pre-printed class lists periodically during the semester. During the third week after classes begin you will receive a memo and class list from the Registration Office that will be used to determine the official registration of students and requires your attention. If a student's name is not on the list, s/he should not be attending the class and should be reported to the Registration Office.
- O. Evaluations** — At the end of each semester we ask your cooperation in allowing time for each student to complete the Course and Instructor Evaluation questionnaire. These play

an important role in the improvement of the academic quality of the School of Policy, Planning, and Development. The evaluation questionnaire completed by students includes the following items:

1. Demonstrated knowledge of the field
2. Organization of the course
3. Preparation for class meetings
4. Effectiveness in communicating knowledge
5. Encouragement of student questions/discussions
6. Availability to students
7. Punctuality in meeting/conducting classes
8. Appropriateness/adequacy of assignments
9. Adequacy of exams/course requirements for a fair Evaluation
10. Overall instructional performance

P. Grade Sheets — Grade sheets will be distributed to you during the final examination period and **MUST be returned within 72 hours after your final exam to Ms. Cynthia Clayton in RGL 108C.** The university charges a late fee to the School for each grade sheet not submitted by the deadline. Your promptness in returning your grade sheet will be appreciated.

Q. Parking for Part-time Lecturers — Parking permits may be purchased from Transportation Services on a semester basis. If you wish to purchase a permit, please contact Artimese A. Porter in RGL 234 or call (213) 740-2241 for further information. A permit for one, two or three days per week may be purchased at a reduced rate.

III.2 Licensing Process: The Role of Degree Committees

The Degree Committees of the School—BS, MPA, MPP, MHA, MPL, MRED, and Doctoral—are responsible for the oversight of curricula offered in their respective programs. This responsibility includes assisting the Associate Dean for Academic Programs in the scheduling and staffing of the courses to be offered with a one-year lead time. In instances where full-time faculty are not able to teach a course, part-time lecturers are selected to fill the position. Each Degree Committee "licenses" a number of part-time lecturers considered to be qualified to teach courses in their fields. Such an approval is usually valid for two years and then may be considered for renewal. When devising the class schedule, or when attempting to make a last minute substitution, the Associate Dean responsible for class scheduling consults the Degree Committees' lists of licensees.

III.3 Procedures for Proposing New Courses or Changing Existing Ones

In order to develop a new course or modify an existing course at the undergraduate level, it is necessary for the proposal to receive approval from the following committees: (1) SPPD

Undergraduate Degree Committee approval, (2) University Undergraduate Curriculum Committee (UGCC) Panel on Social Sciences and Professions, and (3) the full UGCC.

At the Master's degree level, approval for proposed course changes must be obtained from the MPA, MPP, MHA, MPL, or MRED Degree Committees and the University's Graduate Studies Committee (UGSC).

The forms necessary for proposed course changes at either the graduate or undergraduate levels can be obtained from the SPPD Dean's office or directly from the UGSC office (University Curriculum Office). Also, it is important, if not essential, for the faculty member who is sponsoring the proposed change to attend these committee hearings in order to answer questions and discuss the proposal. Generally, the Faculty Advisor attends.

III.4 Personnel Policies

III.4.1 Grievances (Faculty Handbook, Section 2.5)

When reason arises for a faculty member to question whether his/her rights have been violated or are about to be violated, the aggrieved faculty member should ordinarily discuss the matter with the relevant chairperson, dean, or other administrator(s) in personal conferences looking to mutual settlement. Normally, this should include at least the direct administrative officer against whom the formal grievance may be filed, and if settlement is not reached, the administrator to whom the first is accountable. If settlement does not result, and the faculty member is satisfied there is probable cause for grievance he/she may file a grievance, as described in the faculty handbook section 2.5.2. The faculty member is encouraged, at an early stage, to seek the counsel of the chairperson of the Faculty Senate Committee on Faculty Rights and Responsibilities.

III.4.2. Sickness

Should a faculty member become too ill to meet his/her class, he/she should notify the Associate Dean at (213) 740-0350. If time permits, the faculty member and the Associate Dean should attempt to find a substitute. If the class session is cancelled, effort should be made to reschedule the class.

III.4.3. Jury Duty

Persons receiving a jury duty summons are not excused because of faculty responsibilities. However, it is possible to request a delay of jury service in order to reduce the likelihood of disrupting your class. If it is necessary to miss class because of jury duty, the Associate Dean will attempt to find an appropriate substitute.

III.4.4 Office Hours

All faculty members are required to be available for students at regular and reasonable hours. These hours, your office location, and office telephone number should be on your course syllabus. Also, the hours should be displayed outside your office or be given to the Associate Dean for Faculty Affairs who will make it available to students.

III.4.5 Drug Free Workplace Policy

As an employer, the University of Southern California is committed to preserving a work environment free from the possession, distribution, or use of illegal drugs. Thus, the unlawful manufacture, distribution, dispensation, use, or possession of controlled substances (as defined pursuant to the Controlled Substance Act 21, USC Sections 801, et seq.) by University employees in the workplace is prohibited by University policy.

The University is committed to educating its employees regarding the prevention of substance abuse and supports assistance programs designed to aid those that have substance abuse problems. Employees are encouraged to seek drug counseling and/or leaves of absence to attend to rehabilitation problems. All assistance is provided on a confidential basis.

Employees found to be in violation of the above-stated University policy may, in addition to legal penalties under federal, state, and local law, be subject to disciplinary sanctions up to, and including, dismissal, in accordance with University personnel policies and labor contracts.

III.4.6 Smoke-Free Policy

Smoking is prohibited in all enclosed buildings, facilities, and vehicles, which are owned or leased by the University. This applies to all academic and administrative units including all faculty and administrative offices.

III.4.7 University Policy on Accommodations for Students with Disabilities

The University of Southern California is committed to full compliance with Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the University will continue to provide reasonable accommodation for academically qualified students with disabilities so that they can participate fully in the University's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled student," the University will provide reasonable academic accommodation. It is the specific responsibility of the University Administration and all faculty serving in a teaching capacity to ensure the University's compliance with this policy.

The general definition of a student with a disability is any person who has "a physical or mental impairment which substantially limits one or more of such person's major life activities," and any person who has "a history of, or is regarded as having, such an impairment." Reasonable academic and physical accommodations include but are not limited to: extended time on examinations; substitution of similar or related work for a nonfundamental program requirement; time extensions on papers and projects; special testing procedures; advance notice regarding booklists for visually impaired and some learning disabled students; use of academic aides in the classroom such as notetakers and sign language interpreters; early advisement and assistance with registration; accessibility for students who use wheelchairs and those with mobility impairments; and need for special classroom furniture or special equipment in the classroom.

Procedures for Obtaining Accommodations

Physical Accommodations. Students with physical disabilities should contact the department of Campus Life prior to or during the first week of class attendance. The office will work with Classroom Scheduling, the course instructor and their department, and the student to arrange for reasonable accommodations.

Academic Accommodations. Students seeking academic accommodations due to a physical or learning disability should make the request to the course instructor prior to or during the first week of class attendance. Course instructors should require that a student present verification of documentation of a physical disability or a learning disability from the Office of Disability Services and Programs if academic accommodations are being requested.

The Provost has requested that the following statement be included in each course syllabus:

Suggested Syllabus Statement Regarding Disability Services and Programs
(Armstrong memo, October 24, 2000)

“Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.”

For assistance in how to provide reasonable accommodations for a particular disability, course instructors are encouraged to consult with the Office of Disability Services and Programs. Students requesting academic accommodations who do not have documentation of their special needs should be referred to those offices.

III.4.8 Acts of Violence in the Workplace (Issued by Lloyd Armstrong, Jr. and Dennis Dougherty, May 26, 2000. For further information, please contact the Office of the Provost)

The University of Southern California is committed to maintaining the university as an academic community providing an orderly and attractive place for learning, teaching, work and study, free from all forms of violence. We are committed to maintaining a strict policy that prohibits acts of violence, harassment, or intimidation in any form. All acts of violence will be taken seriously and will be dealt with appropriately. All alleged acts of violence must be reported.

This policy applies to acts of violence, intimidation, and inappropriate aggression committed by any employee in the categories noted below. Acts of violence prohibited by this policy include, but are not limited to, conduct: on university property at all times (during, before and after work hours); while on university business regardless of location; and at offsite locations at functions and events under the aegis of the university.

Sexual harassment is dealt with under a separate policy. When an act constitutes sexual harassment, the policy on sexual harassment takes precedence.

III.5 Academic Policies

III.5.1 Syllabus Development

Instructors should provide students with a course syllabus at the first of class session. It should provide the student with sufficient information about the rationale, objectives, format, assignments, schedule, and methods of evaluation that the students will have an accurate understanding of the content, workload, and expectations for the course in the course to be able to plan his or her study and preparation time effectively. A draft copy of the syllabus for a course being offered for the first time must be submitted to the Associate Dean for Academic Affairs for review at least three weeks prior to the first week of class. A syllabus should contain the following information:

1. Title of course, instructor's name, office hours, and telephone numbers;
2. General goals and objectives of the course;
3. Prerequisites, if any, of the course;
4. Overview of the course and schedule, including brief summary of topics;
5. Required and recommended readings for each class meeting. Written out at least once with full citation;

6. Term paper/project description;
7. Scheduled examinations;
8. Key academic calendar dates, e.g., last day to withdraw and pass;
9. Attendance and participation expectations;
10. Methods and criteria for evaluation and grading, including break down for weighing of different assignments in determining final grade;
11. Office hours and telephone numbers;
12. Instructor's expectations concerning academic integrity, including the University's statement on academic integrity and recommend consequences for violations.
13. Disability Statement: The Provost has requested that the following statement be included in each course syllabus:

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

III.5.2. Assignments

The SPPD Undergraduate Committee recommended that while there is no single set of demands appropriate for every course, nevertheless, a minimum level can and should be expected. It recommended that a "normal" set of requirements for our students, given the importance of writing skills, include at least the following:

1. A written project prepared outside of class. In many classes this is a 10-15-page paper;
2. Reading assignments of 75-200 pages per week, depending on the difficulty of the
3. A midterm examination with grade being returned to the student no later than the seventh week;

4. A final examination given at the time scheduled by the University or a final written project (besides the term paper) due on the scheduled final date. (This is a University requirement.)

Also, Robert Biller, Vice Provost for Undergraduate Affairs, issued guidelines on the relationship between Contact Hours and Unit Credit (June 29, 1993) that includes the following: One Semester unit should represent three hours of work (in class and outside) per week for 15 weeks a semester by the average undergraduate student. For example, for courses with a lecture/discussion/seminar format, students are expected to work two hours outside class for each one hour of class time; for courses with a lab format, students are expected to spend all three hours in the lab environment, with little, if any, outside work expected.

III.5.3 Written Feedback to Students

In order to maximize the learning process, it is expected that faculty will provide written feedback in students' papers and tests. This provides the basis upon which students may know how to improve their future performance.

III.5.4 Grade Distribution

While there should not be a rigid grade distribution, the Undergraduate Review Committee is concerned that grade inflation has become a problem throughout the University and urges colleagues to use grading standards which discriminate between excellent, good, average, and below average performances. As noted earlier, we are required by the Provost to review any course with a grade point average of 3.7 and explain why this occurred and, if appropriate, steps taken to prevent its reoccurrence.

III.5.5 Intensive Semester Guidelines

The intensive semester involves a unique approach to both class design and scheduling and to the learning process itself. It is divided into three distinct parts:

1. A preparatory reading period;
2. A concentrated period of class activity of eight full days either in one block in two four-day blocks; or three sessions of three-three-two days. Regardless of the format the intensive should take advantage of the weekend in order to accommodate students who work full-time.
3. An application period, during which the student prepares a project in which the student applies his/her new learning to a real-life situation. Thus, the format combines substantial classroom activity with the "University without Walls" approach in which the student has maximum freedom to organize his/her study time according to his/her individual needs.

The amount of time spent in class is the same as in regular semester class of four units, a total of 64 hours. The Intensive Semester covers a period of 16 weeks, with the first four weeks devoted to individual preparation, eight days in the classroom, and at least four weeks to complete a project. The total time requirement varies somewhat, dependent on the schedule.

With respect to the learning process, The Intensive Semester introduces many changes. Most importantly, the concentration of the class experience tends to promote learning in an interactive mode. Classes are held to a maximum enrollment of 25 students, therefore, encouraging a higher degree of participation by students. Also, the requirement that all the preparation for the class be accomplished before the first meeting puts the student and the professor in a different relationship.

Experience has shown that the student has more influence on the direction of the learning as he or she seeks to clarify those dimensions of the subject that were not understood in the reading.

III.6 Information Regarding Degree Programs and Students

See the SPPD (<http://www.usc.edu/dept/publications/cat2002/ppd>) for descriptions of all SPPD degrees.

IV. Student Organizations

The School of Policy, Planning, and Development has three student organizations: The Student Association of Policy, Planning, and Development (SAPPD), Graduate Public Administration Community (GPAC), and Association of Students of Planning and Development (ASPD). These groups sponsor social, intellectual, and service events and activities for their respective constituencies.

V. Student Services Available to USC Students

V.1 Academic Support Programs (STU 301, 740-0776)

Provides tutorial and learning resources for all USC students. Includes tutoring individual sessions in effective learning techniques, learning enrichment workshops, assistance in reading effectively, learning disability assistance, diagnostic testing, and final review sessions.

V.2 Writing Center (Taper Hall, Room 310, 740-0776)

Provides individual assistance to any USC student for writing papers and improving writing skills. Word processors are available.

V.3 Career Center (STU 111, 740-5627)

Besides the SPPD Office of Career Services that offers career development assistance, the USC Career Center provide information and counseling to help students decide on a major, explore career options, and choose potential employers. Presents workshops on resume writing, interviewing, career decision making and job hunting.

V.4 Student Volunteer Center (STU 202, 740-9116)

Assists in placing students as volunteers with various local agencies and groups.

V.5 University Counseling Services (YWCA on campus, 740-7711)

Provides assessment, individual counseling, personal effectiveness groups, workshops and emergency services. Services are confidential.

V.6 Student Health Center

By Appointment – 849 West 34th Street, 740-5344

VI. Student and Administrative Services: Key Persons

Dr. Dan Mazmanian, Dean, RGL 312, 740-0350

Dr. Detlof von Winterfeldt, Deputy Dean (Research and Faculty Affairs), RGL 312D, 740-0350

Dr. Richard Sundeen, Associate Dean (Academic Programs), Faculty Advisor, Undergraduate Programs, RGL 324, 740-0365

Mrs. Regina Foley Nordahl, Associate Dean (Budget, Staff Personnel), RGL 312C, 740-1920

Ms. Carol Rush, Associate Dean, Office of Student Affairs (Marketing, Recruiting), RGL 108E, 740-6842

Dr. Niraj Verma, Faculty Advisor, Doctoral Programs, RGL 301B, 740-3958

Dr. LaVonna Blair Lewis, Director, Health Services Program, RGL 309, 740-4280

Dr. Peter Gordon, Faculty Advisor, MRED Program, RGL 331C, 740-1467

Dr. Elizabeth Graddy, Director, MPP Program, RGL 208, 740-5725

Dr. Dowell Myers, Faculty Advisor, MPL Program, RGL 301A, 740-7095

Dr. Shui Yan Tang, Faculty Advisor, MPA Program, RGL 206, 740-0379

Ms. Artimese A. Porter, Administrative Services Manager, (Keys to Part-time/Adjunct Faculty office, Mailboxes, Xeroxing, Phone messages, Multimedia Equipment for VKC), RGL 234, 740-2241

Ms. June Muranaka, Student Services Specialist, Doctoral Programs and Master of Real Estate Programs, RGL 108D, 740-0529
Ms. Cynthia Clayton, Academic Advisor (Master Degrees Petitions, Grade Sheets, Graduation Processing) Student Affairs, RGL 108C, 740-0525
Ms. Faye Cameron, Senior Advisor (PLDV, PPMT, MPL/MPDS), Student Affairs, RGL 108B, 740-4723
Ms. Sandra Buchan, Director, (Office of Career Services) RGL 232, 740-7481
Mr. Kevin Colaner, Director (Recruitment and Admissions) RGL 111B, 740-0399
Ms. Ellie Tostado, Assistant to Associate Dean, Academic Programs (Class Scheduling, Textbook Orders, Academic Planning), RGL 312, 740-1461

VII. Teaching Tips and Ideas for Improvement of Teaching

The USC Center for Excellence in Teaching located in 116 Leavey Library (740-9040) provides programs and information regarding the improvement of teaching. You may obtain further information on its web site: <http://www.usc.edu/admin/provost/cet>. Another useful source regarding teaching may be found at <http://www.unl.edu/teaching/Teachtips.html> (Teaching and Learning Center, University of Nebraska, Lincoln).

ACADEMIC RESPONSIBILITY

"Students, faculty, and administrative officials at the University of Southern California, as members of the academic community fulfill a purpose and a responsibility.

The University must, therefore, provide an optimal learning environment, and all members of the University community have a responsibility to provide and maintain an atmosphere of free inquiry and expression. The relationship of the individual to this community involves these principles: Each member has an obligation to respect:

1. THE FUNDAMENTAL HUMAN RIGHTS OF OTHERS
2. THE RIGHTS OF OTHERS BASED UPON THE NATURE OF THE EDUCATIONAL PROCESS
3. THE RIGHTS OF THE INSTITUTION

ACADEMIC DISHONESTY

The following statements and examples explain specific acts of academic dishonesty.

1. Examination Behavior: Any use of external assistance during an exam is considered academically dishonest unless expressly permitted.
 - a. Communicating in any way with another student during the examination.
 - b. Copying material from another student's exam.
 - c. Using unauthorized notes, calculators or other devices.
2. Fabrication: Any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.
 - a. Inventing or altering data for a laboratory experiment or field project.
 - b. Resubmitting returned and corrected academic work under the pretense of grader evaluation error, when, in fact, the work has been altered from its original state.
3. Plagiarism: Plagiarism is the theft and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practice.
 - a. Direct Quotation: Any use of a direct quotation should be acknowledged by footnote citation and by either quotation marks or appropriate indentation and spacing.
 - b. Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's
4. Other Types of Academic Dishonesty:
 - a. Submitting a paper written by another;
 - b. Using a paper or essay in more than one class without the instructor's express permission;
 - c. Obtaining an advance exam copy without the knowledge or consent of the instructor;
 - d. Changing academic records outside of normal procedures;
 - e. Using another person to complete homework assignment or take-home exam without the knowledge and consent of the instructor.

The above information is taken directly from the SCampus and the Academic Affairs Unit of the Student Senate in conjunction with the Academic Standards Committee.

APPENDIX A: ACADEMIC DISHONESTY SANCTION GUIDELINES

VIOLATION	RECOMMENDED SANCTION (assuming first offense)
Copying answers from other students on exam.	F for course.
One person allowing another to cheat from his/her exam or assignment	F for course for both persons.
Possessing or using extra material during exam (crib sheets, notes, books, etc.)	F for course.
Continuing to write after exam has ended.	F or zero on exam..
Taking exam from room and later claiming that the instructor lost it.	F for course and recommendation for further disciplinary action (possible suspension).
Changing answers after exam has been returned.	F for course and recommendation for disciplinary action (possible suspension).
Fraudulent possession of exam prior administration.	F for course and recommendation for suspension.
Obtaining a copy of an exam or answer key prior to administration.	Suspension or expulsion from the University; F for course.
Having someone else take an exam for oneself.	Suspension or expulsion from the University for both students; F for course.
Plagiarism.	F for the course.
Submission of purchased term papers or papers done by others.	F for the course and recommendation for further disciplinary action. (possible suspension)
Submission of the same term papers to more than one instructor where no previous approval has been given.	F for both course.
Unauthorized collaboration on an assignment.	F for the course for both students.
Falsification of information in admission application (including supporting documentation).	Revocation of university admission without opportunity to apply.
Documentary falsification (e.g., petitions and supporting materials medical documentation).	Suspension or expulsion from the university; F for course when related to a specific course.
Plagiarism in a graduate thesis or dissertation.	Expulsion from the university when discovered prior to graduation; revocation of degree when discovered subsequent to graduation.

Please refer to *Trojan Integrity: A Faculty Desk Reference*, for more information on assessing sanctions. You may also consult with members of the Office of Student Judicial Affairs and Community Standards at any point in the process, (213) 740-6666.

Note: The Student Conduct Code provides that graduate students who are found responsible for academic integrity violations may be sanctioned more severely than Appendix A suggests.