

PROGRAM OVERVIEW

The Doctor of Philosophy in Urban Education Policy (PhD) program will prepare you to excel as a scholar who conducts research to inform policies that will improve learning, equity and access for students across the nation and around the world. Utilizing USC Rossier's mentorship model, you will collaborate closely with a faculty advisor aligned with your research interests throughout all four years of the program. Additionally, you will benefit from the resources of a Tier 1 research university as well as a supportive student culture and school leadership that is committed to putting research into practice.

YOUR MISSION AND OUR MISSION ALIGNED

The USC Rossier School of Education prepares leaders to advance educational equity in urban settings and beyond. Our esteemed PhD program draws on innovative thinking and collaborative research to improve learning opportunities and outcomes, address disparities, challenge inequitable systems of power and solve the most intractable problems in education.

DISTINCTIVE BENEFITS

WORLD-RENOWNED FACULTY: Receive mentorship and support from leading faculty as you collaborate on interdisciplinary endeavors with major impact.

ASSISTANTSHIPS: Students gain knowledge and skills in their research and teaching assistantships under the guidance of their faculty advisor.

INDIVIDUALIZED PROGRAM OF STUDY: Choose courses in the second year that reflect your research interests, provide interdisciplinary perspectives and incorporate diverse methodologies.

DIVERSE STUDENT BODY: Benefit from the varied educational, cultural and professional experiences of your peers—many of whom have previous experience as classroom teachers, student affairs professionals, researchers and education leaders.

COHORT MODEL: Develop close bonds with your cohort as you take all classes together during your first year and then provide mutual support that will last throughout the program and beyond.

Transform
education
policy
through
meaningful
research



Jessica Leila Carranza is a research assistant under the mentorship of Dr. Patricia Burch at the USC Center on Education Policy, Equity and Governance. Her research focuses on bilingual education, English learners, juvenile justice, and mental health in K-12 education.

PROGRAM COMPONENTS

- Core block (all cohort students take the same four core courses)
- Concentration block (education courses)
- Research block (methods courses)
- Cognate block (courses outside School of Education)
- Dissertation block

COMPETITIVE FUNDING AND BENEFITS

All students admitted to the PhD program receive a research and teaching assistantship award for four years, which includes a \$36,000 annual stipend, up to 12 units of tuition per semester for classes that apply for your degree, payment of health and dental premiums as well as the student health center fee and professional development opportunities. Students are expected to devote 15-20 hours per week to their research and teaching assistantship duties. You also have the option to apply for external fellowships and grants in lieu of the USC-provided stipend.

APPLICATION DEADLINE

Complete applications are due by December 1.

APPLICATION CHECKLIST

- Online application
- Bachelor's degree from an accredited institution
- Résumé/CV
- Personal statement
- Writing sample
- Three letters of recommendation
- Scanned copy of official transcripts from all postsecondary institutions attended
- \$90 nonrefundable application fee
- TOEFL or IELTS test scores for international students

4

YEARS TO COMPLETE

63

UNITS

10

AVG. COHORT SIZE

GAIN THE SKILLS TO CONDUCT CONSEQUENTIAL RESEARCH THAT ADVANCES EDUCATIONAL EQUITY ACROSS DISCIPLINES.

PROGRAM FACULTY

EDUCATIONAL PSYCHOLOGY

STEPHEN AGUILAR

Assistant Professor of Education

Role of educational technologies in promoting equity; studying the design, efficacy and motivational implications of learning analytics, examines the role self-regulated learning plays on college going outcomes

JESSICA DECUIR-GUNBY

Professor of Education

Race and racial identity development; critical race theory; mixed methods research; emotions and coping

MARY HELEN IMMORDINO-YANG

Professor of Education, Psychology and Neuroscience; Director of the USC Center for Affective Neuroscience, Development, Learning and Education

Neural, psychophysiological and psychological bases of social emotion; self-awareness and culture and their implications for learning; development and schools

HARRY O'NEIL

Professor of Educational Psychology and Technology

Computer-based assessment of workforce readiness; teaching and measurement of self-regulation skills

ERIKA A. PATALL

Associate Professor of Education

Determinants, development and function of motivation; classroom support for motivation and learning; use and development of research synthesis and meta-analytic methods

GALE SINATRA

Stephen H. Crocker Professor of Education

Understanding the cognitive and motivational processes that lead to successful learning in science

BRENDESHA TYNES

Professor of Education and Psychology and Director of the Center for Empowered Learning and Development with Technology

Role of the internet in child and adolescent development with special attention to academic performance, including STEM; mental health and behavior; digital and media literacy interventions

HIGHER EDUCATION & K-12

DWUANA BRADLEY

Assistant Professor of Education; Pullias Center for Higher Education

Anti-Black sentiment across the P-20 pipeline; theories of anti-Blackness; critical socio-legal theories and critical qualitative methodologies; legislative influence on emergent tier-one universities and HBCU-HSI institutions

HIGHER EDUCATION

DARNELL COLE

Professor of Education; Co-Director of the Center for Education, Identity and Social Justice; Pullias Center for Higher Education

Race/ethnicity; diversity; college student experiences; learning

SHAUN R. HARPER

Clifford H. and Betty C. Allen Chair in Urban Leadership; Executive Director of the USC Race & Equity Center; University & Provost Professor

Race and equity in education and social contexts; student success in higher education and urban high schools; boys and men of color; intercollegiate athletics

ADRIAN HUERTA

Assistant Professor of Education; Pullias Center for Higher Education; Center on Education Policy, Equity and Governance

Boys and young men of color; college access and equity; gang-associated youth; socioecological factors that promote educational equity

ROYEL M. JOHNSON

Associate Professor of Education; USC Race & Equity Center; Pullias Center for Higher Education

Racial equity; education access; student success; education policy; carcerality in education; foster care; juvenile justice

ADRIANNA KEZAR

Dean's Professor in Higher Education and Director of the Pullias Center for Higher Education

Change process in higher education institutions; role of leadership in creating change

TATIANA MELGUIZO

Professor of Education; Pullias Center for Higher Education

Association of student trajectories and specific institutional characteristics on the persistence and educational outcomes of minority and low-income students

JULIE POSSELT

Associate Professor of Education; Pullias Center for Higher Education

Social and organizational analyses of equity, access and wellbeing in higher education; graduate education and the professoriate; research methods

K-12 EDUCATION POLICY

PATRICIA BURCH

Professor of Education, Co-Director of the Center on Education Policy, Equity and Governance

Patterns and drivers of school commercialism; implications for the form and delivery of public education, with specific attention to equity and quality

KAREN SYMMS GALLAGHER

Veronica and David Hagen Endowed Chair in Women's Leadership

Expert on educational policy and online education

ADAM KHO

Assistant Professor of Education; Center on Education Policy, Equity and Governance
School reform including school turnaround, school improvement, school choice and other education policies with special attention to equity

JULIE MARSH

Professor of Education and Co-Director of the Center on Education Policy, Equity and Governance

Implementation and effects of accountability and instructional improvement policies; school districts as central actors in educational reform; use of data to guide decision-making; politics of educational reform

PEDRO A. NOGUERA

Emery Stoops and Joyce King Stoops Dean

Sociology, race, equity, urban education; Expert on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts

LAWRENCE O. PICUS

Richard T. Cooper and Mary Catherine Cooper Chair in Public School Administration; Center on Education Policy, Equity and Governance
Adequacy and equity in school finance; efficiency and productivity in the provision of educational programs for PreK-12 school children

MORGAN POLIKOFF

Associate Professor of Education and Co-Director of the Center on Education Policy, Equity and Governance

Design, implementation and effects of standards, assessment and accountability policies

DAVID QUINN

Associate Professor of Education; Center on Education Policy, Equity and Governance

Inequities in educational outcomes and opportunities by race/ethnicity and socioeconomic status; causal mechanisms for ending inequity

TEACHER EDUCATION

YASEMIN COPUR-GENCTURK

Associate Professor of Education

Mathematics education with a focus on teacher knowledge, teaching practices and teacher development, and how these areas relate to student learning

CHRISTOPHER EMDIN

Robert A. Naslund Endowed Chair in Curriculum Theory; USC Race and Equity Center

STEM education; the intersection of theory and practice in science education; urban science education; race, class and diversity and youth empowerment in education; hip-hop education; culture and education