

Doctor of Philosophy (PhD) in Urban Education Policy

OVERVIEW

The PhD program in Urban Education Policy welcomes applicants whose research interests are aligned with the USC Rossier School's mission to improve learning in urban education locally, nationally and globally, and who plan to pursue careers as research scholars. Students in the program benefit from close interaction with a distinguished faculty, a collaborative research community and a positive student culture. The four-year, full-time program is offered on a semester calendar, beginning in August. Courses are taught at USC's University Park Campus.

STUDENTS FOCUS THEIR WORK IN THE FOLLOWING CONCENTRATION AREAS:

- K-12 Education Policy
- Educational Psychology
- Higher Education

DISTINCTIVE BENEFITS

MENTORSHIP/RESEARCH ASSISTANTSHIP: Students work as research assistants and receive mentoring from their faculty advisors throughout the 4 years as they prepare to become faculty members. They will develop their research, teaching, grant writing, and presentation skills. Students work 20 hours a week as research assistants and receive an annual stipend of \$32,000, health and dental benefits and 12 units of tuition a semester.

INDIVIDUALIZED PROGRAM OF STUDY: Students work closely with faculty mentors to select courses that reflect their research interests, with an interdisciplinary perspective that incorporates diverse research methodologies.

DIVERSE STUDENT BODY: Our students' backgrounds vary educationally, culturally and professionally, making the program one of the most diverse in the country. Many students have previous experience as classroom teachers, student affairs professionals, graduate students, researchers and education leaders.

COHORT MODEL: Students benefit from being part of a cohort. The cohort takes classes together in the first year which allows them to develop close bonds so they can support one another throughout the program and beyond.

POSTGRADUATE PLACEMENT: The program prepares students to be competitive academics upon graduation. Under the guidance of their advisers, recent graduates have accepted tenure-track positions and postdoctoral fellowships as well as research and policy positions.

12

Average Cohort Size

63

Number of Units

4

Years to Complete

ADMISSION

Admission to the USC Rossier PhD program is competitive and selective. The Admissions Committee seeks students whose academic background and breadth of experience demonstrate promise for success as an education policy scholar.

The ideal candidate combines well-developed written and verbal communication skills with strong quantitative proficiency. Preference is given to applicants who have some background in education, hold a master's degree and demonstrate interests that are compatible with the USC Rossier School's focus on urban education.

In order to be considered for admission, complete applications are due by 11:59 p.m. PST on December 1 each year.



PhD Program Faculty

At the USC Rossier School of Education, teaching and research are intertwined. Our renowned faculty is committed to educating the next generation of scholars and researchers through excellence in teaching and effective mentorship. Our school's mission and strategic plan are reflected in our faculty's varied research agendas.

Higher Education

Estela Mara Bensimon

Professor of Education and Co-Director of the Center for Urban Education (CUE)

Issues of racial equity in higher education from the perspective of organizational learning and socio-cultural practice theories; participatory critical action research

Darnell Cole

Associate Professor of Education and Co-Director of the Center for Education, Identity and Social Justice

Race/ethnicity; diversity; college student experiences; learning

Shaun R. Harper

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

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

Adrianna Kezar

Professor of Education and Co-Director of the Pullias Center for Higher Education

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

Tatiana Melguizo

Associate Professor of Education

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

Julie Posselt

Assistant Professor of Education

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

John Brooks Slaughter

Professor of Education and Engineering

Higher education leadership; diversity and inclusion in higher education; underrepresented minorities in STEM; access and affordability

William G. Tierney

University Professor, Wilbur-Kieffer Professor of Higher Education and Co-Director of the Pullias Center for Higher Education

College access and college readiness for underrepresented youth; privatization; innovation and governance in higher education; use of games and social media for increasing equity; qualitative research

Educational Psychology

Ron Avi Astor

Professor, Lenore Stein-Wood and Williams S. Wood Professor of School Behavioral Health (Social Work)

Role of the physical, social-organizational and cultural contexts in schools related to different kinds of school violence

Mary Helen Immordino-Yang

Associate Professor of Education, Psychology and Neuroscience

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

Daphna Oyserman

Professor of Psychology and Education

Cultural differences in cognitive, behavioral and focal self-concept; self-regulation

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

Professor of Psychology and Education

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

Brendesha Tynes

Associate Professor of Education and Psychology

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

LEARN MORE

USC Rossier School of Education

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K-12 Education Policy

Patricia Burch

Associate Professor of Education and PhD Program Chair

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

Emery Stoops and Joyce King Stoops Dean and Professor of Education

Expert on educational policy and online education

Julie Marsh

Associate Professor of Education

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

Lawrence O. Picus

Professor of Education Finance and Policy

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

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

David Quinn

Assistant Professor of Education

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

ABOUT USC ROSSIER

Ranked #15 among graduate schools of education by *U.S. News & World Report*, USC Rossier is founded on the belief that all students can learn and succeed, and this is reflected in our mission: to improve learning in urban education locally, nationally and globally.