DOCTOR OF PHILOSOPHY IN URBAN EDUCATION POLICY
(PHD)

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 work closely with a faculty adviser 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. One of the nation’s premier education schools and ranked #10 by U.S. News and World Report, USC Rossier 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 in interdisciplinary endeavors with major impact.
PROFESSIONAL ASSISTANTSHIPS: Earn a stipend while conducting experience-building work as a research and teaching assistant.
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.

PROGRAM COMPONENTS
- Core block (all cohort students take the same seven 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 generous financial assistance for four years, including tuition, $32,000 annual stipend for work as a research or teaching assistant for 20 hours per week, health benefits and professional development opportunities. 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 (master’s degree preferred)
- Statement of purpose
- Graduate Record Examination (GRE) score (no more than five years old at the time of program start)
- Three letters of recommendation
- Scanned copy of official transcripts from all postsecondary institutions attended
- $90 nonrefundable application fee
**Program Faculty**

**Educational Psychology**

**Stephen Aguilar**
Associate Professor of Education and Associate Director of the Center for Empowered Learning and Development with Technology
Role of educational technologies in promoting equity; studying the design, efficacy and motivational implications of learning analytics

**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**
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**
Stephen H. Crocker Professor of Education
Understanding the cognitive and motivational processes that lead to successful learning in science

**Brendesha Tynes**
Associate 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**

**Estela Mara Bensimon**
Dean’s Professor in Educational Equity and 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

**K-12 Education Policy**

**Patricia Burch**
Associate Professor of Education, PhD Program Chair and 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

**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

**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 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

**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 pro ductivity 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**
Assistant 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**
Assistant Professor of Teacher Education
Mathematics education with a focus on teacher knowledge, teaching practices and teacher development, and how these areas relate to student learning

**Learn More**

USC Rossier PhD Program Office
rsophd@rossier.usc.edu
213.740.4069
usc.edu/phd-urban-ed-policy