Mabel Sanchez PhD ‘21 is a research assistant under the mentorship of faculty at the USC Rossier Center for Education, Identity and Social Justice. Her research is focused on academic achievement and issues related to intersectional identities such as race, religion and gender.

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.
USC Rossier is a top-ranked school of education. In 2017, USC Rossier had the highest allocation of grant funding per faculty member of any school of education in the nation.

PROGRAM FACULTY
USC Rossier’s renowned faculty is committed to training the next generation of scholars and researchers to the highest standards. The school’s mission is reflected in the faculty’s varied research agendas in Education Psychology, Higher Education, K-12 Education Policy and Teacher Education.

PROGRAM COMPONENTS
- Core block (all cohort students take the same five core courses)
- Concentration block (degree 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 and dental insurance premium coverage, access to USC’s student health center and professional development opportunities. You have the option to apply for external scholarships and grants in lieu of the USC-provided stipend.

RESEARCH CENTERS
Through interdisciplinary partnerships and a commitment to equity, our research centers are improving access to education and creating new models for campus inclusivity.

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APPLICATION DEADLINE
Complete applications are due by December 1.

APPLICATION CHECKLIST
- Online application
- Bachelor’s degree from an accredited institution
- Master’s degree preferred
- Purpose statement
- Graduate Record Examination (GRE) score
- Examinations (no more than five years old at the time classes for the program begin)
- Three letters of recommendation
- Scanned copy of official transcripts from all postsecondary institutions attended
- $90 nonrefundable application fee

FACTORIES
EDUCATIONAL PSYCHOLOGY

STEPHEN AGUILAR
Role of educational technologies in promoting equity; studying the design, efficacy and motivational implications of learning analytics

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

MARY HELEN IMMORDINO-YANG
Neural, psychophysiological and psychological bases of social emotions, self-awareness and culture and their implications for learning, development and schools

HARRY O’NEIL
Computer-based assessment of workforce readiness; teaching and measurement of self-regulation skills

DAPHNA OYSERMAN
Cultural differences in cognitive, behavioral and social self-concepts; self-regulation

ERIKA A. PATALL
Determinants, development and function of motivation; classroom support for motivation; use and development of research synthesis and meta-analytic methods

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

BRENDESHA TYNES
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

ESTELA MARA BENSI MON
Issues of racial equity in higher education from the perspectives of organizational learning and socio-cultural practice theories; participatory critical action research

DARNELL COLE
Race/ethnicity; diversity; college student experiences; learning

SHAUN R. HAPNER
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
Change process in higher education institutions; role of leadership in creating change

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

JULIE POSSELT
Social and organizational analyses of equity, access and wellbeing in higher education; education and the professions; research methods

JOHN BROKES SLAUGHTER
Higher education leadership, diversity and inclusion in higher education; historically marginalized groups in STEM; access and affordability

WILLIAM G. TIERNEY
College access and college readiness for historically marginalized youth; privatization; innovation and governance in higher education; use of games and social media for increasing equity; qualitative research

K-12 EDUCATION POLICY

PATRICIA BURCH
School reform including school turnaround, school improvement, school choice and other education policies with special attention to equity

JULIE MARSH
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
School reform including school turnaround, school improvement, school choice and other education policies with special attention to equity

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

DAVID QUINN
Inequality in educational outcomes and opportunities by race/ethnicity and socioeconomic status; causal mechanisms for ending inequality

TEACHER EDUCATION

YASEMIN COPUR-GENCTURK
Mathematics education with a focus on teacher knowledge, teaching practices and teacher development, and how these areas relate to student learning
What sets the USC Rossier PhD program apart?

**WORLD-RENOVATED 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 or 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.

**YOUR MISSION AND OUR MISSION ALIGNED:**

The USC Rossier School of Education prepares leaders to advance educational equity in urban settings and beyond. Ranked as one of the nation’s premier education schools 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.

**LEARN MORE**

**USC ROSSIER PhD PROGRAM OFFICE**

rsoephd@rossier.usc.edu
213.740.4059
usc.edu/phd-urban-ed-policy

Transform education policy through meaningful research

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