

## 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 #11 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.

Transform  
education  
policy  
through  
meaningful  
research



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.

## 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)
- Personal statement
- Writing sample
- Three letters of recommendation
- Scanned copy of official transcripts from all postsecondary institutions attended
- \$90 nonrefundable application fee

RANKED

#11

by U.S. NEWS AND WORLD REPORT

IN 2016, USC ROSSIER HAD THE HIGHEST ALLOCATION OF GRANT FUNDING PER FACULTY MEMBER OF ANY PRIVATE SCHOOL OF EDUCATION IN THE NATION.

4

YEARS TO COMPLETE

63

UNITS

12

AVG. COHORT SIZE

## 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

#### 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

#### 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

#### DARNELL COLE

*Associate 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 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

#### ADRIAN HUERTA

*Assistant Professor of Education; Pullias Center for Higher Education*  
Boys and young men of color; college access and equity; gang-associated youth; socioecological factors that promote educational equity

#### 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

*Associate 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

#### JOHN BROOKS SLAUGHTER

*Professor of Education and Engineering; Pullias Center for Higher Education*  
Higher education leadership; diversity and inclusion in higher education; historically marginalized groups in STEM; access and affordability

### K-12 EDUCATION POLICY

#### PATRICIA BURCH

*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

#### 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 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  
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usc.edu/phd-urban-ed-policy