USC Rossier
School of Education

DOCTOR OF PHILOSOPHY IN URBAN EDUCATION POLICY
(PHD)

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.

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.edu/phd-urban-ed-policy

4 YEARS TO COMPLETE   63 UNITS   12 AVERAGE COHORT SIZE

IN 2020, 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 (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 and dental insurance premium coverage, access to USC's student health center and professional development opportunities. You have the option to apply for external fellowships 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.

- Pullias Center for Higher Education
- Center for Enrollment Research, Policy and Practice
- USC Race and Equity Center
- Center for Education, Identity and Social Justice
- Center for Empowered Learning and Development with Technology
- Center for Engineering in Education
- Center for Education Policy, Equity and Governance
- Center for Engagement-Driven Global Education

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
- Writing sample
- Three letters of recommendation
- Scanned copy of official transcripts from all postsecondary institutions attended
- $90 nonrefundable application fee
- Graduate Record Examination (GRE) score (optional and not expected)

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

MARY HELEN IMMORDINO-YANG
Professor of Education, Psychology and Neuroscienc and Director of the USC Center for Affective Neuroscience, Development, Learning and Education (CANDLE)
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
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
Race/ethnicity; diversity; college student experiences; learning

SHAUN R. HARPER
Clifford H. and Betty C. Allen Chair in Urban Leadership
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 H. HUERTA
Assistant Professor of 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
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
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
Higher education leadership; diversity and inclusion in higher education; historically marginalized groups in STEM; access and affordability

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
Veronica and David Hagen Endowed Chair in Women's Leadership
Expert on educational policy and online education

ADAM KHO
Assistant Professor of Education
School reform including school turnaround, school improvement, school choice and other education policies with special attention to equity

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

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
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

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

What sets the USC Rossier PhD program apart?

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 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

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usc.edu/phd-urban-ed-policy

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