Mabel Hernandez 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.
Dissertation block ▪ Cognate block (courses outside ▪ Concentration block
▪ Core block (all cohort students ▪ Applied Psychology
▪ Applied Educational Psychology
▪ Curriculum and Instruction
▪ Comparative and International Education
▪ Educational Psychology
▪ Educational Technology
▪ Higher Education
▪ Industry and Organizational Development
▪ Quantitative and Qualitative Research Methodologies
▪ Social Justice Education
▪ Student Development
▪ Teacher Education
▪ Urban Education
▪ Women’s Education

Core block (all cohort students ▪ Concentration block ▪ Research block (methods courses) ▪ Cognate block (courses outside school of education) ▪ Dissertation block

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 ▪ Personal statement ▪ Résumé/CV ▪ Writing sample ▪ Three letters of recommendation ▪ Scanned copy of official transcripts from all postsecondary institutions attended ▪ $90 nonrefundable application fee ▪ International applicants only: TOEFL or IELTS scores

FACULTY

EDUCATIONAL PSYCHOLOGY

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

MARY HELEN IMMORDINO-YANG
Professor of Psychology, High Cognitive Outcomes, and Director of the USC Center for High-Capacity Teaching and Learning
Psychological and physiological bases of social emotion; 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

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

GALE SINATRA
Director of the USC Rossier School of Education
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

HIGHER EDUCATION

DARNELL COLE
Professor of Education
Race/ethnicity; diversity, college student experiences; learning

SHAUN R. HARPER
Associate Professor of Education
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
Boys and young men of color; college access and equity; gang-associated youths; sociological factors that promote educational equity

ADRIANNA KEZAR
University of California, Berkeley
Change process in higher education institutions; role of leadership in creating change

TATIANA MELOQUIZO
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 professional research methods

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

K-12 EDUCATION POLICY

PATRICIA BURCH
Assistant Professor of Education
Patterns and drivers of school commercialism; implications for the formation and delivery of public education, with specific attention to equity and quality

KAREN SYMMS GALLAGHER
Assistant Professor of Education
Expert in educational policy and online education

ADAM KHO
School reform including school turnaround, school improvement, school choice and other education policies with specific attention to equity

JULIE MARSH
Assistant 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
Director of the Center for the Study of Race and Equity in Education
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
Clifford H. and Betty C. Allen Chair in Urban Leadership
Role of educational technologies in promoting equity; studying the design, efficacy and motivational implications of learning analytics

DAVID QUINN
Professor of Education and Engineering
Higher education leadership; diversity and inclusion in higher education; historically marginalized groups in STEM; access and affordability

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

TEACHER EDUCATION

YASEMIN COPUR-GENCUTKUR
Mathematics education with a focus on teacher knowledge, teaching practices and teacher development; anchoring these areas relates 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: Gain knowledge and experience as a research or teaching assistant under the guidance of your faculty advisor.

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
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