The following programs are critical to the institutional mission and thus MEET the institution’s criteria for retention.

Provost/VPAA Signature and Date________________________________________________________

----OR----

Michael Galchinsky 10/28/2021

Provost/VPAA’s Designee Signature and Date__________________________________________
Bachelor of Science in Education with a major in Middle Level Education

The Bachelor of Science in Middle Level Education (BSE ML) program has a focus on supporting students in the development and implementation of culturally relevant classrooms through an integrated emphasis on equity and justice with an average of over 30 students completed the program during the period under review and 45 BSE seniors entering field placements for the 2020-2021 school year. The external reviews found that the ML program has a focus on supporting students in the development and implementation of culturally relevant classrooms through an integrated emphasis on equity and justice alongside pedagogical content knowledge. The cohort structure of the 2-year program was found by the reviewers to be identified as a particular area of strength by students interviewed as it, “builds a sense of community that provides support, encouragement, and a sense of belonging.”

The reviewers noted “the signature strength of the program is its strong commitment to equity and justice in education.” These progressive structural and philosophical developments were noted by the reviewers as being made in a responsive manner by the program coordinator and affiliated faculty noting “the program seems to be effectively using its assessment data to make necessary adjustments.” They continue, “the decisions to situate initial field experiences in schools serving underrepresented populations and the development of a cohort model were undertaken in response to data on the edTPA and the Teaching for Social Justice Beliefs Scale.” In addition to strong relational development and a focus ion equity and justice, teachers are very well prepared to teach their content as reviewers note “The pass rates on required credentialing assessments are excellent, exceeding 95% on the EdTPA across content areas.”

As a 2-year cohort-based undergraduate program, BSE MLE enrollment figures are best represented by differentiating between juniors and seniors. For the 2019-2020 year, 26 seniors and were enrolled and 42 juniors for a total enrollment of 68 students. Additionally, the April 2020 application deadline received 45 new applications, of which, 27 are transfer students from GSU’s Perimeter Campus.

BSE MLE Action Steps.

1. Enrollment:
   a) Increase BSE enrollment by:
      ▪ Strengthening relationship with OAA and undergraduate advising offices to spread awareness of the BSE Middle Level program.
      ▪ Coordinate with CEID on marketing materials (paper & digital)
      ▪ Coordinate with Perimeter campus affiliated faculty and advisors to smooth transition process and increase awareness of ML program.
   b) Secure systemic funding for the GSU CREATE program by partnering with Atlanta Public Schools. While they have had great success in attracting external funding and are engaged in additional grant-writing, finding more stable, long-term funding
Master of Arts in Teaching with a major in Mathematics Education

THE NUMBERS:

Enrollment–
- 3-year enrollment: 2016: 16, 2017: 19, 2018: 14 – ~16 students a year on average over the 3 years
- 2019: 17 students with 15 students actively enrolled in spring semester 2020
- Diverse group of students

Graduates–

Strengths
- Retention rates are quite strong - extended support during and after teacher preparation from the scholarship programs [WWF; CREST-ED; now going to DSPETL]
  [APR Review Report, March 03, 2020, p. 4]

edTPA-
- 3-year edTPA #pass (%): 2016: 14 (100%); 2017: 11 (100%); 2018: 12 (86%)

Mathematics I (content knowledge)-
- 3-year Mathematics I #pass, (% at professional level): 2016: 4 (100%), Professional level (100%); 2017: 11 (92%), Professional Level (83%); 2018: 7 (100%), Professional Level (86%)

THE MISSION:
The mission of the Master of Arts in Teaching program for Mathematics Education is aligned with the mission of the GSU PEF, which represents a joint enterprise within an urban research university between the College of Arts and Sciences and the College of Education & Human Development, working in collaboration with P-16 faculty from diverse metropolitan schools. Grounded in these collaborations, the mission of the program in Mathematics Education is to prepare educators (i.e., teachers and other professional school personnel) who are: informed by research, knowledge and reflective practice; empowered to serve as change agents; committed to and respectful of all learners; and engaged with learners, their families, schools, and local and global communities.

THE GOALS:
The goals of the M.A.T. major in Mathematics Education are to prepare educators who:
- Demonstrate professional knowledge of human growth and development, individual differences, diverse cultures and communities to create inclusive learning environments, through various modality (online, hybrid, and face-to-face).
- Possess the content knowledge necessary to understand and apply the curriculum he or she teaches.
- Possess the pedagogical content knowledge and skills to plan for instruction and assessment, to enact instruction and assessment, and to critically reflect on personal practice and student learning.
- Demonstrate professional and ethical dispositions and skills to collaborate with other professionals to meet the cultural, linguistic, learning and behavioral needs of all learners.

Strengths
- Equity and Justice prevalent concept and manifestations in preservice teachers practice and reflections – A contribution from faculty and concentrated course CRMT [Teaching for Social Justice] across their first two semesters in the cohort towards practicum [Dr. Hackett]
  [APR Review Report, March 03, 2020, p. 1, ]
Master of Arts in Teaching with a major in Science Education

THE NUMBERS:

Enrollment & Graduates—

- 3-year enrollment: 2017:14, 2018:20, 2019:14 — ~16 students a year on average over the past 3 years
- Applicants and enrollment have increased in 2020. We have accepted about 28 student to the program. This increased partially is attributed to the DSPETL grant housed in the MSI department.

Graduates—

- Our graduates are highly sought after around Metro Atlanta as we constantly receive emails from principles and science department chairs asking to recruit from our graduates.

THE MISSION:
The mission of the Master of Arts in Teaching program for Secondary Science Education program is aligned with the mission of the GSU PEF, which represents a joint enterprise within an urban research university between the College of Arts and Sciences and the College of Education, working in collaboration with P 16 faculty from diverse metropolitan schools. Grounded in these collaborations, the mission of the MAT program in Science Education is to prepare educators (i.e., teachers and other professional school personnel) who are:

- informed by research, knowledge and reflective practice;
- empowered to serve as change agents;
- committed to and respectful of all learners; and
- engaged with learners, their families, schools, and local and global communities.

THE GOALS:

Prepare teacher candidates who possess:

1. The professional knowledge of human growth and development, individual differences, diverse cultures and communities to create inclusive learning environments.

2. The content knowledge necessary to understand and apply the curriculum he or she teaches.

3. The pedagogical content knowledge and skills to plan for instruction and assessment, to enact instruction and assessment, and to critically reflect on personal practice and student learning.

4. The professional and ethical dispositions and skills to collaborate with other professionals to meet the cultural, linguistic, learning and behavioral needs of all learners.

ACTION PLAN/MEASURES (achieve by next APR report):

- Maintain the average enrollment per year above 20 students
- Sustain recruitment efforts
- Ensure that all learning outcomes/objectives are being addressed, and that students are meeting or exceeding desired target.
Master of Arts in Teaching with a major in English Education

The English Education Master of Arts (MAT) program is a strong program in the Department of Middle & Secondary Education (MSE). While this program faced a decline in enrollment that was in keeping with the national trends for teacher education, the program continues to grow in numbers. The students in this program reflect the overall goals that we have for them: To perform well in classrooms as thoughtful, critical teachers who can prove their acumen via strong coursework and performance on standardized assessments. We emphasize the importance of the arts in this program and have a long-standing relationship with The Alliance Theatre in which students explore both a Shakespearean text and themes of power and equity in a project that culminates in a handful of performances in small groups.

Our annual assessment of the program shows consistent evidence that our students are performing well in their field placements and in their standardized assessments. The educational program largely remains the same because our candidates are becoming good teachers. They can show their quality on all of the indicators, exams, and expectations that we and the state of Georgia have put in front of them. Ours is a strong program that we will continue to refine with incremental moves to raise scores on the cTIPs. We are also working together as faculty to support candidates in their field placements and document their work via our observation instrument.

The teaching goal for MSE is the following: Continue and extend our preparation of students to be equity and justice-oriented scholars/educators/researchers who are leaders in addressing needs of local and global communities.

Action Plan:

1. Toward achieving the goal of the department and our program, the program coordinator and faculty who teach in the program will continue our partnership with The Alliance Theatre and continue our work as we have done. This partnership is a signature experience that we will continue to implement.

2. In terms of enrollment, we are working with the English department in the College of Arts and Sciences to develop a BA English and MAT English Education degree to increase the pipeline of students from GSU into our program. This degree is going through the approval process. Our goal is to begin this program and increase the number of students in English Ed who have degrees in English from GSU.

3. Toward the goal of having a high-quality program according to assessment standards set by the Professional Standards Commission, we will continue to refine and incrementally change our program. These changes will be made among faculty in English Ed and across the Initial Teacher Preparation Faculty to help match our assessments with our goals.

4. In terms of enrollment, we want to enroll an average of 15 or more students in each cohort. Our cohorts begin building in fall and spring terms and coalesce into a graduating class in summer terms. On average, we have 30 to 40 students in the program across all cohorts. Our aim is to enroll students from GSU via the BA English/MAT English Education program to help increase these numbers.
Master of Arts in Teaching with a major in English to Speakers of Other Languages (ESOL) Education

According to the APR, the ESOL MAT program has steadily improving numbers with good graduation rates and edTPA pass rates. However, this included the MAT ESOL Online numbers, which have been improving over the years. Because CREST Ed ended and Dr. Feinberg’s newest grant could not include ESOL MAT candidates, enrollments have gone down dramatically, starting in 2019. We are now only admitting about 3-5 new candidates a year to the face-to-face program with no new funding streams yet. I have resubmitted a revamped NSF DRK-12 Proposal which would provide ESOL endorsements as part of the training and would increase enrollments in the TSLE courses and some of the world language courses and help if the grant funds. It is still under review at NSF at this time, an encouraging sign (we should know by end of May 2020—the there would be two cohorts of 10 candidates starting in Fall 2021).

Routinely, districts reach out to us for our ESOL certified teachers to teach in their districts. They are even reaching out now for our not-yet-certified candidates because they know of our quality. Our graduates do excellent work in the field, based on this outreach as well as feedback from district administrators.

The only three courses we need to run at GSU in order for students to matriculate are the three TSLE courses: methods, culture, and language acquisition. They are each cross-listed as undergraduate courses as well and tend to make with numbers of around 10-13 students.

To attempt to increase enrollments, I want to do the following.

1. Improve attractiveness of the MAT ESOL face to face webpage for more engaging interface.
Master of Arts in Teaching with a major in ESOL Education (Online)

Although the Online MAT ESOL program exhibits steady numbers over the review period, the number of active students in the program, staying mostly between 29 and 33 and slightly increasing over the most recent two years, shows that the program will most likely to continue growing in the upcoming years as we continue achieving strong results in edTPA, productive connections with ESOL learning communities on local and global settings, and successful interdisciplinary approaches in teaching ESOL. In terms of academic progress, our edTPA scores over the last three years show that students have been quite strong across all ten InTASC standards. These scores indicate that the students showed good knowledge of students and professionalism. One area of limitation in which students need more training is dispositions. Still, the overall scores indicate that they are well-prepared as future teachers and can show their professional teaching knowledge and skills when observed and evaluated by a supervisor.

To further improve our strengths in the Online ESOL programs, I suggest that we take action in the following areas:

1. Looking at the edTPA assessments from a holistic perspective, we find that the candidates in our program have been strong and will continue to show the consistency we have come to expect in the Online MAT ESOL Education. We will continue to support candidates on professionalism, collaboration with others, dispositions, communication with students and parents, assessment and academic language. We will also support and understandings of how to teach students to use teacher feedback and to analyze their teaching performance. We will address these items in our workshops and courses, by providing them modelling and scaffolding.

2. Another strength of our program is global connectedness. We will continue virtual exchange projects through which our students become global collaborators. We will improve student’s practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Toward this aim, I propose that we prepare GSU Signature Experience courses for our programs. The faculty may apply for a GSU Signature Experience Mini-Grant (https://myexperience.gsu.edu/faculty/next-steps/grants-and-awards/signature-experience-course-development-mini-grants/). The purpose of these grants is to promote experiential learning for undergraduate students. Virtual Exchange courses are considered experiential and are eligible for these mini-grants. A grant can be used to create a new experiential learning course or to enhance an existing course to add an experiential learning component with a goal of submitting the course for designation as a Signature Experience course for the next cycle of catalog updates. Several grants are available each year, with a maximum award up to $1,500 per applicant.

https://myexperience.gsu.edu/faculty/next-steps/grants-and-awards/signature-experience-course-development-mini-grants/

3. The potential for collaboration between ESOL and dual language immersion as well as world languages is strong considering the relatively recent re-organization and the faculty members strengths. Securing external funding could provide additional support. International Partnerships & Agreements is hosting two FIPE Grant Workshops, designed to provide information on the Faculty International Partnership Engagement Grant
MAT Middle Level Education

The mission of the Master of Arts in Teaching program for Middle Level Education is aligned with the mission of the GSU Pi E, which represents a joint enterprise within an urban research university between the College of Arts and Sciences and the College of Education and Human Development, working in collaboration with P 16 faculty from diverse metropolitan schools. Grounded in these collaborations, the mission of the MAT program in Middle Education is to prepare educators (i.e., teachers and other professional school personnel) who are informed by research, knowledgeable and reflective practitioners; empowered to serve as change agents; committed to and respectful of all learners; and engaged with their families, schools, and local and global communities.

The MAT Middle Level Education program has experienced a steady increase in enrollment from 2016-2019. 3-year program enrollment data includes: 2016 (26 students); 2017 (49 students); 2018 (51 students). The course program and advisement have been streamlined to ensure that the program mission is being achieved. Students are receiving clear and consistent advisement towards certification and degree completion. The varied practicum teaching experiences and community service-learning activities are working to prepare students who are informed, active citizens and change agents not only for effective urban teaching, but also for sustained and focused community engagement.

Action Plan/Measures: (achieve by next APR report)

1. Program receive a Distinguished Program Award
   - Measures: program coordinator locate and submit one program award application each year (ex: Georgia Association of Teacher Educators Distinguished Program Award)

2. Seek external funding to establish the Sankofa Series: a professional development workshop series and mentorship/alumni network for program graduates in which best practices and classroom experiences are shared
   - Measures: unit faculty locate and submit one grant a year

3. Create a pipeline of students who return to GSU’s College of Education and Human Development to pursue a PhD or EdD.
   - Measures: unit faculty will work with PhD and EdD program faculty to provide opportunities for doctoral and MAT students to engage in program, research, and professional development opportunities
MAT Secondary Social Studies Education

The mission of the Master of Arts in Teaching program for Middle Secondary Social Studies Education is aligned with the mission of the GSU PBEF, which represents a joint enterprise within an urban research university between the College of Arts and Sciences and the College of Education and Human Development, working in collaboration with P 16 faculty from diverse metropolitan schools. Grounded in these collaborations, the mission of the MAT program in Secondary Social Studies Education is to prepare educators (i.e., teachers and other professional school personnel) who are: informed by research, knowledge and reflective practice; empowered to serve as change agents; committed to and respectful of all learners; and engaged with learners, their families, schools, and local and global communities.

The MAT Secondary Social Studies Education program has experienced a steady increase in enrollment from 2016-2019. 3-year program enrollment data includes: 2016 (24 students); 2017 (40 students); 2018 (51 students). The course program and advisement have been streamlined to ensure that the program mission is being achieved. Students are receiving clear and consistent advisement towards certification and degree completion. The varied practicum teaching experiences and community service-learning activities are working to prepare students who are informed, active citizens and change agents not only for effective urban teaching, but as, also for sustained and focused community engagement.

Action Plan/Measures: (achieve by next APR report)

1. Program receive a Distinguished Program Award
   - Measures: program coordinator locate and submit one program award application each year (ex.: Georgia Association of Teacher Educators Distinguished Program Award)

2. Seek out funding to establish the Sankofa Series: a professional development workshop series and mentorship/alumni network for program graduates in which best practices and classroom experiences are shared
   - Measures: unit faculty locate and submit one grant a year

3. Create a pipeline of students who return to GSU’s College of Education and Human Development to pursue a PhD or EdD.
   - Measures: unit faculty will work with PhD and EdD program faculty to provide opportunities for doctoral and MAT students to connect and engage in program, research, and professional development opportunities
The Master of Education Online (emphasis in Mathematics Education) is in the Department of Middle and Secondary Education and is overseen by the Mathematics Education Unit. The program seeks to advance early- and mid-career mathematics teachers’ ability to effectively implement standards-based instructional practices. The program also places a significant emphasis on teachers’ content knowledge and thus engages them in advanced level mathematics coursework. In our program we have had 27, 25, and 37 students enrolled during the Fall ‘16, ‘17, and ‘18 school years respectively. The data shows that we have not been enrolling many new students into face-to-face program, but have been successful in maintaining retention and graduation of current students.

APR data shows that we are offering our graduate students 8420 and 7560 most frequently. What this means to me is that we have to make sure that those courses are doing a good job of helping students realize why theorizing about mathematics is important to how we establish practice. I want masters students to leave the program knowing that this content is not disconnected from their teaching practice, even if highly theoretical (I revisit this in one of the SMART goals). From teaching some of these courses personally, I know that’s a goal that I intend to bake into the program when advising, as well as into the course itself.

I also notice that the report shows that 100% of our student meet the exit requirement. I think this is important because it speaks to the fact that we are willing to continue to work with them until they have a product that is well-defined and reflects quality work. Lastly, part of what I’ve been considering is how to make this program competitive. We believe that this program is effective and distinguished from other of its kind because we have researchers who are doing work with urban mathematics education, theorizing about race, and conducting research around hip-hop as a pedagogical tool. This program will complement the forthcoming STEM program.

SMART Goals:

1. Place a greater emphasis on the connection between theory and practice in their coursework by making sure instructors use texts that address both ends of this spectrum
2. Create an advertisement via video or social media that helps with recruitment, especially for our face to face program
3. Identify the key differences between the mathematics education MEd and the purpose of the potential STEM program
4. Follow up with recent MEd graduates to see if they would like to come back to do a PhD
5. Develop a “cheat sheet” for instructors of the Masters level courses of helpful and innovative activities to expose our students to in this online teaching environment
6. Bonus- Begin thinking about some infrastructure of support for MEd students taking MATH courses so they can collaborate and help one another
Master of Education with a major in Literacy Education

Description of Program

The M.Ed. in Literacy Education is a flexible, hybrid program with a mix of face-to-face (f2f) and online classes, designed with the working education professional in mind. The program provides advanced educator preparation for the study of literacy processes and literacy instruction for culturally diverse learners in urban areas. This program is open to certified teachers, regardless of initial preparation area, and no GRE scores are required. For teachers with a T4 who are certified in Early Childhood Education, English Language Arts or Reading Education at grades 4-8 or 6-12, completion of this program results in eligibility for a certification upgrade.

Students select from three areas of concentration:

- literacy instruction (renamed from reading instruction, program change approved May 2020)
- digital literacies
- families, communities and culture

Students can enter the program at any time and take classes at their own pace, and the program coordinator works with them to ensure they have a workable plan. Classes are taught by outstanding, award-winning faculty affiliated with the Language and Literacy unit in Middle and Secondary Education. Professors have conducted research in literacy education.

Students can also add an English to Speakers of Other Languages endorsement and/or an Urban Education Endorsement. Once accepted into this program, students declare their intention to pursue an endorsement. Once the courses for the endorsement are completed, they submit an application to receive the endorsement.

Students complete a professional portfolio as an exit requirement that demonstrates mastery of professional standards from the International Literacy Association for classroom teachers of reading. This portfolio can be shared with other teachers and administrators to demonstrate knowledge or to provide professional development.

Website: [https://education.gsu.edu/program/med-literacy-education/](https://education.gsu.edu/program/med-literacy-education/)

Identify major finding(s) related to your program(s).

The Master of Education (MEd) degree program is offered in six concentrations (and three platforms): English, literacy (hybrid), mathematics, mathematics (online), ESOL (online), science (online), and social studies. According to the MSE APR Review,

Strengths include the 2020 US News & World Report rankings of “Best Grad Schools – Education Programs & Specialties” as well as the rigor and innovation of the MSE graduate-level degrees and endorsements. Testimonials from the 26 students who participated in the program review provided clear evidence of the unit’s commitment to equity and social justice and how this deep reflective process better prepares them for their respective futures whether that be higher education or K-12.” (MSE APR Review, 2020, p. 3)
Master of Education with a major in Reading, Language, and Literacy Education (Online)

Program Mission

The Online M.Ed. in Reading, Language, and Literacy Education prepares educators to serve as leaders in the field of literacy education. It is open to all certified teachers, regardless of their initial preparation area. The program prepares graduates as reading teachers, ESOL teachers, and literacy specialists. Candidates document their learning and growth through an electronic portfolio assessment. The mission of the Online M.Ed. in Reading, Language, and Literacy is to equip educators with the knowledge and tools to advance the literacy abilities of culturally, racially, and linguistically diverse P-12 students in urban learning environments.

Program Goals / Action Plan

### Goal

- We will increase program enrollment by 20%
- Candidates will design and implement effective literacy instruction that meet the needs of culturally, racially, and linguistically diverse K-12 learners in urban schools.
- We will increase the visibility and impact of our program
- Candidates will complete program requirements successfully

### Action Plan

- We will disseminate print and digital marketing materials to recruit high quality, diverse candidates. We will target applicants from Atlanta Public Schools and the surrounding areas, as well as B.S.Ed graduates from GSU.
- We have developed partnerships with schools in our community to provide candidates with hands on clinical experiences delivering online, literacy instruction to K-12 students.
- Portfolium, a public facing, portfolio and professional network, will increase our visibility, and allow us to more efficiently evaluate the long-term impact of our program.
- We have added an orientation course to support incoming students, and we will also offer advisement sessions and workshops each semester that will support candidates during each phase of the program.
Master of Education with a major in STEM Education

For the MEd online degree program in science education, we continuously had low enrollment. Enrollment issues worsened when we switched from GeorgiaOnMyLine (GOML) to Georgia State University online. Due to the low demand, the science education unit decided to close that particular program and submit a program change for a MEd degree in STEM Education.

The current M.Ed online degree program in science education will be broadened to an M.Ed online degree program in Science, Technology, Engineering, and Mathematics (STEM) Education with an embedded STEM Endorsement. This integrated degree will have 4 concentration tracks – science education, mathematics education, computer science, and integrated middle level.

The Department of Middle and Secondary Education proposed a new prefix that integrates several content areas in the College of Education and Human Development – science education, mathematics education, learning technologies, and educational policy studies. This new prefix will support courses that reflect current trends and reform efforts in education, thus preparing teachers to enact more integrated content with embedded 21st century skills. STEM Education courses will infuse problem-based learning and cutting-edge content for a comprehensive transdisciplinary program.

In 2020-2021, we will focus on graduating the remaining students in the MEd program, developing courses, recruitment, admittance, and matriculation of the first cohort who will begin in summer 2021.

Addition of 6 new courses –
1) STEM 7120 – Sociocultural Foundations of STEM Education
2) STEM 7910 – Action Research and Community-Engaged Scholarship in STEM Education
3) STEM 7080 – Psychology of Teaching and Learning Environments in STEM Education
4) STEM 8410 – Project-Based and Transdisciplinary STEM Education
5) STEM 8420 – Equity and Justice in STEM Education Capstone Project
6) STEM 8430 – Nature of Science, Mathematics, and Technology

Measures that will be used to assess the effectiveness of the program include:

Student learning outcomes and other program outcomes (e.g., job placements, examination pass rates, etc.)
- Positions that graduates assume during the degree program and immediately upon completion
- % of students scoring proficiency or above on capstone project/exit portfolio – Pass

Plans for assessing these outcomes
- Number of students who enroll in the STEM degree program
- % of students completing the degree program in STEM Education
Master of Education with a major in Social Studies Education

The primary strength of the M.Ed. Social Studies program is the quality of students. Whereas the primary weakness is comparatively low enrollment. However, the M.Ed. students typically take many of the same courses of the M.A.T. students. The external reviewers noted “Lower enrollment in MEd programs is typical nationally.” The reviewers also emphasized “A focus on concentrations within degrees (e.g. MEd social studies) should be tempered with a higher level view of the overall program and various degree paths within that area.” In other words, a departmental level view of different concentration paths for the MEd reflects a relatively robust degree program. On a final note, the external reviewers concluded “If anything, the number of faculty is somewhat low to support the level of work being done across the academic program; see the section on resources above.”

The APR report shows a steady increase from 2 to 6 students in the M.Ed. Social Studies program during the reporting period. Currently, the M.Ed. Social Studies program increased to 8 students with one graduating this spring and one new student accepted to begin this summer.

Goals:

- Strengthen the M.Ed. Social Studies program by increasing enrollment through marketing efforts over the next two years.
- Increase the number of tenure-track faculty in social studies after the COVID-19 crisis.
Doctor of Education with a major in Curriculum and Instruction

Specific to the Ed.D. in Curriculum and Instructions’ productivity, viability, and quality – the components of the APR that apply in particular to our program are italicized below. Our program is well-connected to the goals involving research to support the needs of local communities – the local Atlanta metro area as well as in teaching integrating the components of equity and social justice. The work of advocacy, equity, social justice in urban areas is an integrated curricular feature of the Ed.D. as related to teaching goals. Finally, in terms of service, the Ed.D. incorporates residency requirements that align with departmental APR goals. With respect to the APR report, the Ed.D. meets high standards of productivity with a 3.5 year graduation rate and consistent enrollment, viability to support department goals in its aim and structure, and quality measured by the success of our students both during the program and post-graduation. Nevertheless, there is always space for revision and improvement. Goals for the following major findings are outlined below to be presented to the interdisciplinary faculty program committee of the program for overall consideration. Many goals outlined in the APR document align with needs to improve the EdD residency requirements and thus I submit should be the focus of our efforts first.

- Continue to work with the EPRS faculty to further improve students’ research knowledge and implementation of dissertation studies via coursework;
- sustain, analyze, and improve the strong curriculum of the program;
- sustain, analyze, and improve the cohort model and its components.
- Improve access, facilitation, and monitoring of Residency Requirements:
  - Build capacity in scholarly leadership by providing support for / refocusing on residency requirements (which include presentations/publications);
  - focusing again on residency requirements, build stronger community needs assessments & service connections via EdD students’ service components;
  - build capacity within both clinical and tenured / tenure-track faculty to support students’ individual dissertation committees & research work as well as in publishing and presenting;
  - involve EdD students in special programs/grant – other academic work as possible given their typically full time teaching status.
- EdD students would benefit from more involvement in Doc Council and having a space “to go” to write and work (in progress)

1. **SPECIFIC** – addresses the major finding with one or more concrete activities;
2. **MEASURABLE** – it provides a means (such as a quantifiable target or a list of specific actions by which the department and Dean can determine whether the step has been achieved;
3. **ASSIGNABLE** – it identifies specific actors in the unit who will undertake it (e.g. program coordinator, chair etc). **This will be you or Program Coordinator.**
4. **REALISTIC** – it can actually be accomplished, from a personnel and resource standpoint
5. **TIME-RELATED** – it describes stages to be implemented before the next APR cycle.

**RESEARCH**

**Goal:** Continue and extend our standing as leaders in equity and justice oriented research and scholarship on teaching and learning addressing needs of local and global communities.

**Objectives:**
1. Conduct research to address and support the needs of local and global communities related to equity and justice in education.
2. Strengthen our international standing as leaders in equity and justice oriented research and scholarship on teaching and learning.
3. Maintain and support robust grant-seeking efforts.

**Resources Needed:**
- Every research-active faculty member should have funding for a GRA;
- course releases for significant professional leadership and editorship positions supported by CEHD, the newly created The Graduate School (TGS), and/or the university;
- focus on tenure-track hires and/or recruiting associate/full professors as well as clinical faculty;
- faculty support at the legislative and leadership level (i.e., leaders who support criticality) so to do the kind of critical consciousness work MSE faculty members do without fear of repercussion;
- stable infrastructure for department-level administration of grants;
- funding packages for full-time doctoral students through MSE, CEHD, TGS, and/or university fellowships/assistantships;
- writing time allotment for conceiving, developing, and submitting grant proposals;
- technology updates/research infrastructure;
- space and funding for centers (e.g., relocating the ULCC in the CEHD Building, creating CEHD space for the CTME and Center for Equity and Justice in Teacher Education);
- research leave and workload adjustments funded by the CEHD, TGS, and/or university;
- formalized arrangements for the distribution of grant indirects; and
- travel funds for doctoral students.

**Implementation Strategies/Timeline:**
- Included more of the unit’s students (doctoral, master’s, and undergraduate) in research projects and writing;
- reduce part-time instructor (PTI) positions (e.g., part-time field supervisors) through doctoral student fellowships;
- secure equity and justice oriented leaders on the 10th floor;
- new generalist assistant/associate professor hire who is focused on equity and justice oriented research; and
• encourage undergraduate and graduate students to present at Sources (and other GSU and local and state conferences).

TEACHING

Goal: Continue and extend our preparation of students to be equity and justice oriented scholars–educators–researchers who are leaders in addressing needs of local and global communities.

Objectives:
1. Innovate pedagogies and curriculum that reflect the growing equity and justice oriented knowledge base of teaching and learning.
2. Model the pedagogical theories, practices, and critical consciousness that MSE faulty ask of students.
3. Build and sustain programs that support communities and current educational contexts.

Resources Needed:
• Funded faculty professional development through individual and departmental opportunities (e.g., critical consciousness, technology, LGBTQ, well-being, etc.);
• allotted faculty time and financial support for program coordination to strengthen student advisement and mentorship;
• inclusion/engagement of outside community expertise in courses;
• funding and increased internship opportunities for doctoral students to teach to reduce PTI hires;
• provide time and resources supporting co-teaching and other innovative teaching approaches; and
• funds to update technology.

Implementation Strategies/Timeline:
• Innovate recruitment and program management;
• access/collaborate with communities in research opportunities (e.g., IRB, Co-PIs, etc.);
• embed and support Urban Ed Endorsement certificates in MAT and MEd programs;
• update, sustain, enhance programs and coursework with emphasis in socio-political, -historical, and -cultural pedagogical and theoretical frameworks and applications;
• reassess alignment of community-based projects (community as broadly conceived) within curriculum to learn more fully about, understand, and support community defined needs;
• increase interdisciplinary work within the unit (i.e., develop interdisciplinary courses);
• establish a vision for “what it means to teach in contemporary/current cities”; and
• channel technology resources for students use in internship/practice classrooms and faculty professional development on pedagogical use.

SERVICE

Goal: Continue and extend our collaborations within and across local and global professional, university, and community organizations and foundations.
**Objectives:**

1. *Establish and strengthen mutually beneficial collaborations with professional, university, and community organizations/foundations that support the growth and development of every learner with a specific focus on historically marginalized and underserved children, youth, and communities.*
2. *Nurture and grow partnerships within and across local educational agencies and national/international organizations/foundations.*
3. *Streamline service efforts to directly reflect the goals and objectives of research and teaching.*

**Resources Needed:**

- Tangible recognition within the promotion and tenure process that directly “counts” community engaged service as intellectual contributions;
- develop promotion and tenure documents that position community engaged service under the umbrella of research and scholarly activity;
- financial;
- balance service needs of the university, college, department, and professional organizations with workload;
- dedicated administrative staff for data reporting and other administratively related service needs;
- tangibly reflect community engaged service in considerations of merit raises;
- hire additional clinical faculty to distribute service needs more equitably; and
- funds to update technology.

**Implementation Strategies/Timeline:**

- *Ensure the sustainability of the unit’s research and community outreach centers provide community defined needs and services; and*
- *Ensure that service efforts provide reciprocal benefits for all stakeholders: community-based organizations/foundations, school systems and individual schools, families, professional communities, and business partners.*
Doctor of Philosophy with a major in Teaching and Learning (Language and Literacy Education)

THE NUMBERS:

Enrollment

- 3-year enrollment: 2016: 4; 2017: 4; 2018: 3 (~4 students a year on average over the past 5+ years).
- 2019: 29 students with 21 students actively enrolled in spring semester 2020 (2 students graduated fall) ~73% enrolled students are active, with 0 new students accepted for fall 2020
- Applicants and enrollment have decreased but has plateaued at approximately 30 active students
- Diversity – stayed consistent at nearly 45% of enrolled students from underrepresented groups over the past 5+ years

Graduates:

- 3-year graduates: 2016: 6, 2017: 2, 2018: 4; 4 graduates 2019/20 (~4 students a year on average over the past 5+ years); ~1.5 students per LL TT or tenured faculty member
- ~60% of program graduates are in higher education; ~40% in K-12 education, a number of whom are in leadership roles

THE MISSION:
The mission of the Doctor of Philosophy (Ph.D.) degree program is to prepare researchers, scholars, and teacher educators in the fields of language and literacy to work in diverse national and international academic settings, with a special focus on urban education. As part of this degree, graduates engage fully and deeply in language and literacy research and scholarship, theory and practice. Graduates of this program understand the Ph.D. as a lifelong engagement with research, scholarship, teaching and service in language and literacy.

THE GOALS:

- Candidates have expert knowledge of language and literacy education theory and research.
- Candidates have expert knowledge, skills, and dispositions needed to be teacher educators and scholars of language and literacy.
- Candidates are active participants and contributors to professional organizations at international, national, and local levels in language and literacy education.

ACTION PLAN/MEASURES (achieve by next APR report):

- Seek external funding for Language and Literacy Education students
  - Measures: Unit faculty locate and submit one grant a year, with a specific emphasis on funding students from underrepresented groups and international students as represented in our strategic plan
- Increase fulltime students
  - Measures: Increase to 15% fulltime enrollment; past several years ~13% currently; however, 60% fulltime students in the past three years
- Target applicants to the EdD if they anticipate staying in K–12 education as teachers or in administrative roles. It is important to note that the Unit lost two associate professors (Dr. Amy Flint; Dr. Tisha Lewis) and clinical faculty (Dr. Jayoung Choi). In 2019/2020, the unit gained two faculty (Dr. Paula Garrett-Rucks; new hire)
  - Measures: Increase to 75% students who are in higher education
- Target EdD students with a concentration in LL to move to clinical faculty to direct dissertations. This frees up tenured/tenured track faculty to direct students accepted into the LL PhD program. The Unit currently is limited to the number of LL PhD students it accepts; several LL faculty also direct students in the EdD and TTE programs
Doctor of Philosophy with a major in Teaching and Learning (Mathematics Education)

THE NUMBERS:

Enrollment—
- 3-year enrollment: 2016:28, 2017:26, 2018:25, 27 students a year on average over the past 5 years
- 2019:23 students with 18 students actively enrolled in spring semester 2020 (2 students graduated fall) ~85% enrolled students are active, with 2 new students accepted for fall 2020
- Applicants and enrollment have decreased but has plateaued at around 20 active students (reasons discussed below)
- Diversity: stayed consistent at nearly 70% of enrolled students from underrepresented groups over the past 5 years

Graduates—
- 3-year graduates: 2016:4, 2017:4, 2018:3; 5 graduates 2019/20, ~4 students a year on average over the past 5 years
- ~45% of program graduates are in higher education; 55% in K-12 education, many in prominent leadership roles

THE MISSION:
The Ph.D. in Teaching and Learning with a concentration in Mathematics Education prepares professional mathematics educators to make scholarly contributions to both the theoretical and practical knowledge base of mathematics teaching and learning in a broad range of educational settings. Graduates of this program typically assume positions as college or university professors in schools or colleges of education or departments of mathematics. In these positions, their primary responsibilities are to conduct research on elementary, middle, secondary, or post-secondary mathematics teaching and learning, to teach content and pedagogy courses, and to direct theses and dissertations. Graduates are also qualified to assume positions as mathematics education leaders in school districts, research laboratories, or publishing companies.

THE GOALS:
- Possess expert knowledge of mathematics education theory and research
- Possess expert knowledge, skills, and dispositions needed to be teacher educators and scholars of mathematics education
- Are active contributors to professional organizations at international, national, and local levels

ACTION PLAN/MEASURES (achieve by next APR report):
- Seek external funding for PhD Mathematics Education Students
  - Measures: unit faculty locate and submit one grant a year, with a specific emphasis of funding students from underrepresented groups
- Increase fulltime students
  - Measures: increase to 30% fulltime enrollment; past several years ~15%, currently, however, 0% fulltime students
- Target applicants to the EdD if they anticipate staying in K-12 education (over the past three/four years we have been directing applicants who wish to stay in K-12 education to the EdD program—enrollment has stayed consistent at ~7 active students—bringing the total PhD/EdD students in mathematics back to ~27 active students). It is also important to note that with the loss of an associate professor (Dr. Chahine), the unit is limited to how many PhD students to accept given that Dr. Thomas and Dr. Stinson are the only faculty who are accepting new students; Dr. Junor Clarke accepts EdD students and currently has 4 students; and Dr. Ortiz has been advised to NOT take on PhD students until his third year.
  - Measures: increase to 75% students who are in higher education
- Engage PhD students in more research and scholarly activities throughout the degree program (e.g., grant writing/submission/execution, writing/submitting/revising/publishing, presenting at professional conferences, providing service to state and national mathematics education organizations) and in teaching (e.g., undergraduate teaching as instructor of record)
  - Measures: increase to 100% PhD students who have repeated research and scholarly activities and teaching experiences
Doctor of Philosophy with a major in Teaching and Learning (Social Studies)

The Ph.D. in Teaching and Learning with a concentration in Social Studies had many accomplishments during the APR review period. For example, three graduates were hired as faculty at various universities (Mercer, KSU, and Aurora University). Although current enrollment is declining, we recently lost a full professor and could not sustain a robust program. Thus, the two goals for the Social Studies Ph.D. concentration are to increase enrollment and increase tenured faculty to work with those students. As the external reviewers emphasized, “Expand doctoral funding to attract top students in the areas of focus for the department.” We will continue to seek funding sources and opportunities to attract top students.

With an average number of 12 students enrolled in the Teaching and Learning Ph.D. Social Studies concentration, the APR Report reflects a robust program with only two tenured faculty members or a fraction of the faculty compared to other units. Including one new admit, we currently have 12 students with a goal to increase the number by at least four each year to allow for more regular course offerings.

Goals:

- Strengthen the Social Studies concentration in the Teaching and Learning Ph.D. program by increasing enrollment through marketing efforts and student funding over the next two years.
- Increase the number of tenure-track faculty in social studies after the COVID-19 crisis.
THE NUMBERS:

Enrollment—
- 3-year enrollment: 2016:12 active, 2017:14 active, 2018: 12 active (3 new)
- 2019: 15 active students (2 new)
- 2020: 13 active students (1 new)
- 13 active students a year on average over the past 5+
- Averaging 2 new PhD students per year
- Diversity – stayed consistent at nearly 60% of enrolled students from underrepresented groups over the past 5+ years

Graduates–
- 3-year graduates: 2016:1, 2017:3, 2018:1
- 2019: 1, 2020: 2
- Averaging 1-2 students graduating each year
- 60% of program graduates are in higher education; 40% in K–12 education, many in prominent leadership roles

THE MISSION:
The Ph.D. in Teaching and Learning with a concentration in Science Education prepares professional science educators to make scholarly contributions to both the theoretical and practical knowledge base of teaching and learning in a broad range of educational settings. Graduates of this program typically assume positions as college or university professors in schools or colleges of education or departments of science (discipline-based). In these positions, their primary responsibilities are to conduct research on elementary, middle, secondary, or post-secondary science teaching and learning, to teach content and pedagogy courses, and to direct theses and dissertations. Graduates are also qualified to assume positions as science education leaders in schools, districts, and curriculum development.

THE GOALS:
- Possess expert knowledge of science education theory and research
- Possess expert knowledge, skills, and dispositions needed to be teacher educators and scholars of science education
- Are active contributors to professional organizations at international, national, and local levels

ACTION PLAN/MEASURES (achieve by next APR report):
- Seek external funding for PhD Science Education Students
  - Measures: unit faculty locate and submit one grant a year, with a specific emphasis of funding students from underrepresented groups
- Increase fulltime students
  - Measures: increase to 30% fulltime enrollment; Averaging between 15% - 30% over the past 5 years. Current level: 15%
- Engage PhD students in more research and scholarly activities throughout the degree program (e.g., grant writing/submission/execution, writing/submitting/revising/publishing, presenting at professional conferences, providing service to state and national mathematics education organizations) and in teaching (e.g., undergraduate teaching as instructor of record)
  - Measures: increase to 100% PhD students who have repeated research and scholarly activities and teaching experiences
Doctor of Philosophy in Teaching and Learning (Teaching and Teacher Education)
Program Coordinator: Dr. Stephanie Behm Cross

1. Major APR finding(s) related to program:
   a. There is a clear focus on community engagement and community-centered scholarship, which takes a lot of time, effort, and deep and sustained partnership work, and this work should count beyond service.
   b. We need to increase funding for full-time doctoral students, and might also use doctoral students (only) for teaching BSE courses and supervising student teachers.
   c. We need to provide some online courses, but keep most face-to-face.
   d. We need to consider how to better integrate all TTE PhD students into the CREATE program, both for their own experience, and for program sustainability and growth.

2. Program Summary.

   Overall, our PhD in Teaching and Learning, Teaching and Teacher Education concentration is well aligned with the overall goals/strengths of our department re: a focus on equity and justice. Our 4 required and recommended TTE courses all have equity and justice in the course description, and are taught by faculty committed to centering equity and justice in their course content and enactment. Areas of improvement would include ensuring that EDCI 8640 (Theoretical and Practical Perspectives on Designing Urban Teacher Education) has a major community-based teacher preparation component to align more closely with the work and commitment to communities across our department. Additionally, we should utilize both EDCI 9660 (research and/or teaching internships) and EDCI 8790 (Special Topics in Teaching and Teacher Education) as special topics courses and/or research/teaching internships that ensure that our doctoral students and faculty are getting out into the community as they learn about community-engaged scholarship and teacher preparation. That is currently missing from the experiences of our doctoral students. Perhaps this can become a part of their residency requirements… to do some community-based collaborative research with partner organizations, or to do some internships with BSE students around community-engaged work (perhaps as a part of our 3000-level BSE courses).

   We also need to increase the number of doctoral students who are full-time in our TTE program, and can do that through an MSE fellowship and/or through full-time commitments to university supervision. We need to consider how TTE PhD students integration into the CREATE teacher residency program can support them re: funding and might also help to sustain this residency program if/when external funds are no longer available.

   Finally, we might consider a newly designed, required course for all doctoral students that focuses on equity-centered and community-based teacher preparation programs.