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APPENDIX B1: Rational for Choice of Peers

Peer Institutions were chosen from 3 official lists prepared by the Office of Institutional Research at GSU (http://www2.gsu.edu/~wwwire/peer/index.html)

The “Urban 13”
- University of Alabama at Birmingham
- University of Missouri-St. Louis
- University of Cincinnati
- University of Missouri-Kansas City
- Cleveland State University
- University of New Orleans
- Florida Agricultural & Mechanical University
- City College of New York
- Georgia State University
- University of Pittsburgh
- University of Houston
- Portland State University
- University of Illinois at Chicago
- Temple University
- Indiana University Purdue University, Indianapolis
- University of Toledo
- University of Massachusetts at Boston
- Virginia Commonwealth University
- University of Memphis
- Wayne State University
- University of Wisconsin-Milwaukee

Board of Regents Proposed Peer Institutions
- George Mason University
- Wichita State University
- Old Dominion University
- Indiana University-Purdue University Indianapolis
- San Diego State University
- Temple University
- University of Central Florida
- University of Houston
- University of Nevada, Las Vegas
- University of Louisville
- University of New Orleans
- University of Missouri-Kansas City
- University of Texas at Dallas
- University of Texas, Arlington
- University of Wisconsin, Milwaukee
- Virginia Commonwealth University
Board of Regents Proposed Aspirational Institutions
University of Alabama
University of Oregon
Drexel University
Northeastern University
University of Delaware
University of California, Riverside
Arizona State University
APPENDIX B2: Organization of Unit Governance and Committee Structure

1. Administrative Structure
Sheryl Gowen – Chair
Crystal Maddox – Business Manager
Aishah Cowan – Administrative Coordinator
Donrena Fisher – Administrative Coordinator
Jeffrey Stockwell – Administrative Coordinator
Al Singleton – Senior Administrative Secretary
Ronda Tighe – Executive Director, Principal’s Center
MaryAnne Gaunt – Assistant Director, Principal’s Center
Kimberly Moore – Administrative Coordinator, Principal’s Center

2. Academic Degree Program Structure
Ph.D. Educational Policy Studies
   Concentrations and Coordinators:
   Educational Leadership
   Research, Measurement & Statistics – Bill Curlette
   Social Foundations of Education – Rick Lakes
Ed.D. Educational Leadership – Jami Berry
Ed.S. Educational Leadership – Jami Berry
M.Ed. Educational Leadership – Jami Berry
M.S. Educational Research – Bill Curlette
M.S. Social Foundations of Education – Patricia Carter
M.S. Urban Teacher Leader – Jami Berry

3. Curriculum/Course Coordinators

4. Other Key Committees
   • Academic Affairs
   • Faculty Affairs
   • Research & Scholarship
   • Student Affairs
   • Promotion, Tenure, and Graduate Faculty Status Committee
APPENDIX B3: By-Laws of the Unit

FACULTY BYLAWS
DEPARTMENT OF EDUCATIONAL POLICY STUDIES
COLLEGE OF EDUCATION
GEORGIA STATE UNIVERSITY

Submitted for Review, May/June 1993
Re-Submitted for Review, September 1993
   Adopted, October 8, 1993
   Amended, January 23, 1998
   Amended, February 11, 2000
   Amended, April 14, 2000
   Amended, November 15, 2000
   Amended, October 21, 2005

ARTICLE I

PURPOSES

Section 1. These faculty bylaws of the Department of Educational Policy Studies (bylaws) shall serve to provide rules governing the composition, organization, and procedures of the Faculty of the Department of Educational Policy Studies, College of Education, Georgia State University.

Section 2. These bylaws shall guide the Faculty of the Department of Educational Policy Studies in the exercise of the authority granted it by the Statutes of Georgia State University (Article IX, Section 1, as adopted by the Faculty of the University on October 15, 1976, and approved by the Board of Regents on January 12, 1977), by the Faculty of the Board of Regents-University System of Georgia (Section 1-9, p. 114), and by the Faculty Bylaws of the College of Education, as adopted by the Faculty of the College of Education November 14, 1990, and subsequently approved by the University Administrative Council, January 24, 1991.

ARTICLE II

ADMINISTRATIVE OFFICERS

Section 1. Powers and Duties. The powers and duties of the administrative officers of the College of Education are defined in Article VIII of the Statutes of Georgia State University.

Section 2. Chief Administrative Officer. The chief administrative officer shall be the Chair of the department. In the event that the chief administrative office is vacated, the department faculty shall recommend an acting Chair to the Dean who shall appoint an acting Chair to serve until a permanent Chair is appointed.
ARTICLE III

THE FACULTY

Section 1.1. Membership. The department faculty shall consist of all deans, directors, professors, associate professors, assistant professors, research associates, instructors, and equivalent ranks employed by the University and appointed in the Department of Educational Policy Studies. Adjunct faculty or persons employed part-time in the College of Education do not have voting privileges.

Section 1.2. Voting Eligibility. Voting faculty shall consist of all full-time faculty holding the rank of professor, associate professor, assistant professor, or instructor who are employed in the Department of Educational Policy Studies for the academic year. Faculty members who hold a joint appointment in the Department of Educational Policy Studies shall also have voting privileges. Faculty holding full-time administrative positions outside the department are not eligible to vote.

Section 1.3. Appointments.

A. Retirees

It is the policy of the EPS Department to provide tenured faculty who retire with office space, telephone, and computer access, space and budget permitting and at the discretion of the Chair.

B. Emerita/Emeritus

Any member of the Department of Educational Policy Studies may nominate to the department a retired EPS faculty member for emeritus status at an EPS department meeting, provided that a letter of recommendation and a curriculum vitae have been distributed to the faculty 10 days before the meeting in which the vote will take place. A positive recommendation will be forwarded to the Dean, in accordance with Part IV of the Guidelines for Promotion and Tenure Review in the College of Education.

C. Adjunct Faculty

Any member of the Department of Educational Policy Studies may nominate at a department meeting an individual for adjunct appointment to the EPS faculty at an appropriate rank. A curriculum vitae and a letter that explains how the appointment will enhance the department and justifies the recommended rank must be provided to the faculty ten days before the meeting in which the vote will take place. A positive recommendation will be forwarded to the Dean.

Adjunct faculty may attend faculty meetings, teach EPS courses (as appropriate), and serve on departmental committees (as appropriate). They do not have voting rights (see bylaws).

Adjunct faculty appointments are renewable on a five-year basis. Beginning in the academic year 2000-2001, the EPS Faculty Affairs Committee will conduct a review for renewal of all adjunct
faculty appointments. Recommendations will be forwarded to the department at least ten days before the faculty meeting in which a vote will take place.

D. Part-Time Instructors

Part-time instructors are appointed by the Chair with approval of the program unit responsible for staffing the course. Part-time instructors do not have voting rights (see bylaws).

E. Temporary Faculty (Full-time)

Temporary faculty in EPS hold an appointment for the academic year on a 100% workload basis with the full rights and responsibilities of other full-time faculty, subject to restrictions obtaining within these bylaws and College of Education policies. They may be appointed at a rank appropriate to their qualifications. A program unit may propose a temporary faculty appointment to the EPS faculty by providing a letter of recommendation that includes an explanation of how the appointment will benefit the program and department, accompanied by a curriculum vitae, ten days before a faculty vote takes place.

F. Clinical Faculty

Faculty positions shall be created as warranted under the College policy that clinical positions are “restricted to those faculty who work almost exclusively with professional preparation programs leading to licensure by the State of Georgia” (approved by COE Faculty on 6/2/95; revised 11/17/97). Clinical faculty positions are proposed by the appropriate EPS unit, which submits a written rationale with justification of rank via the unit coordinator(s) to the Department Chair for consideration.

Clinical faculty hiring shall follow the procedures and guidelines of the University (GSU Faculty Personnel Policies 301.09) in regard to job advertisements, Affirmative Action compliance, search committee memberships, and the recruitment and interview process. Appointment to the EPS faculty requires majority approval by eligible voting members in the department. A positive recommendation shall be forwarded to the Chair.

Clinical faculty have full rights and responsibilities subject to the restrictions obtaining within these bylaws and College of Education policies.

G. Joint Appointments

Joint appointments in EPS refer to those full-time faculty members who are affiliated with EPS and a department or program outside of EPS. Joint appointments (either primary or secondary) in EPS may be made at a rank appropriate to the candidate’s qualifications. In order to ensure the proper consideration of the appointees’ and the department’s interests, appointments shall be made as follows:

For current GSU faculty members seeking a secondary appointment in EPS: Provided the candidate has obtained written endorsement from his or her primary department, the
program unit in which the candidate seeks appointment must provide to the department a letter, at least 10 days before a faculty vote takes place, that includes (a) an explanation of how the appointment will benefit the program and department, (b) a curriculum vitae, and (c) recommendation for the faculty member’s teaching, research, and service responsibilities in the department. For new faculty members: The candidate’s search committee shall continue to advise the appointee and his or her primary and secondary departments regarding teaching, research, and service responsibilities. The committee’s role is not to evaluate the candidate; however, at least one member of this committee shall advise the joint appointee’s departmental third-year and tenure review committees.

Joint appointments in EPS shall have all the rights and responsibilities of other full-time faculty members in the department in accordance with these bylaws.

Section 2. Responsibility. The faculty of the department, subject to the direction of the faculty of the College of Education, shall be responsible for its curriculum and shall have power to determine matters of administration internal to the department.

Section 3. Powers. Subject to the Policies of the Board of Regents - University System of Georgia (Section 1-9, p. 114); the Statutes of Georgia State University (Article IX, Section 1, p. 21); the Bylaws of the University Senate, Georgia State University; the Faculty Bylaws of the College of Education; and subject to minimum requirements established by Georgia State University, the powers of the faculty of the department shall be:

A. To set up rules governing its own procedures and to adopt bylaws and regulations for matters within its jurisdiction.

B. To determine entrance requirements for its students; to prescribe and define courses of study for them; to set up requirements for degrees, diplomas, and certificates; to enact and enforce rules for the guidance, admission, and governance of its students; and, in general, to exercise jurisdiction over all educational matters within the Department.

C. To adopt resolutions on matters of concern to the Department, College, and University.

D. To initiate proposals on matters relevant to the general welfare of the University, the College, the Department, its students and staff; and to make recommendations on such proposals as may be initiated by the Dean, other administrative officers, or faculty member or group.

E. To elect representatives to the University Senate and to committees of the College as appropriate.

F. To carry out functions authorized by the University Senate which are within the scope of the operation of the Department.
G. To request action from other agencies of the University or college when such action affects the concerns of the Department and/or its faculty.

Section 4. Procedures for Governance. Requests for action by the faculty can be made in one of two ways:

A. Motions may be proposed from the floor at any regular meeting.

B. Resolutions (see attached glossary) may be proposed by any faculty member or committee. Regardless of their origin, resolutions must be provided to the faculty at least five (5) working days in advance of the meeting at which action is to be taken.

Section 5. Officers. The Chair of the Department shall be the presiding officer at faculty meetings. The faculty shall elect a Parliamentarian, who shall serve a one-year term. The Parliamentarian shall interpret the rules of order governing the faculty at its regular or special meetings. The Chair shall designate a secretary (Business Manager/Executive Assistant) who shall be responsible to keep minutes of meetings, circulate agendas and minutes to the faculty, and perform such other functions as may be assigned by the Chair or the faculty.

Section 6. Meetings.

A. Regular meetings of the faculty shall be held each semester throughout the academic year. The Department Chair shall be presiding officer at the meetings of the faculty. The Department Chair shall be responsible for assembling and organizing the agenda of each meeting. The following order of business will be used:

1. Call to order
2. Reading, correcting, approving, or disposing of minutes of the previous meeting
3. Announcements
4. Reports of standing committees
5. Unfinished business
6. New business
7. Adjournment

An agenda of all official matters to be considered at faculty meetings shall be provided to the faculty at least five (5) working days in advance of the meeting. Students are encouraged to attend and participate, but may not vote; regarding student and faculty personnel issues, a closed session will take place. Each faculty member shall have the right to vote, except as specified in Article III, Section 1.2. There will be no voting by proxy. A quorum shall consist of forty percent (40%) of the faculty of the Department as certified by the Chair. At the beginning of each
academic year, the Dean shall furnish the Department with data including the total number of faculty members and the number constituting a quorum.

B. The Chair may call special meetings as deemed necessary and must call such meetings when requested to do so by thirty percent (30%) of the faculty. At least five (5) working days advance notice shall be given of any special faculty meeting. In cases of emergency, at least three (3) days notice shall be given. The business for a special meeting shall consist only of that designated in the notice. The statement of the business to be considered must be specified. If action is to be taken at the meeting, this fact must be stated in the notice.

ARTICLE IV

COMMITTEES

Section 1. Committee Structure. The Committees of the Department of Educational Policy Studies consist of the Faculty Affairs Committee, the Academic Affairs Committee, the Student Affairs Committee, and the Promotion, Tenure and Graduate Faculty Committee.

A. Faculty Affairs Committee

1. The primary focus of the Faculty Affairs Committee is the welfare of the faculty. Issues within the domain of the Faculty Affairs Committee include, but are not restricted to, policies concerning grievances, appeals, petitions, promotion, tenure, evaluation of faculty merit, compensation, "fringe" benefits, recruitment, dismissal, faculty development, faculty rights and responsibilities, working conditions, and faculty self-governance.

2. All policies and procedures developed by the Faculty Affairs Committee must be submitted to the Department faculty for approval.

3. In addition to recommending policies and procedures, the Committee shall:

   a. Provide the faculty with timely reports on its activities;

   b. Advise the faculty as to appropriate procedures in the event of conflict between faculty actions and administrative response, and/or between administrative actions and faculty interest.

   c. Design and publish to the faculty for approval, disapproval, or modification such rules, guidelines, or further statements of policy and/or procedure as may appear necessary and useful to the welfare of the faculty.

   d. Maintain communication with its College counterpart committee.

B. Academic Affairs Committee
1. The domain of the Academic Affairs Committee shall be that which relates to generating, refining, evaluating, storing, and transmitting knowledge. The Committee shall concern itself with issues within this domain including, but not restricted to, course and/or program review and approval, interdepartmental degrees, doctoral core examinations, dissertation requirements, legislative or State Department of Education actions affecting curriculum selection and staffing of off-campus teaching sites, and the selection and allocation of instructional resources.

2. All policies and procedures developed by the Academic Affairs Committee must be submitted to the Department faculty for approval.

3. In addition to recommending policies and procedures, the Committee shall:
   a. Provide the faculty with timely reports on its activities;
   b. Design and publish to the faculty for approval, disapproval, or modification such rules, guidelines, or further statements of policy and/or procedure as may appear necessary and useful in the domain of academic affairs.
   c. Maintain communication with its College counterpart committee.

C. Student Affairs Committee

1. The domain of the Student Affairs Committee is the welfare of the students in the Department of Educational Policy Studies. In general, this Committee shall determine and implement methods for aiding students in whatever ways possible to gain from the resources of the Department, the College, and the University. Issues within this domain include, but are not restricted to, admissions, student grievances, appeals or petitions, student evaluation of the faculty and the administration, student self-governance, pay and working conditions of graduate teaching and research assistants, aid for students with problems enrolling in courses in other departments or Colleges of the University, and the improvement of student life.

2. All policies and procedures developed by the Student Affairs Committee must be submitted to the Department faculty for approval.

3. In addition to recommending policies and procedures, the Committee shall:
   a. Provide the faculty with timely reports on its activities;
   b. Design and publish to the faculty for approval, disapproval, or modification such rules, guidelines, or further statements of policy and/or procedures as may appear necessary and useful to the welfare of students.

D. Advisory Committee
1. The domain of the Advisory Committee is representation of each program unit in the Department of Educational Policy Studies. This Committee shall serve as a representative body to the Chair of the Department when it is not possible to convene the Committee of the Whole and to advise the Chair on matters requiring immediate faculty response. The Advisory Committee shall also assist the Chair in communicating with each program unit and will provide a forum for representatives from each program unit to discuss matters of departmental concern.

2. Procedures recommended by the Advisory Committee must be submitted to the Department faculty for approval.

3. In addition to recommending procedures, the Committee shall provide the faculty with timely reports on its activities.

E. Promotion, Tenure and Graduate Faculty Committee (see PTGFC document)

1. The domain of the Promotion, Tenure and Graduate Faculty Committee is to review the progress of tenure-track candidates in their third year, to evaluate the progress of tenure-track candidates seeking promotion to Associate Professor or Professor, and to review and recommend EPS faculty for Graduate Faculty Status.

2. All policies and procedures developed by the PTGF Committee must be submitted to the Department faculty for approval.

3. In addition to reviewing and evaluating the progress of third-year, tenure-track, and Graduate Faculty, the Committee shall:

   a. Provide the faculty with timely reports on its activities;

   b. Design and publish to the faculty for approval, disapproval, or modification such rules, guidelines, or further statements of policy and/or procedures as may appear necessary and useful to the welfare of faculty and the department.

Section 2. Election of Standing Committees.

A. Each Fall, the Department of Educational Policy Studies shall elect three faculty members and one student to the Academic Affairs and Student Affairs committees and three faculty members to the Faculty Affairs Committee. In addition, representatives to the College of Education Student Affairs Committee, Faculty Affairs Committee, and Academic Affairs Committee shall be ex officio members of their respective departmental committee.

B. Each Spring, each program unit within the Department of Educational Policy Studies shall elect a faculty member to serve on the Advisory Committee. The results of each program unit's election shall be communicated to the Department Chair by memorandum. The Chair will
communicate the results of all of the program unit elections to the faculty of the Department. The term shall be for one year beginning and ending at the conclusion of the Spring Semester.*

C. Every January, annual elections for the Educational Policy Studies Promotion, Tenure and Graduate Faculty Committee will be held (EPS PTGFC). The EPS PTGFC will consist of one faculty member chosen by each program unit who is tenured at the rank of Associate Professor. An additional faculty member may be added for each candidate who can speak on behalf of that individual. This person will serve in a non-voting capacity only.

*Paragraph "B" concerning election of Advisory Committee was amended January 23, 1998, by vote of the faculty.

Section 3. Committee Activities.

1. Each standing committee shall consider issues within its domain. These issues may be initiated by the Committee, or by any Department faculty member(s).

2. Each standing committee shall present to the faculty for approval, disapproval, or modification such resolutions as each shall have achieved. Resolutions may relate to: the creation of departmental or faculty policy; the creation of committee policy and procedures; the carrying out of departmental or faculty policy according to faculty approved procedures; a waiver of an approved college, faculty, or committee policy; or to a faculty stance or position on an issue. No committee resolution shall represent the position of the faculty unless the faculty has approved it at a regular Department faculty meeting.

3. Each standing committee shall be responsible for the coordination of its efforts with the appropriate committee(s) of the College and the Senate of the University and other relevant organizations and/or administrative units in the University system.

4. The minutes of standing committee meetings shall be open to inspection by the faculty, except when both meetings and minutes are closed to nonmembers of the relevant standing committees in cases in which confidential information about individual(s) would be revealed. The responsibility for the determination of confidentiality shall rest with the committee. The committee shall secure the consent of the individual(s) involved before opening a meeting or making such information available in the minutes.

Section 4. Ad Hoc Committees. By appointment of the Department Chair and/or vote of the faculty, ad hoc committees for special duties may be formed. In the case of a grievance, appeal, or petition to be heard at the department level, a special ad hoc committee shall be formed by vote of the faculty.

**ARTICLE V**

PARLIAMENTARY AUTHORITY
The current Scott Foresman edition of Robert's Rules of Order, newly revised, shall govern the proceedings of each Department faculty meeting. A favorable vote by a simple majority of the faculty present and voting shall constitute approval, provided a quorum is present.

**ARTICLE VI**

**AMENDMENTS TO BYLAWS**

These bylaws may be amended at any regular meeting of the faculty by a two-thirds vote of those present and voting, provided that the amendment has been submitted in writing at a previous regular meeting, but in no case shall a bylaw be approved by less than 50% of the total faculty eligible to vote.

**ARTICLE VII**

**INTERPRETATION**

Section 1. All questions of interpretation, meaning, and intent of these bylaws shall be decided by the Faculty Affairs Committee.

Section 2. Questions of interpretation may be brought to the Faculty Affairs Committee by any voting member of the Department faculty. All such questions must be presented in writing.

Section 3. Questions of interpretation of these bylaws will be resolved within the Faculty Affairs Committee by a majority vote. All interpretations of these bylaws must be provided, in writing, to all members of the Department faculty.

**ARTICLE VIII**

**IMPLEMENTATION**

Section 1. The Policies of the Board of Regents, University System of Georgia, the Statute of Georgia State University, the Bylaws of the University Senate, and the Faculty Bylaws of the College of Education prevail and take precedence over these bylaws.

Section 2. These bylaws, including the attached glossary, shall become effective upon their adoption by the Department faculty, and upon their approval by the Dean of the College of Education.

**ARTICLE IX**
RECORDS

Section 1. It shall be the duty of the Chair of the Department of Educational Policy Studies to maintain a printed record of the minutes of all meetings in the form of notebooks, one notebook for each year. In case of modifications to the minutes, both the original minutes and the modified minutes shall be included in the notebook.

Section 2. It shall be the duty of the Chair of the Department of Educational Policy Studies to be responsible for any Rules, Regulations, Resolutions, and Procedures adopted by the department.

GLOSSARY

The following definitions apply to the interpretation of these bylaws:

APPEAL -- a specific complaint against a judgment, decision, or action taken by some board, committee, or administrative officer, deemed by the appellant to be in error. The appeal must always seek a correction or a reversal of such specific judgment, decision, or action. Appeals are heard and judged by the appropriate standing committee.¹

GRIEVANCE -- the most general form of a complaint. A grievance may indeed be quite specific and well-focused, but may also be a question as to whether, in the opinion of a standing committee, there are grounds for an investigation of a situation, recourse or remedy for a situation, or grounds for a formal hearing by a committee into a situation thought by the grievant to be injurious, unjust, or wrong because either the situation or the consequences of the situation are unjust or oppressive. Grievances are heard and judged by the appropriate standing committee.²

PETITION -- a request for a waiver or variance of established policy, procedure, rule, or guideline when the policy, procedure, rule or guideline is not attacked by the petitioner. The grounds for a petition are always due to some special or unique circumstances, unfairness or inequity has ensued or would ensue from the implementation of established policies, procedures, rules, or guidelines. Petitions are heard by the appropriate standing committee, but judgment by the committee issues to the faculty of the college as recommendations for faculty approval, disapproval, or modification.³

RESOLUTION -- a motion of particular complexity, especially a motion that seeks to create policy and/or procedure for the assembly, and thus should be presented in written form.⁴


APPENDIX B4: Current Faculty Roster

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Hire Date</th>
<th>Entry Rank</th>
<th>Current Rank</th>
<th>Tenure Status</th>
<th>Full-time/Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jami Berry</td>
<td>Aug-07</td>
<td>Temporary Clinical Instructor</td>
<td>Clinical Assistant Professor</td>
<td>NTT</td>
<td>Full-time</td>
</tr>
<tr>
<td>Deron Boyles</td>
<td>Aug-92</td>
<td>Assistant Professor</td>
<td>Professor</td>
<td>tenured</td>
<td>Full-time</td>
</tr>
<tr>
<td>Patricia Carter</td>
<td>Aug-06</td>
<td>Temporary Assistant Professor</td>
<td>Clinical Associate Professor</td>
<td>NTT</td>
<td>Full-time</td>
</tr>
<tr>
<td>William Curlette</td>
<td>Sep-74</td>
<td>Assistant Professor</td>
<td>Professor</td>
<td>tenured</td>
<td>Full-time</td>
</tr>
<tr>
<td>Bridget Dever</td>
<td>Jun-11</td>
<td>Assistant Professor</td>
<td>Assistant Professor</td>
<td>TT</td>
<td>Full-time</td>
</tr>
<tr>
<td>Randal Dobbs</td>
<td>Jun-02</td>
<td>Tenure Track Assistant Professor</td>
<td>Clinical Associate Professor</td>
<td>NTT</td>
<td>Full-time</td>
</tr>
<tr>
<td>Jennifer Esposito</td>
<td>Aug-04</td>
<td>Tenure Track Assistant Professor</td>
<td>Associate Professor</td>
<td>tenured</td>
<td>Full-time</td>
</tr>
<tr>
<td>Janice Fournillier</td>
<td>Aug-06</td>
<td>Tenure Track Assistant Professor</td>
<td>Assistant Professor</td>
<td>TT</td>
<td>Full-time</td>
</tr>
<tr>
<td>Sheryl Gowen</td>
<td>Sep-87</td>
<td>Temporary Clinical Instructor</td>
<td>Associate Professor &amp; Chair</td>
<td>tenured</td>
<td>Full-time</td>
</tr>
<tr>
<td>Philo Hutcheson</td>
<td>Sep-92</td>
<td>Tenure Track Assistant Professor</td>
<td>Associate Professor</td>
<td>tenured</td>
<td>Full-time</td>
</tr>
<tr>
<td>Jodi Kaufmann</td>
<td>Aug-06</td>
<td>Tenure Track Assistant Professor</td>
<td>Assistant Professor</td>
<td>TT</td>
<td>Full-time</td>
</tr>
<tr>
<td>Joyce King</td>
<td>Aug-04</td>
<td>Professor &amp; Benjamin E. Mays Chair</td>
<td>Professor &amp; Benjamin E. Mays Chair</td>
<td>tenured</td>
<td>Full-time</td>
</tr>
<tr>
<td>Richard Lakes</td>
<td>Sep-91</td>
<td>Tenure Track Assistant Professor</td>
<td>Professor</td>
<td>tenured</td>
<td>Full-time</td>
</tr>
<tr>
<td>Hongli Li</td>
<td>Jun-11</td>
<td>Tenure Track Assistant Professor</td>
<td>Assistant Professor</td>
<td>TT</td>
<td>Full-time</td>
</tr>
<tr>
<td>T. Chris Oshima</td>
<td>Sep-89</td>
<td>Tenure Track Assistant Professor</td>
<td>Professor</td>
<td>tenured</td>
<td>Full-time</td>
</tr>
<tr>
<td>Hayward Richardson</td>
<td>Aug-05</td>
<td>Temporary Clinical Instructor</td>
<td>Clinical Assistant Professor</td>
<td>NTT</td>
<td>Full-time</td>
</tr>
<tr>
<td>Werner Rogers</td>
<td>Aug-00</td>
<td>Visiting Assistant Professor</td>
<td>Visiting Assistant Professor</td>
<td>NTT</td>
<td>Part-time</td>
</tr>
<tr>
<td>Ronda Tighe</td>
<td>Aug-03</td>
<td>Clinical Assistant Professor</td>
<td>Clinical Associate Professor &amp; Director of the Principal's Center</td>
<td>NTT</td>
<td>Full-time</td>
</tr>
<tr>
<td>Bryan Williams</td>
<td>Aug-09</td>
<td>Associate Dean for Research &amp; Scholarship</td>
<td>Clinical Associate Professor</td>
<td>NTT</td>
<td>Full-time</td>
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</table>
APPENDIX B5: Principals Center
GSU Service/Education Center Review Survey
2011

Name of Center: The Principals Center

Center Director: Dr. Ronda Tighe, Ph.D., Executive Director-Principals Center and
Clinical Associate Professor, Educational Policy Studies Department

A. General Information

1. When was the center created and to which department/college/office was it originally designated? If the designation has changed, in which department/college/office does the center currently reside?

The Principals Center was created in 1984 in the former Department of Educational Administration, College of Education, and was initially called the Principals’ Institute. The Principals Center was originally established as a partnership between the Department and Atlanta Public Schools to prepare and provide ongoing support and training for school principals. The first director was Dr. Joe Richardson, professor in Educational Administration. The Center is in the same department, which is now incorporated into the Educational Policy Studies Department. The Principals Center at Georgia State University was the third Center to be established in the United States and is now one of approximately 65 Principals Centers in the United States and throughout the world. This Center is a member of the International Network of Principals Centers (INPC), which has a conference every three years.

2. To whom does the center’s director report?

The Principals Center Director reports to the chair of the Educational Policy Studies Department.

3. If there is an advisory board to this center, describe its function and composition.

The Principals Center has had an advisory board off and on throughout its existence. Since 2007, there has been a regular, functioning Board of Advisors which meets four times each academic year. The 2010-11 Advisory Board consisted of 16 people representing 10 school systems. Board members included 7 principals; 1 assistant principal; 1 associate superintendent; 1 educational consultant; 2 GSU educational leadership faculty members; 2 local school district staff development professionals; and 2 retired professors, including the founder of the Principals Center. The Board provides advice and guidance on goals and objectives, programs, initiatives, and other ways of
supporting the professional learning of school leaders. Members of the Board have become a learning community as they provide a mutual support network for themselves.

4. If the center is considered interdisciplinary, describe the interdisciplinary focus.

The Center is not interdisciplinary.

5. Describe in detail the amount of start-up support available.

All personnel support is provided by the Educational Policies Studies Department and College of Education, as are the overhead cost of the offices, phone service, and computers.

**B. Goals and Objectives**

1. Please enumerate the initial goals and objectives and describe the current goals and objectives if they have changed. Units will indicate how their goals are consistent with the strategic plans of the University and their college, citing the relevant documents (the college and University strategic plans) as necessary.

The original purpose of the Principals Center when it was begun in 1984 was to support the Atlanta Public Schools District by providing support and training for current and future principals. Since that time, the Principals Center has expanded its vision, mission, and goals to include leadership development and training at many levels for school districts around the state of Georgia. The Principals Center continues today with the following mission developed by the Executive Director and the Board of Advisors: *The Principals Center will provide school leaders with high-quality, research-based and standards-based professional learning, support services, and networking opportunities designed to develop and enhance leadership capacity to improve student achievement.* Our current goals are (1) to provide research-based training and support for Beginning Principals through a year-long seminar/workshop format; (2) to provide training and support for Aspiring Leaders through a year-long workshop format; (3) to provide ongoing leadership development for principals, assistant principals, and teacher leaders by providing research-based seminars, workshops, and forums, with peers and national experts to help school leaders be successful leaders who can support learning for all students.

The Center supports the university’s commitment to help “produce leaders and create solutions” for the educational systems in the larger metropolitan-Atlanta area and throughout the state by providing research-based professional learning for school leaders at all levels. The Principals Center also supports the following goal of the College of Education: *Maximize the research and scholarly expertise available to metropolitan areas through improved teaching, mentoring, professional development, and innovative academic programs.* This priority builds on the COE’s long-term successes in preparing teaching, human service, and research professionals of the highest quality who will contribute to metropolitan areas to enhance the development of people and their communities.”
Beginning Principals Academy, the Aspiring Leaders Institute, and the research-based Expert Leaders Series are all designed to support these goals. The Center supports the university’s commitment to community and public service through the Center’s goals of working with school districts, individual schools, and other organizations throughout the state. Many of the people who participate in professional development through the Principals Center are alumni of Georgia State University.

The Principals Center is administered within the Department of Educational Policy Studies and also supports the mission of the Department, which states that “we are committed to the challenge of intellectual and professional growth.” Many faculty members in the Department often participate in workshops or seminars offered by the Principals Center. The Educational Leadership unit and the Principals Center work together to

- Support and develop program expansion to additional regions throughout the state.
- Strengthen current relationships with local school systems to provide input for programming needs.
- Provide on-going support services for graduates in leadership roles through mentoring programs and professional development.

2. What are the major institutional, administrative, and/or financial resources that facilitate achieving the center’s goals and objectives?

All personnel financial support is provided by the Educational Policies Studies Department and the College of Education. This includes the salaries of the Executive Director, Associate Director, and Administrative Coordinator. The overhead costs of the offices, phone service, and computers are also covered by the department. The Dean’s office often provides public relations support. Other than these costs, the Principals Center funds all costs for development, implementation, and marketing of workshops, conferences, and events by charging participation fees for the services the Center offers. In addition, many professional educator organizations in Georgia make annual donations to the Center to support the work that we do. Some of these donors are the Georgia School Superintendents Association, Georgia Association of Educators, Professional Association of Georgia Educators, the Organization of DeKalb Educators, and the Carter Center. The Principals Center has a membership structure that allows school districts to pay a membership fee for certain services provided by the Center.

3. What are the major institutional, administrative, and/or financial constraints that interfere with achieving the center's goals and objectives?

Throughout the last 4-5 years, budgets have been cut in all areas, including K-12 education. The work of the Principals Center has continued to be in demand because the
Center has been able to maintain a reputation for high quality programming at relatively low participant cost. Because of the budget cuts and constraints of the K-12 school systems that the Center has served for many years, the Center has had to limit the number of programs available to school districts. We have also had to cut the amount of our funds used for mailings to advertise the workshops and seminars offered by the Principals Center. In addition, the cost of hosting our workshops off campus at hotels because of the lack of space on campus has taken a larger amount of our funds the last few years. In addition, when the current Executive Director was appointed to her position, she had been Director of the Principals Center serving under the Executive Director. Upon her appointment as Executive Director, the position of Director was abolished.

4. What is your assessment of your achievement of your goals?

We assess our work toward our goals by keeping data about the number of participants we have for the various activities through the Principals Center and how these participants rate the effectiveness/usefulness of the content of the programs. In spite of budget cuts in school systems’ budgets, especially their professional development funds, each year we have seen participation in our professional development programming at a constant level but we have had to offer fewer programs. The workshops and conferences that we do offer continue to be at capacity. We are now reaching educators from more school districts outside of the larger metropolitan-Atlanta area because they are choosing to spend their limited professional learning budgets on programs offered at the Principals Center. Over the last three fiscal/program years we have served 2,038 educators from 115 different school systems, schools (public and private), other institutions (higher education, non-profit, arts, etc.). The total number of participants in 2011 was 583, 665 in 2010, and 790 in 2009. These participants rated our programs as follows: Excellent or good: 91% in 2011, 98% in 2010, and 96% in 2009. No matter the content or the program, the evaluations by participants always indicate that participants place a strong value on the time learning, planning, or working together with peers and others from across school districts and among both public and private schools.

5. What steps can be taken to increase the research/scholarly productivity of the center faculty (e.g. evaluation studies, scholarship of teaching)?

As a service center, research and scholarly productivity in the Principals Center was an emerging priority until financial issues became more prevalent. The only faculty member associated with the Center is clinical faculty, and she is half-time teaching faculty and half-time Executive Director of the Principals Center. The other two employees of the Center are staff. From 2007-2010, the Center was able to fund a Graduate Research Assistant. The Executive Director and the GRA worked together on research that was a historical documentation of the phenomenon of the rise of Principals Centers in the United States. This research was presented the University Council of Educational Administration (UCEA) national conference. The single greatest means for supporting research and scholarly productivity is funding. The Executive Director is responsible for teaching and also does hands-on work in the Principals Center by planning and conducting the Beginning Principals Academy and the Aspiring Principals Institute. The
Executive Director has applied for two grants for this work but has not been successful in this endeavor. Funding for another GRA would be beneficial.

C. Service/Education Efforts

1. Describe the major areas/topics of the center. How has the center promoted the mission of the University

The newly developed strategic plan (2011) for Georgia State University states, “The overarching goal of Georgia State University as it enters its second century is to be recognized as a dynamic academic community where teaching and research combine to produce leaders and create solutions to conquer the challenges of the 21st century.” The mission of the Principals “to provide school leaders with high-quality, research-based and standards-based professional learning, support services, and networking opportunities designed to develop and enhance leadership capacity to improve student achievement.” The mission and goals of the Principals Center support and promote the mission of the University. As the Principals Center begins its 28th year serving school leaders, there are three major areas of work for the Principals’ Center:

- The Beginning Principals Academy – an eight-month series of seminars, workshops, discussions and online work to build the capacity of the new principals for their leadership roles. This program also includes mentoring; development and support for new principals (see attached program description).
- The Aspiring Leaders Institute – an eight-month program for current school leaders (primarily assistant principals) who have expectations of becoming principals (see attached program description).
- The Principals Center Program -- consists of the professional development activities, including the Expert Leader Series, Leadership Excellence in Action, and mentoring. The programs are described in more detail in the attached brochures. (See attached).

2. What are the major opportunities/impediments for doing service and/or education in the center?

The opportunities for the Center are great because more and more schools and systems have increasing interest in advancing the knowledge and skills of their school leaders because of the accountability required by current educational and political forces such as No Child Left Behind. For many schools, school districts, and individual administrators, the Center has become an important resource. The impediment to our continued success is the diminishing resources in staff development funds for these systems. In addition, the Executive Director has been asked to conduct training for several school districts in the
state but cannot do so because of the limited amount of time available to her to travel and conduct workshops.

3. What percentage of the center’s funding has been paid out of Fund Code 10? List amounts for the last five years.

   54% for FY ’11 (Tighe, Moore and Gaunt)
   44% for FY ’10 Tighe, Moore and Gaunt)
   58% for FY ’09 (Tighe, Moore and Gaunt)
   40% for FY ’08 (Tighe, Moore and Gaunt)
   30% for FY ’07 (Tighe, Moore and Gaunt)

4. Attach a list of all activities (e.g. workshops/research programs/conferences/seminars/symposia/etc.) of the center. (See below.) Brochures are attached to give additional information about the following activities of the Center.

   **Fiscal Year/Program Year 2011**

   • **Aspiring Leaders**  (Day-long seminars held monthly for 8 months. Cohort seminar series on the role of the principal and/or assistant principal)
   • **Expert Leaders Series: Turning Research into Action**  (Seven (7) day-long workshops with leading educational researchers in the areas K-12 education)
     - Dr. Victoria I. Bernhardt, Education for the Future, California State University, Chico, *Using Data to Improve Student Learning*
     - Dr. Jane Hill, Mid-continent Research for Education and Learning (McREL), *Classroom Instruction that Works with English Language Learners*
     - Dr. Joseph Murphy, Vanderbilt University, *Focus on Achievement Gaps*
     - Dr. Kay Burke, Kay Burke Consulting, & Eileen Depka, Assistant Superintendent of Educational Services, Elmbrook Schools, WI, *Managing the Interactive Classroom—Behavioral Response to Intervention* (Two-day workshop)
     - Dr. Dan Duke, University of Virginia, *Leadership to Turn Around Low-performing Schools*
     - Dr. Michael Fullan, University of Toronto, *Leadership for School Success*
     - Dr. Kim Marshall, New Leaders for New Schools, *Rethinking Teacher Supervision and Evaluation*
- New Principals Celebration (Annual reception for all first-year principals in Georgia’s K-12 schools—held at The Carter Center).

**Fiscal Year/Program Year 2010**

- Beginning Principals Academy (An eight-month cohort, professional development seminar series for first and second-year principals in K-12 schools)
- Aspiring Leaders Institute (8 months. Cohort seminar series on the role of the principal and/or assistant principal)
- Expert Leaders Series: Turning Research into Action (Day-long workshops with leading educational researchers on K-12 education)
  - Dr. Mike Schmoker, Education Consultant, *Data Analysis to Improve Instruction*
  - Dr. Thomas Guskey, University of Kentucky, *Assessment and Grading*
  - Dr. Kay Burke, Kay Burke Consulting, *How To Target and Correlate Formative Assessments To Georgia Performance Standards (For Students)* (Two-day workshop)
  - Dr. Kay Burke, Kay Burke Consulting, *Behavioral Response to Intervention Strategies* (Two-days)
  - Dr. Michael Fullan, University of Toronto, *The Skinny on Becoming Change Savvy*
  - Dr. Dan Duke, University of Virginia, *Turn-Around School Leadership: Successful Strategies*
  - Dr. Joseph Murphy, Vanderbilt University, *Closing the Achievement Gaps: Researched Based Lessons for Educators*

- New Principals Celebration (Annual reception for all first-year principals in Georgia’s K-12 schools).

**Fiscal Year/Program Year 2009**

- Beginning High School Principals Mentor Program (A partnership program with the Georgia Association of Secondary School Principals which was a researched-based mentoring program for first-year high school principals)
- Expert Leaders Series: Turning Research into Action (One or Two-Day workshops with leading educational researchers on K-12 education practices)
  - Dr. Michael Fullan, University Of Toronto, *The Six Secrets of Change: How Leaders Focused on Deep Change Can Turnaround Schools*
  - Dr. Gordon Donaldson, University of Maine, *Teacher Leadership What It Is And How It Can Be Developed*
  - Dr. Kay Burke, Kay Burke and Consultants, *Classroom Management: Tools for Creating A Positive Learning Environment*
  - Dr. Dan Duke, University of Virginia, *Fine-Tuning The Skills To Turn Around Low-Performing Schools*
- Dr. Heidi Hayes Jacobs, Curriculum Mapping Institute, *Literacy Across The Curriculum: Strategies For Reading, Writing, Speaking And Listening*
- Dr. Tim Waters, Mid-Continent Research for Education and Learning (McREL), *Leadership Skills—Balanced Leadership: What, How and When*
- Dr. Deborah Wortham, Superintendent, Steelton-Highspire School System, PA, *Creating A Culture For Continuous Learning*
  - **Tool Box Series** (A year-long development program for new and aspiring leaders focused on the Eight Roles of Effective Leaders with each session led by local exemplary school leadership teams.)
  - **Webinar** (Two-hour interactive seminar online for principals and assistant principals) *Getting the Year Off to A Great Start*
  - **Technology Workshops** (Two, two-day computer lab workshops *What Leaders Should Know: The Very Real Virtual Lives of Students and Teachers*)
  - **New Principals Celebration** (Annual reception for all first-year principals in Georgia’s K-12 schools).

5. Attach separate bibliographies of refereed and non-refereed publications, if any, which have resulted from research activities of the center. List publications from the last three years only.

As a service center, the Principals Center does not have the faculty or the resources for conducting research; however, the following research was conducted by the Center’s Executive Director and the Graduate Research Assistant.


6. Attach a list of grants submitted in the last three academic years and list all sources of funding. Click here for the format to use. For funded grants, give title, funding source, amount, type of grant (research or instruction), GSU project number, and period funded. Specify the amount of funds received from each category (research, service or instruction) for each of the last three years.

**Chart #1:** These funds are for service and instruction provided by the Principals Center
<table>
<thead>
<tr>
<th>Period Funded</th>
<th>Title</th>
<th>Amount</th>
<th>Funding Source(s)</th>
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<td>External Businesses, and Organizations</td>
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<td></td>
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**D. Center Personnel**

1. List all personnel funded through the center for the prior fiscal year. Use this format. Faculty who receive course releases of full or partial summer pay should be counted as center members.

**Center Personnel**

For each individual, list center funding provided for the categories below*
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<tr>
<th>Personnel Faculty</th>
<th>Position</th>
<th>College &amp; Department</th>
<th>Load Allocated to the Center</th>
<th>Amount of Funding - External (Grants, contracts, Other)</th>
<th>Amt. of Funding - Internal (College/Dept.)</th>
<th>Amount Of Funding CIP**</th>
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<td>Dr. Ronda Tighe</td>
<td>Executive Director</td>
<td>College of Education, Department of Educational Policy Studies</td>
<td>50% of the Academic Year, Summer: 1 course buy-out</td>
<td>All but summer pay, which is provided by the Center.</td>
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APPENDIX C1: Unit's strategic plan and goals as of the beginning of the self-study period.

APR 2005: The Goals and Objectives of the EPS Department, listed below, were developed to be in line with the goals of the College of Education.

A.1 Instructional goals

a) Goal 1: To become a program of high quality relative to other Educational Policy Studies programs at a national level (Supports Goal 1 of the College).

i) Objective 1: To hire a mid-career faculty member with an established record of excellence in teaching and research in Educational Leadership, with an emphasis on in urban education, at the Associate Professor level. Rationale: The Educational Leadership program has no tenured mid-career faculty. The one full professor in this area plans to retire at the end of this academic year. As a result, junior faculty members lack the mentors necessary to support their professional development. Quality graduate student advisement is difficult to provide and the main responsibility for program development is placed on junior faculty at the expense of their own scholarly development. Cost: $100,000 (salary + benefits + overhead). Plan for implementation: Search should begin in August for the 2004 academic year.

ii) Objective 2: To hire a mid-career faculty member with an established record in program evaluation and policy analysis at the Associate Professor level (supports Goal 2 of the College of Education Strategic Plan). Rationale: The doctoral program in Educational Policy would be strengthened by additional content in program evaluation and policy analysis, specifically in policy that affects professionals in urban education. Accountability and reform beg for thoughtful evaluation and analysis of the outcomes of policy. For example, teachers in the state of Georgia are encouraged to earn National Board Certification. While this may, indeed, be one way to improve education, there is little empirical data to link this certification process with significant, measurable improvements in student achievement. Moreover, there has been no significant cost-benefit analysis of the financial incentives attached to this policy. Careful evaluation of programs produces knowledge to assist in careful stewardship of public monies. Faculty with recognizable scholarship and experience in these areas would strengthen the doctoral program in Educational Policy. In addition, doctoral students in other departments in the college would also benefit from expansion of course offerings in this area. Cost: $100,000 (salary + benefits + overhead). Plan for implementation: Search should begin in August for the 2004 academic year.

iii) Objective 3: To hire two minority faculty members at the Associate Professor level. These faculty members should have established records in multi-cultural /urban education and/or comparative/international education. Rationale: The department will lose two minority faculty members to retirement in the coming academic year. The loss not only diminishes the level of diversity among the faculty, it also reduces the scholarship and instruction in both multi-cultural/urban education and international/comparative education. The department must maintain a diverse faculty, provide expertise in these two the critical need areas of the college, and maintain its capacity to meet the urban and international initiatives of the University and the Board of Regents of the University System of Georgia. It is important to conduct a
targeted search to replace these departing faculty members. Cost: $100,000 (salary + benefits + overhead) for each new hire. The Office of the Provost supports the hiring of minority faculty through the Target of Opportunity and Minority Hiring incentive programs. Plan for implementation: Search should begin in August for the 2004 academic year. The department will request incentive funds for the hiring of minority faculty from the Provost’s Office. The search process will follow the *Guidelines for the Strategic Recruitment of Racial and Ethnic Minority Faculty in the College of Education* to maximize the success of these two searches.

b) Goal 2: To make targeted improvements in the curricula specifically designed to increase the overall quality of the program.

i) Objective 1: To assess the effectiveness of the sequence, scope and curricula of the cohort classes and to make recommendations for improvement (EPS 9260, 9270, and 9980). Rationale: The current self-study surveys indicate that the sequence, scope and curricula of the cohort classes are an area for improvement. Resources required: Faculty time. Plan for implementation: In AY 2004, the Academic Affairs Committee, with data from the self-study survey data, began evaluate the three cohort courses based. This committee will make recommendations to the EPS faculty to strengthen these courses and to improve their coherence and continuity. If approved, these changes will be implemented in FY 2005. These three cohort courses will be evaluated again in 2008, using the same instrumentation as was used in the current self-study surveys. Improvement (or the lack thereof) will be documented and curricula revisited based on the outcomes of the 2008 evaluation.

ii) Objective 2: Review and revise the Comprehensive Examination content and process. Rationale: The current self-study surveys indicate that the content of and process for administering the comprehensive examinations is an important area for improvement. Resources required: Faculty time. Plan for implementation: The Academic Affairs Committee, in response to the current self-study data, is analyzing the current content and process of the comprehensive examination. This committee will make recommendations based on its investigation to the EPS faculty. If approved, any changes will be implemented in FY 2005. The comprehensive examination process will be evaluated again in 2008, using the same instrumentation as was used for the 2003 self-study.

iii) Objective 3: To improve student academic advisement within the department. Rationale: The current self-study survey data indicate that current advisement procedures in the department need improvement. While student advisement is ultimately the responsibility of each faculty member, there is the need for one individual in the department to monitor all advisement procedures and paperwork. Resources required: One new faculty line dedicated 50% to instruction and 50% to graduate advisement for all Master’s and PhD students. Cost: $65,000 (salary + benefits + overhead). Plan for implementation: Search for position in FY 2005.

iv) Objective 4: Link general and specific learning outcomes in EPS 9260, 9270 and 9980 with the comprehensive examination questions. Rationale: General learning outcomes have been identified for the doctoral program. Specific learning outcomes and assessment measures should now be developed to link these courses to the comprehensive examination process. Resources required: Faculty time. Plan for implementation: In AY 2005, the Academic Affairs Committee will examine the
sylabi for EPS 9260, 9270 and 9980. The committee will make recommendations to provide stronger linkages between the syllabi, the general learning outcomes for the program, and the methods of assessment used in the qualifying examinations.

c) Goal 3: To expand the degree offerings in EPS to reflect the growing need and demand for specific areas of study at the Ph. D. and Master’s level.

i) Objective 1: Offer the Ed. D. degree in Educational Leadership. Rationale: There appears to be a shortage within the state of educational leaders who possess the knowledge and skills necessary to improve schooling for all students. One estimate is that more than 700 school administrators at the building level are currently eligible for retirement from the Georgia public schools. In addition, over 600 Georgia schools are on the Needs Improvement list under the No Child Left Behind Act of 2001. Increasing the supply of transformational leaders is a complex, multidimensional endeavor. Offering an Ed. D. Degree will enable EPS to meet this demand more effectively. The Ed. D. degree program will provide an option distinct from the Ph.D. The addition of an Ed. D. Program is a logical and appropriate response to the educational needs of prospective administrators seeking doctoral level preparation that utilizes an especially strong practitioner focus. The proposed program furthers the mission of the College of Education and the university by providing strong leadership for urban education. The proposed program furthers the mission of the University in providing quality education and public service. The University's Strategic Plan indicates the need for developing programs that facilitate the life-long learning and career development for the citizens it serves. The proposed Ed. D. program will not only provide qualified leaders in education, but will also, indirectly, enhance the education and life-long learning of the students, teachers and staff served by these leaders. Resources required: None required until program has been approved. Four new faculty positions will be required to implement the program according to plan. Plan for Implementation: The University Senate is currently reviewing this proposal, and, if approved, will be reviewed by the Board of Regents in 2004.

d) Objective 2: Offer a Master’s of Science Degree in Higher Education Rationale: The Master of Science degree in Higher Education is intended to provide students with a broad foundation in the study of higher education. In career terms, this degree is designed to provide graduates with the necessary background for entering or continuing in the field of higher education administration in such areas as academic advising, student affairs, institutional research, and development. A master's degree in higher education administration is becoming increasingly necessary for many entry-level positions in colleges and universities and for advancement within those institutions. Currently, there are no Master’s programs in higher education administration in the Atlanta metropolitan area. The Department of Educational Policy Studies at Georgia State University receives numerous requests for such a program. The large number of institutions of higher education in Georgia (the public system alone consists of 34 four year institutions) requires well-educated graduates of such a program. The proposed program furthers the mission of the University in providing quality education and public service to the entire Atlanta metropolitan area. As indicated above, currently there are no such programs in this area, and such a program would not only serve the residents of Atlanta, who will need a master's degree and higher education experience in order to work in the many
colleges and universities in the area, but also the numerous colleges and universities in
the area require well-educated employees. The University's Strategic Plan indicates the
need for developing programs that facilitate the life-long learning and career
development of students. Not only will the proposed master’s program in higher
education do that for its graduate students, but by also training and developing the
graduate students who will obtain employment in institutions, the University will
indirectly, but significantly, educate the future generation of students, staff, and faculty.
Resources required: None needed until 2008. At that time, the department projects the
need for one additional faculty member in Higher Education. Implementation: The
proposal for this new degree program is currently under review by the university senate,
and, if approved, will be reviewed by the Board of Regents in 2004.

Scholarly and creative activity goals

e) Goal 1: To increase support for the research and scholarship Rationale: In the past two
years, the department has lost five highly productive tenure track faculty members.
Recent budget cuts, substantial investments in buildings and technology at the expense of
scholarship, and excessive service demands run the risk of draining the faculty of their
vitality as scholars and teachers. To exacerbate the problem even further, there were no
raises for university faculty last year and there appear to be no raises included in this
year’s budget. A cost-benefit analysis of this problem would likely suggest that it is more
expensive in the long-term to search for, hire, and train new faculty than it is to provide
adequate support for faculty already in the pipeline. Searches to replace these five
faculty members alone will cost the department significant resources that could be
invested, instead, in other critical need areas. A recent article in the Atlanta Journal and
Constitution indicates that this loss of quality faculty is a statewide problem. Ron Henry,
the GSU Provost, is quoted in this article as stating that the university lost three very
productive faculty members last year. All three of these faculty members were in the
Department of Educational Policy Studies.

i) Objective 1: Provide GRA support for newly hired faculty. Rationale: Newly hired
faculty and the graduate students who are assigned to them as GRAs will find such an
arrangement mutually beneficial to scholarship and creative activity. In addition, this
support attracts potential candidates for our current searches (8 searches are currently
under way in the department). Resources required: $16,000 for FY 2005 to be used
to provide newly hired faculty with a GRA III for one semester. Plan for
implementation: The department Faculty Affairs Committee will develop a plan for
implementation of this proposal.

ii) Objective 2: To provide travel support for graduate students to present papers at
scholarly conferences. Rationale: Research-active graduate students contribute
significantly to the overall scholarly and creative climate of the department and raise
the exposure of the department, the college and the university at scholarly meetings
and conferences. This, in turn, enhances the reputation of the department, the college,
and the university as one that produces well-trained graduates for the faculty pool.
Resources required: $4,000 annually. On average, 10 graduate students present
papers at professional meetings each academic year. Plan for implementation: The
Student Affairs Committee shall investigate the level of travel funding available to
graduate students in other departments in the college and the university and will
present its findings, along with specific recommendations, to the department faculty.
The department will also establish a graduate student travel fund as a foundation account to which faculty and alumni may make voluntary contributions.

f) Goal 2: Enhance the community of scholars within the department and among departments with similar research interests.
   i) Objective 1: Initiate a Faculty Brown Bag “Works in Progress” series once each month from September through March of each year. Rationale: Faculty members are often unaware of the scholarly activities of their colleagues. A regularly scheduled brown bag series would provide an informal opportunity to share scholarly work and to develop opportunities for faculty collaboration and support. Resources required: Foundation funds can be used for refreshments. The Faculty Affairs and student Affairs Committees will plan and initiate these events. Plan for implementation: Faculty Brown bags will begin in October, AY 2005.
   ii) Objective 2: Initiate a Qualitative Research Interest Group (RIG) for faculty and students within the College of Education. Rationale: Qualitative research is a popular and often misunderstood collection of methods and methodologies. An interest group that provides opportunities for faculty and students to share their qualitative research would promote a better understanding of these various approaches to inquiry. Support from the Dean’s Office is available to develop Research Interest Groups (RIGs) to support groups of this sort. Resources required: Support for a GRA from the RIG Initiative. Plan for implementation: Interested faculty will apply for RIG funding in the next funding cycle. Meetings will be held once each academic term. The RIG GRA will assist with identifying possible funding and publication opportunities for RIG members.

Service goals

g) Goal 1: To redistribute faculty service load based on rank, years in rank, and level of research activity.
   i) Objective 1: Reduce service expectations for newly hired faculty and limit service to low-risk committee work. Rationale: New faculty need time to develop their research agenda and to establish themselves as excellent teachers. Service for untenured faculty should be limited to low-risk committee work. On the self-study survey, 57% of all faculty responded that they did not feel comfortable expressing differing views and opinions in the department. In general, this may be a concern of untenured faculty in any department because they perceive themselves to be particularly vulnerable. The department has lost several junior faculty members over the last two years. High service expectations and/or service on high-risk committees at the department, college, and university level may have contributed to their departure. Resources required: Faculty time. Plan for implementation: the Faculty Affairs Committee will consider the need for a departmental policy regarding an appropriate service load for new and untenured faculty. Recommendations will be made to the EPS faculty and to the Dean’s Advisory Committee in AY 2005.
   ii) Objective 2: Investigate possible imbalance of service loads for research-active graduate faculty. Rationale: Associate Professors report concerns over unusually high service expectations, which have eclipsed their time for scholarship as well as teaching and advising. According to the self-study survey, 24% of all Associate Professors spend between 31% and 75% of their time on departmental, college and university-level service. It is possible that high service loads may have also cut into
time available for student advisement. Many (54%) of Associate Professors reports spending 15% or less of their time on student advisement. Resources required: Faculty time. Implementation: Faculty Affairs will examine and make recommendations to the EPS faculty regarding service expectations for research-active faculty.

h) Goal 2: Investigate strategies to increase staff support for faculty service activities.
   i) Objective 1: Redirect staff assignments to maximize support for faculty scholarly and service activities. Rationale: EPS has adequate staff at this time, however, some faculty have expressed concern about an apparent unequal distribution of work assignments among the staff. Resources required: This will require faculty time to assess current process of assigning work to staff and to make recommendations to administration and administrative time to respond to faulty concerns. Implementation: Faculty Affairs will identify the needs that may be met more efficiently with a redirection of staff assignments.

i) Goal 3: Examine the effectiveness of the governance and structure of the EPS Department. Governance and structure of the department affect all three areas of Instruction, Scholarship, and Service.
   i) Objective 1: Examine the current annual review process. Rationale: The majority (55%) of the faculty reported in the self-study survey that they were unclear about the job requirements and criteria for evaluation. Resources required: Faculty time. Implementation: The Faculty Affairs Committee will make a recommendation for an investigation of this process at the first faculty meeting in AY 2005.
   ii) Objective 2: Examine current procedures whereby faculty may influence decisions made by the department and make recommendations to address faculty concerns. Rationale: In the self-study survey, 48% of the faculty reported “strongly disagree” or “disagree” when asked if they believed that they had adequate opportunities to influence the decisions made by the department, while 43% reported an “agree” or “strongly agree” on the same item. These data indicate a serious fissure in the department needs mending. Moreover, this goal also is in line with Goal 4 of the College Strategic Plan, suggesting that the issues are of concern across the College of Education rather than unique to the EPS Department. Resources required: Faculty time. Plan for Implementation: Faculty affairs committee will investigate this issue and make recommendations to address faculty concerns.
APPENDIX D1: Learning Outcomes
Detailed Assessment Report

2009-2010 Educational Policy Studies PhD

Mission/Purpose

The Department of Educational Policy Studies offers a Ph.D. degree in Educational Policy Studies with concentrations in educational leadership, social foundations of education, and research, measurement, and statistics. The program allows students to examine the philosophy and practice of education and to develop skills in both the methodology and the study of educational practice. Students will prepare to become policy makers and examiners of policy and the effects of policy on education. The broader requirements of the Department of Educational Policy Studies offer students the opportunity to link their programs of study with broader social and educational issues in such areas as race, gender, leadership, and policy. This broader context established an understanding of the programs of study as essential components rather than separate structures of our social, economic, and political lives.

Goals

G 1: Critically Evaluates Literature
This goal is important for the department to evaluate whether our doctoral students have demonstrated the ability to critique, summarize, and interpret the findings from published research and scholarship.

G 2: Interprets Schooling/Education in Diverse Contexts
The purpose of this goal is to evaluate whether our doctoral students have demonstrated a knowledge base of theories on how to analyze educational issues about race, class and gender.

G 3: Conducts Scholarly Research
The purpose of this goal is to evaluate whether doctoral students have demonstrated the ability to design and execute a major research study in their program.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Students will examine policymaking power

Although student learning comes from a number of classes, we are using just one of the doctoral cohort classes--EPS 9270--for measuring the assessment. The policy paper must examine a key characteristic of policymaking: power. There are, as we will examine in the readings on policy, a number of ways to examine policy. To some degree there are two sets of policy studies, one
focused on how to make the system work better and one focused on how deeply flawed the system is. Yet underneath both sets, and sometimes brought to the forefront of policy discussions, is an important question: What is power?

Associations:

Institutional Priorities:

1.11 Targeted programs of distinctiveness that are nationally and internationally recognized

Strategic Plans:

President, Georgia State University

1.3 Graduate Experience

Related Measures:

M 1: Power Analysis

The paper of at least ten pages, with at least ten scholarly or research references, addressing the following questions: what is power?, who exercises it in United States educational policy?, and how do they exercise it? You may use as references the required and recommended readings for this course, but you will also need to use at least six other references, and they must be research or scholarly references. The instructor uses an Analytical Rating Guide rubric (see Document Repository).

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

95% of students will obtain a score of 2 or better as evaluated by program faculty for this activity.

Findings (2009-2010) - Achievement Target: Met

8 students met or exceeded the outcomes.

Related Action Plans:
For full information, see the Action Plan Details section of this report.

Power Analysis

Established in Cycle: 2009-2010

Program faculty will maintain existing outcome measures for the doctoral cohort and monitor current levels of performance.

O 2: Students will prepare a cultural studies analysis

A critique and analysis of the readings in light of the ways cultural meanings of race, class and gender are represented in education via media. Each student will be asked to carefully observe print media and television/movies (of your choosing)-in order to interpret the class readings and conceptual treatments among the courses themes: Critical Race Theory, White Privilege, Youth Subcultures, (Post) Colonialism & Globalization, Masculinities & Femininities, Sexualities, and Social Class Differences.

Associations:

Institutional Priorities:

1.11 Targeted programs of distinctiveness that are nationally and internationally recognized
1.12 Global cultural perspectives infused throughout programs
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

Strategic Plans:

President, Georgia State University

1.3 Graduate Experience

Related Measures:

M 2: Cultural Studies Analysis

For purposes of evaluation, the student will prepare a paper, 5-7 pages consisting of the following 3 parts: (Part A) identification and discussion of media images chosen; (Part B) theoretical analysis of Part A using textual readings for supporting evidence; (Part C) concluding remarks or summary statements on the potential media bias and/or impact of popular cultural
consumption. The paper will be evaluated using the following rubric: 3=exceeded outcomes. Comprehensive, insightful, creative, inquisitive, demonstrates conceptual clarity, integrates reading, terms, concepts, and shows syntactical accuracy. 2=met outcomes. Generally clear, somewhat connected to reading, terms, concepts, some instances of syntactical errors (e.g., passive voice, excessive pronouns,) loose analysis, tentative conclusions. 1=did not meet outcomes. Fragmented, indifferent, unimaginative, lacks clarity, superficial and weak.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

95% of students will obtain a score of 2 or better as evaluated by program faculty for this activity.

Findings (2009-2010) - Achievement Target: Met

8 students met or exceeded the outcomes in the assignment.

Related Action Plans:

For full information, see the Action Plan Details section of this report.

Cultural Studies Analysis

Established in Cycle: 2009-2010

Program faculty will maintain existing outcome measures for the doctoral cohort and monitor current levels of performance.

O 3: Students will write high quality dissertations

We plan to discuss an assessment to measure the quality of dissertations that will guide students and faculty committee members as they work together to develop high quality dissertations.
Associations:

Institutional Priorities:

1.11 Targeted programs of distinctiveness that are nationally and internationally recognized

Strategic Plans:

President, Georgia State University

1.3 Graduate Experience

Related Measures:

M 3: Dissertation Scoring Assessment

The activity and scoring assessment of dissertations is under discussion among the faculty at this time.

Source of Evidence: Senior thesis or culminating major project

Achievement Target:

95% of students successfully passed their dissertation defenses.

Findings (2009-2010) - Achievement Target: Met

18 students successfully defended their dissertations during the period under assessment.

Related Action Plans:

For full information, see the Action Plan Details section of this report.
Dissertation Quality

Established in Cycle: 2009-2010

Program faculty will discuss the evaluation of dissertation defenses, and consider the design and implementation of a scoring rubric.

Action Plan Details for This Cycle

Cultural Studies Analysis

Program faculty will maintain existing outcome measures for the doctoral cohort and monitor current levels of performance.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Cultural Studies Analysis | Outcome/Objective: Students will prepare a cultural studies analysis

Responsible Person/Group: LOA Coordinator

Additional Resources Requested: None

Budget Amount Requested: $0.00

Dissertation Quality

Program faculty will discuss the evaluation of dissertation defenses, and consider the design and implementation of a scoring rubric for quality writing outcomes.
Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: Low

Relationships (Measure | Outcome/Objective):

Measure: Dissertation Scoring Assessment | Outcome/Objective: Students will write high quality dissertations

Responsible Person/Group: LOA Coordinator

Additional Resources Requested: None

Budget Amount Requested: $0.00

Power Analysis

Program faculty will maintain existing outcome measures for the doctoral cohort and monitor current levels of performance.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Power Analysis | Outcome/Objective: Students will examine policymaking power

Responsible Person/Group: LOA Coordinator

Additional Resources Requested: None
Budget Amount Requested:  $0.00

Analysis Answers

ACADEMIC QUESTION 1:

What changes in the assessment process has your degree program made since last year’s assessment report? Why were these changes made? What changes and improvements in the assessment process will you make in the coming academic year?

We changed the admissions deadlines for Ph.D. student applications. We eliminated the October 1st date and have one yearly application deadline in January. We favor a smaller pool of full-time doctoral students with higher quality credentials. We will start the APR planning year process in fall of 2010.

ACADEMIC QUESTION 2:

What changes and improvements to your educational program will be made based on this year’s assessment data? (In other words, what is the impact on your educational degree program of the data obtained from assessment findings?) If changes to curriculum or courses are made for other reasons, please explain.

We plan an auditing system to report on the progress of our current and newly admitted doctoral students. We will discuss these changes and others at the start of the APR planning year in the fall of 2010.

Detailed Assessment Report

2009-2010 Social Foundations MS

Mission/Purpose
Social Foundations of Education is a broadly conceived field of educational study that derives its character from a number of academic disciplines and the interdisciplinary studies. At Georgia State University, the disciplines involved in social foundations inquiry are history, philosophy, sociology, anthropology, and political science; the interdisciplinary field is cultural studies. The purpose of social foundations study is to bring the intellectual resources derived from these areas to bear in developing interpretive, normative, and critical perspectives of educational theory, policy, and practices, both inside of and outside of schools.

Goals

G 1: Designs and Conducts Research

The student demonstrates the ability to design a major research study, appropriate at the Masters level.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: The student will complete a thesis or project

The student has completed a thesis or project advancing an original point of view as a result of Social Foundations research.

Associations:

Institutional Priorities:

1.11 Targeted programs of distinctiveness that are nationally and internationally recognized

Strategic Plans:

President, Georgia State University

1.3 Graduate Experience
Related Measures:

M 1: Masters Scoring Activity

A faculty advisor and two committee members are responsible for directing the master's thesis research or master's projects. During the last academic term of coursework, each student will be required to complete an oral examination. The candidate's committee will administer the oral examination, which is not to exceed two hours. The committee will complete the scoring rubric after the oral exam (see Document Repository).

Source of Evidence: Senior thesis or culminating major project

Achievement Target:

95% of MS Social Foundations students will meet or exceed expectations as outlined in the scoring rubric.

Findings (2009-2010) - Achievement Target: Met

We had no graduating students at the thesis or project stage during this assessment reporting period.

Related Action Plans:

For full information, see the Action Plan Details section of this report.

MS Thesis and Project

Established in Cycle: 2009-2010

The program faculty will continue to monitor the assessment.

Action Plan Details for This Cycle
MS Thesis and Project

The program faculty will continue to monitor the assessment.

Established in Cycle:  2009-2010
Implementation Status:   In-Progress
Priority:   Medium

Relationships (Measure | Outcome/Objective):
Measure: Masters Scoring Activity | Outcome/Objective: The student will complete a thesis or project

Responsible Person/Group:   MS program coordinator
Additional Resources Requested:   None
Budget Amount Requested:   $0.00

Analysis Answers

ACADEMIC QUESTION 1:
What changes in the assessment process has your degree program made since last year's assessment report? Why were these changes made? What changes and improvements in the assessment process will you make in the coming academic year?

We changed the admissions process and deadlines for MS student applications. We eliminated the May 1st date being unable to fully review these files and interview students when off-contract in June. The twice a year applications now are aligned more closely with our doctoral degree deadline. We will start the APR planning year in fall of 2010.

ACADEMIC QUESTION 2:
What changes and improvements to your educational program will be made based on this year's assessment data? (In other words, what is the impact on your educational degree program of the
data obtained from assessment findings?) If changes to curriculum or courses are made for other reasons, please explain.

We will not change the program delivery or curriculum offerings for the MS in Social Foundations. We will review our program during the APR planning year in fall of 2010.
The mission of the Ed.S. program in Educational Leadership is to prepare our students to demonstrate critical/intellectual capacity and moral vision so they can create and sustain democratic communities within their schools and districts. We hope to educate and prepare school leaders with the capacity to transform schools and improve student learning. This mission focuses on the education and preparation of urban educational leaders with a commitment to social justice and systemic change. The Ed.S. degree is an advanced leadership program that builds on the requirements for initial licensure obtained in the M.Ed. and L-5 certification programs. By engaging students in advanced academic and field-based preparation, candidates in the Ed.S. program are prepared to be positive change agents within the rapidly changing contexts of schools. Leaders are prepared to facilitate reflective inquiry on teaching and learning throughout the school. Students enrolled in the program come from highly diverse backgrounds, varied educational backgrounds, and possess multiple needs, interests, and abilities. The Ed.S. program recognizes this diversity and provides opportunities to meet the needs of the individual student. The program seeks to create and structure learning environments so that educational leaders can meaningfully incorporate new knowledge into existing knowledge structures. This is accomplished through an active, social and authentic learning process. Student input is not only encouraged but also required in the courses and field experiences. Teaching and learning strategies are guided by current research, community need, and the diversity of the students. The Ed.S. program adheres to the belief that teaching and learning occur through a process incorporating reflection, inquiry, and action within the context of practice. Consequently, the Ed.S. program has been designed to align course work with actual leadership practice. This facilitates students’ ability to integrate abstract theoretical knowledge with practice, which gives students the opportunity to directly engage in practice as informed, analytical, and critical learners.

The mission of the educational leadership program mutually reinforces the framework of the university's Professional Education Council. The manner in which the program has operationalized its mission through its program revisions supports the aim of "providing scholarship and leadership focused on learning and development." Further the program has articulated a more explicit normative grounding in democratic principles in order to make a difference not only in the manner in which future school leaders do their jobs, but also in a manner in which that work will significantly impact the quality of life for Georgia citizens.

Goals and Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

G 1: Stewardship of a vision
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

O 2: Analysis of significant educational problem
Students will provide a description and analysis of a significant educational problem that is present in their school or districts. They will apply appropriate methods and theories to ameliorate the problem based on collaborating with administrators, teachers, and other appropriate stakeholders in order to create an action plan that directly addresses the problem including the organizational and personnel supports that are needed to make the plan succeed. (EPEL 8000).

**Related Measures:**
M 2: Significant educational problem
Students will provide a description and analysis of a significant educational problem that is present in their school or districts. They will apply appropriate methods and theories to ameliorate the problem based on collaborating with administrators, teachers, and other appropriate stakeholders in order to create an action plan that directly addresses the problem including the organizational and personnel supports that are needed to make the plan succeed. (EPEL 8000). EDUCATIONAL PROBLEM RUBRIC: Exceeds Expectations: Highly thoughtful identification, description, and analysis of a major educational problem; relevant and feasible development of an action plan for resolving the problem; effective use of strategies that unite the members of the school community and empower them to work collaboratively to address areas of primary need. Meets Expectations: Moderately thoughtful identification, description, and analysis of a major educational problem; somewhat relevant and feasible development of an action plan for resolving the problem; mildly effective use of strategies that unite the members of the school community and empower them to work collaboratively to address areas of primary need. Does Not Meet Expectations: Little or no thought given to the identification, description, and analysis of a major educational problem; development of an irrelevant and unfeasible action plan for resolving the problem; use of strategies that are ineffective in uniting the members of the school community and empower them to work collaboratively to address areas of primary need. Source of Evidence: Portfolio, showing skill development or best work

**Achievement Target:**
90 percent of students receiving Exceeds Expectations and/or Meets Expectations on the significant educational problem rubric (EPEL 8000).

G 2: School culture and instructional program
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

O 1: Professional Development
Students will develop a professional development plan that addresses the needs that were determined from the collection and analysis of relevant data and evidence. The plan will be reflective of input from stakeholders who will participate in the professional development and will be consistent with effective adult learning strategies and effective professional development. (EPEL 8420).

**Related Measures:**
M 1: Professional development
Students will develop a professional development plan that addresses the needs that were determined from the collection and analysis of relevant data and evidence. The plan will be reflective of input from stakeholders who will participate in the professional development and
will be consistent with effective adult learning strategies and effective professional development. (EPEL 8420). ASSESSMENT RUBRIC: Exceeds Expectations: Use data/evidence from multiple sources as a basis for development of a professional development plan for a select group of faculty and/or staff that addresses instructional, safety, and/or learning environment issues. Plan is consistent with effective adult learning strategies and effective professional development. Makes professional development plan presentation relevant to the implementation of school improvement strategies and initiatives. Demonstrates full knowledge by answering all questions with explanations and elaborations. Budget is thorough, complete, and matches the needs consistent with what is required for the proposed professional development plan. Plan is consistent with the requirements for Exceeds Expectations and shows evidence of revisions based on stakeholder input. Meets Expectations: Use data/evidence from two sources as a basis for development of a professional development plan for a select group of faculty and/or staff that addresses instructional, safety, and/or learning environment issues. Plan is somewhat consistent with effective adult learning strategies and effective professional development. Makes professional development plan presentation somewhat relevant to the implementation of school improvement strategies and initiatives. Is at ease with all questions, but fails to elaborate. Budget somewhat matches goals and objectives, but lacks specification in certain items. Plan is consistent with the requirements for Meets Expectations and shows little evidence of revisions based on stakeholder input. Does Not Meet Expectations: Use data/evidence from one source as a basis for development of a professional development plan for a select group of faculty and/or staff that addresses instructional, safety, and/or learning environment issues. Plan not consistent with effective adult learning strategies and effective professional development. Is not able to make professional development plan presentation relevant to the implementation of school improvement strategies and initiatives. Does not have a grasp of the information and unable to answer questions. Budget is limited and does not address needs and/or figures do not total correctly. Plan is consistent with the requirements for Does not Meet Exceeds Expectations and shows little or no evidence of revisions based on stakeholder input.

Source of Evidence: Portfolio, showing skill development or best work

**Achievement Target:**
90 percent of students receiving Exceeds Expectations and/or Meets Expectations on the professional development rubric (EPEL 8420).

O 5: Curriculum reform model
Each student will work with a group of teachers and parents within the school or district to evaluate a school reform model or curriculum package based on principles of curriculum theory and design. Based on the analysis, the student and his or her team of stakeholders will determine the appropriateness of the model or package for the district, the resources needed for successful implementation, potential modifications for the sake of consistency with district/school mission and the needs of the particular population, and a consistent means for ongoing monitoring of the package or reform. (EPSF 8440).

Related Measures:
M 5: Curriculum reform model
Each student will work with a group of teachers and parents within the school or district to evaluate a school reform model or curriculum package based on principles of curriculum theory and design. Based on the analysis, the student and his or her team of stakeholders will determine the appropriateness of the model or package for the district, the resources needed for successful
implementation, potential modifications for the sake of consistency with district/school mission and the needs of the particular population, and a consistent means for ongoing monitoring of the package or reform. (EPSF 8440). CURRICULUM REFORM MODEL RUBRIC: Exceeds Expectations: Student meets all indicators outlined in the curriculum analysis guidelines (purpose, aims, and goals; macro-curricular structures; micro-curricular structures; assessment and evaluation; and overall analysis) and provides a thorough, thoughtful, well-documented analysis with highly significant recommendations for the school and/or district. Student leads a presentation that clearly and effectively communicates analysis and recommendations. Meets Expectations: Student meets at least 80% of the indicators outlined in the curriculum analysis guidelines (purpose, aims, and goals; macro-curricular structures; micro-curricular structures; assessment and evaluation; and overall analysis) and provides adequate, documented analysis with appropriate recommendations for the school and/or district. Student leads a presentation that adequately communicates analysis and recommendations. Does Not Meet Expectations: Student meets less than 80% of the indicators outlined in the curriculum analysis guidelines (purpose, aims, and goals; macro-curricular structures; micro-curricular structures; assessment and evaluation; and overall analysis) and provides an inadequate, poorly documented analysis with few or no recommendations for the school and/or district. Student leads a presentation that does not adequately communicate analysis and recommendations.

Source of Evidence: Presentation, either individual or group

**Achievement Target:**
90 percent of students receiving Exceeds Expectations and/or Meets Expectations on the curriculum reform model rubric (EPSF 8440).

**O 6:** Instructional Leadership
Students will identify a teacher and provide instructional supervision and support that teacher that teacher. The support and supervision with include a self-assessment for the supervised teacher, classroom observations, periodic conferences, review of lesson plans, examination of student work, review of test scores assessment of class policies, plus other relevant data and information. (EPEL 8420).

**Related Measures:**
**M 6:** Instructional leadership
Students will identify a teacher and provide instructional supervision and support that teacher that teacher. The support and supervision with include a self assessment for the supervised teacher, classroom observations, periodic conferences, review of lesson plans, examination of student work, review of test scores assessment of class policies, plus other relevant data and information. (EPEL 8420). INSTRUCTIONAL LEADERSHIP RUBRIC: Exceeds Expectations: Highly thoughtful and coherent selection of supervision instruments to address specific needs of each teacher/support staff member; highly responsive to needs of teachers/support staff throughout supervision process. Use instruments with high degree of integrity, thoughtfully integrate findings from various sources of data regarding teacher/support staff performances. Create supportive rapport with teachers; demonstrate highly responsive and sensitive support to teachers/support staff throughout process; help teachers/support staff improve in the self-assessment of their work. Astute analysis of teacher/support staff strengths and possible areas for improvement and/or enrichment; meaningful recommendations for teacher/support staff; very thoughtful conclusions regarding the role of the school/district leader as a supervisor with meaningful conclusions regarding future supervisory work. Meets Expectations: Thoughtful and
coherent selection of supervision instruments to address specific needs of each teacher/support staff member; somewhat responsive to needs of teachers/support staff throughout the supervision process. Use instruments with moderate integrity, some integration of findings from various sources of data regarding teacher/support staff performances. Create positive rapport with teachers/support staff; demonstrate some degree of responsiveness and sensitivity in supporting teachers/support staff throughout process; some attempt made to help teachers/support staff improve in the self-assessment of their work. Adequate analysis of teacher/support staff strengths and possible areas for improvement and/or enrichment; adequate recommendations for teacher/support staff; and somewhat thoughtful conclusions regarding future supervisory work.

Does Not Meet Expectations: Little or no thought or coherence regarding the selection of supervision instruments; failure to address specific needs of teacher/support staff member throughout the supervision process; little or no integrity in the use of supervision instruments; poor or no analysis of findings. Create a negative relationship with teachers/support staff; fail to demonstrate responsiveness and sensitivity to the needs of teachers/support staff throughout process; fail to help teachers/support staff improve in the self-assessment of their work. Poor to no analysis of teacher/support staff strengths and possible areas for improvement and/or enrichment; poor or no recommendations for teacher/support staff; poor or no conclusions regarding future supervisory work.

Source of Evidence: Performance (recital, exhibit, science project)

**Achievement Target:**
90 percent of students receiving Exceeds Expectations and/or Meets Expectations on the instructional leadership rubric (EPEL 8420).

G 3: Management of the organization
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

O 2: Analysis of significant educational problem
Students will provide a description and analysis of a significant educational problem that is present in their school or districts. They will apply appropriate methods and theories to ameliorate the problem based on collaborating with administrators, teachers, and other appropriate stakeholders in order to create an action plan that directly addresses the problem including the organizational and personnel supports that are needed to make the plan succeed. (EPEL 8000).

Related Measures:
M 2: Significant educational problem
Students will provide a description and analysis of a significant educational problem that is present in their school or districts. They will apply appropriate methods and theories to ameliorate the problem based on collaborating with administrators, teachers, and other appropriate stakeholders in order to create an action plan that directly addresses the problem including the organizational and personnel supports that are needed to make the plan succeed. (EPEL 8000). EDUCATIONAL PROBLEM RUBRIC: Exceeds Expectations: Highly thoughtful identification, description, and analysis of a major educational problem; relevant and feasible development of an action plan for resolving the problem; effective use of strategies that unite the members of the school community and empower them to work collaboratively to address areas of primary need. Meets Expectations: Moderately thoughtful identification, description, and analysis of a major educational problem; somewhat relevant and feasible development of an
action plan for resolving the problem; mildly effective use of strategies that unite the members of the school community and empower them to work collaboratively to address areas of primary need. Does Not Meet Expectations: Little or no thought given to the identification, description, and analysis of a major educational problem; development of an irrelevant and unfeasible action plan for resolving the problem; use of strategies that are ineffective in uniting the members of the school community and empower them to work collaboratively to address areas of primary need.

Source of Evidence: Portfolio, showing skill development or best work

**Achievement Target:**
90 percent of students receiving Exceeds Expectations and/or Meets Expectations on the significant educational problem rubric (EPEL 8000).

**G 4: Collaboration with stakeholders**
An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.

**O 4: Equity audit**
Students will initiate and facilitate an equity audit using key stakeholders with their school or districts in order to determine the school's or district's status regarding diversity (i.e. whether the school or district is a monolithic, diverse, or multicultural organization). (EPEL 8020).

**Related Measures:**
**M 4: Equity audit**
Students will initiate and facilitate an equity audit using key stakeholders with their school or districts in order to determine the school's or district's status regarding diversity (i.e. whether the school or district is a monolithic, diverse, or multicultural organization). Students will help school and/or district stakeholders identify diversity issues related to school policies, curriculum, instruction, culture, management, and operations, personnel, and parent involvement and then apply those issues toward the audit.(EPEL 8020). **EQUITY AUDIT RUBRIC: Exceeds Expectations:** Student presents a thorough, holistic report of multiple diversity issues related to his/her school or district based on an equity audit involving significant stakeholders. Student is able to help stakeholders who were involved on the audit committee to understand the complex issues concerning a multicultural organization. **Meets Expectations:** Student submits an acceptable report of multiple diversity issues related to his/her school or district based on an equity audit involving significant stakeholders. Student achieves moderate success in helping stakeholders who were involved on the audit committee to understand the complex issues concerning a multicultural organization. **Does Not Meet Expectations:** Student submits a report that omits significant diversity issues related to his/her school or district based on an equity audit involving a subset of significant stakeholders. Student achieves little success in helping stakeholders who were involved on the audit committee to understand the complex issues concerning a multicultural organization.

Source of Evidence: Portfolio, showing skill development or best work

**Achievement Target:**
90 percent of students receiving Exceeds Expectations and/or Meets Expectations on the equity rubric (EPEL 8020).

**G 5: Integrity, fairness, and ethics**
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

O 4: Equity audit
Students will initiate and facilitate an equity audit using key stakeholders with their school or districts in order to determine the school's or district's status regarding diversity (i.e. whether the school or district is a monolithic, diverse, or multicultural organization). (EPEL 8020).

Related Measures:
M 4: Equity audit
Students will initiate and facilitate an equity audit using key stakeholders with their school or districts in order to determine the school's or district's status regarding diversity (i.e. whether the school or district is a monolithic, diverse, or multicultural organization). Students will help school and/or district stakeholders identify diversity issues related to school policies, curriculum, instruction, culture, management, and operations, personnel, and parent involvement and then apply those issues toward the audit. (EPEL 8020). EQUITY AUDIT RUBRIC: Exceeds Expectations: Student presents a thorough, holistic report of multiple diversity issues related to his/her school or district based on an equity audit involving significant stakeholders. Student is able to help stakeholders who were involved on the audit committee to understand the complex issues concerning a multicultural organization. Meets Expectations: Student submits an acceptable report of multiple diversity issues related to his/her school or district based on an equity audit involving significant stakeholders. Student achieves moderate success in helping stakeholders who were involved on the audit committee to understand the complex issues concerning a multicultural organization. Does Not Meet Expectations: Student submits a report that omits significant diversity issues related to his/her school or district based on an equity audit involving a subset of significant stakeholders. Student achieves little success in helping stakeholders who were involved on the audit committee to understand the complex issues concerning a multicultural organization.

Source of Evidence: Portfolio, showing skill development or best work

Achievement Target:
90 percent of students receiving Exceeds Expectations and/or Meets Expectations on the equity rubric (EPEL 8020).

G 6: Legal and ethical considerations
Students will apply relevant legal principles and demonstrate the ability to assess the ethical considerations involved hypothetical cases presented in class. (EPEL 8330).

O 3: Legal and ethical considerations
Students will apply relevant legal principles and demonstrate the ability to assess the ethical considerations involved hypothetical cases presented in class. (EPEL 8330).

Related Measures:
M 3: Legal and ethical considerations
Students will apply relevant legal principles and demonstrate the ability to assess the ethical considerations involved hypothetical cases presented in class. (EPEL 8330). LEGAL AND ETHICAL CONSIDERATIONS RUBRIC: Exceeds Expectations: Highly effective selection and use of resources regarding legal issue; thoughtful consideration of differing views regarding the issue; high degree of justification regarding the analysis of the legal issue and the conclusions drawn; very clear representation of information and ideas; thorough identification of laws applicable to the legal topic. Meets Expectations: Effective selection use of resources regarding
legal issue; consideration of differing views regarding the issue; adequate justification regarding the analysis of the legal issue and the conclusions drawn; clear representation of information and ideas; adequate identification of laws applicable to the legal topic. Does Not Meet Expectations: Minimally effective or ineffective use of resources regarding legal issue; little or no consideration of differing views or misguided representation of one view; regarding the issue; little to no justification regarding the analysis of the legal issue; little to no conclusions drawn or conclusions undefended; little or no identification of laws applicable to the legal topic.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
90 percent of students receiving Exceeds Expectations and/or Meets Expectations on the legal and ethical considerations rubric (EPEL 8330).

Action Plan Details for This Cycle (by Established cycle, then alpha)
Extending program by one semester
Since this is the first year with the new program, we have talked with the students about the things they thought were very good about the new program and things they would recommend that we change. Based on their feedback related to the intensity of the program, we are planning to extend the program by one semester.

**Established in Cycle:** 2008-2009
**Implementation Status:** Planned
**Priority:** High
**Completion Date:** 08/2010
**Responsible Person/Group:** Educational Leadership Unit

**Additional Resources:** None
**Budget Amount Requested:** 0
Revision of coaching model
Since this is the first year with the new program, we have talked with the students about the things they thought were very good about the new program and things they would recommend that we change. Based on their feedback we are also in the process of revising our coaching process and our portfolio format. Coaching and the portfolio are components that are required by the state.

**Established in Cycle:** 2008-2009
**Implementation Status:** In-Progress
**Priority:** High
**Completion Date:** 01/2010
**Responsible Person/Group:** Educational Leadership Unit

**Additional Resources:** None
**Budget Amount Requested:** 0
Detailed Assessment Report
2009-2010 Educational Leadership MEd

**Mission/Purpose**
Georgia State University Professional Education Council Mission Statement: The mission of the Professional Education Faculty is to provide scholarship and leadership focused on learning and development. Within that mission, we are committed to planning, implementing, and assessing programs that prepare educational professionals for a variety of roles in P-12 schools: teaching, counseling, and leadership Georgia State University Educational Leadership Unit Mission
Statement: At Georgia State University, we prepare our students to demonstrate critical/intellectual capacity and moral vision so they can create and sustain democratic communities within their schools and districts. Georgia State University Educational Leadership Unit Vision Statement: To significantly and substantially improve the quality of life in Georgia by virtue of the educational leaders we prepare. Georgia State University Educational Leadership Unit Belief Statements:

* Critical inquiry and intellectual skepticism are at the heart of leadership.
* Leaders have a moral commitment to provide and improve equitable access and opportunities.
* Education is a complex endeavor that requires a broad understanding of its historical, social, cultural, and philosophical foundations.
* Leaders maintain and model high academic and ethical expectations for students, teachers, and parents.
* Leaders use theory and research to guide their work.
* Leaders develop and sustain collaborative cultures and effective partnerships.
* Leaders navigate the political landscape for the benefit of the school.
* Leaders value and work towards development of a school climate that promotes the academic and social success of diverse student populations.
* Leaders accept the responsibility for creating the necessary conditions for school success.
* Leaders recognize the importance of the change process and are thoughtful change agents.

Goals without Outcome/Objective Relationships Specified

G 1: Goals 1-4
1. Can apply leadership theory in practice
2. Can design and implement action research
3. Can perform as change agent in schools
4. Can lead in urban education settings

Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Outcomes/Objectives 1-4

Student is able to apply general theories of leadership to practice


1. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.
2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7. Internship: The internship provides significant
opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. Strategic Plans President, Georgia State University 3.1 New Academic Programs (Modes of Delivery) Institutional Priorities 1.13 Undergraduate programs use writing to improve critical thinking skills in the discipline 2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences 2.22 Learning-centered environment that supports individual styles life circumstances of students 2: Can design and implement action research (Final) Student can apply the tools of action research to improve school performance Student Learning Outcome: Yes Established in Cycle: 2005-2006 Active Through: 2008-2009 Entry Status: Final Last Updated By: Jami Berry on 09/29/2009 Established By: Migration Tool on 10/13/2008 Relevant Associations: Georgia PSC Standards-(ELCC - Educational Leadership Constituent Council, 2001) 1. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community. 2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. 3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. 4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. 5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. 6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. 7. Internship: The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. Strategic Plans President, Georgia State University 3.1 New Academic Programs (Modes of Delivery) Institutional Priorities 1.11 Targeted programs of distinctiveness that are nationally and internationally recognized 2.23 Educational support systems that foster student access and success 3.31 Use of our unique location and environment to offer a distinctive education to our students 3.32 Participation in partnerships that have a positive impact on the community, state, and nation 4.45 Compliance with federal, state, and BoR regulations and accrediting and professional standards 3: Can perform as change agent in schools (Final) Student effectively performs as a change agent by positively impacting the culture of the school Student Learning Outcome: Yes Established in Cycle: 2005-2006 Active Through: 2008-2009 Entry Status: Final Last Updated By: Jami Berry on 09/29/2009 Established By: Migration Tool on 10/13/2008 Relevant Associations: Georgia PSC Standards-(ELCC - Educational Leadership Constituent Council, 2001) 1. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by
facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community. 2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. 3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. 4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. 5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. 6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. 7. Internship: The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. 7. Internship: The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. Strategic Plans President, Georgia State University 3.1 New Academic Programs (Modes of Delivery) Institutional Priorities 1.11 Targeted programs of distinctiveness that are nationally and internationally recognized 3.31 Use of our unique location and environment to offer a distinctive education to our students 3.32 Participation in partnerships that have a positive impact on the community, state, and nation 4.45 Compliance with federal, state, and BoR regulations and accrediting and professional standards

Related Measures:
M 1: Evaluations in Key Courses

Source of Evidence: Evaluations
M 2: STARS Survey
The STARS Student Survey in Educational Leadership was developed to assess candidates’ professional knowledge, skills and dispositions in all six ELCC Standards. The survey contains five questions for each of the six standards; two are designed to measure professional knowledge and three are designed to measure professional skills. There are ten questions designed to measure student professional dispositions. Professional knowledge, skills, and dispositions

Source of Evidence: Existing data
Action Plan Details for This Cycle (by Established cycle, then alpha)
Action Research
The data indicate that students can perform action research at an acceptable rate. However, the Educational Leadership unit has redesigned the master’s program to ensure higher levels of effectiveness and understanding in action research by focusing more on the data analysis and action research in the two practicum courses. The in-school performances have been shifted to the courses to allow for more attention in the practicum courses on data analysis and action research.

Established in Cycle: 2008-2009
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):

- Measure: Evaluations in Key Courses | Outcome/Objective: Outcomes/Objectives 1-4

Responsible Person/Group: All leadership faculty
Additional Resources: Greater collaboration with research faculty and others with expertise in school-based research
Change Agent in Schools
The data indicate that students can be effective change agents at an acceptably high rate. With the design of the master’s program, students will have even more opportunity to serve as leaders through common essential performance assessments and through a new emphasis on issues of diversity in schools and communities.

Established in Cycle: 2008-2009
Implementation Status: In-Progress  
Priority: High  

Relationships (Measure | Outcome/Objective):

- **Measure**: Evaluations in Key Courses | **Outcome/Objective**: Outcomes/Objectives 1-4  
- **Measure**: STARS Survey | **Outcome/Objective**: Outcomes/Objectives 1-4

**Responsible Person/Group**: Educational Leadership Unit  

Leadership Theory in Schools

The data indicate that students can apply leadership knowledge at an acceptably high rate. However, the Educational Leadership unit has just undergone a comprehensive program redesign required by the Georgia Board of Regents and the Professional Standards Commission. With this change, we have significantly altered the master`s program to embed performance based assessments and practicum experiences in each class. We feel this is the best way to integrate theory and practice, and the students in the program concur.

**Established in Cycle**: 2008-2009  
**Implementation Status**: In-Progress  
**Priority**: High  
**Responsible Person/Group**: Entire Educational Leadership Unit

**Detailed Assessment Report**  
2009-2010 Educational Research MS

**Mission/Purpose**

The mission of the Research, Measurement, and Statistics program is to provide high-quality, relevant and useful training in qualitative and quantitative research methods, program evaluation, testing, and computer applications to all students in the College of Education and to serve the needs of external stakeholders, including local school districts, state educational and social service agencies and policy makers.

**Goals and Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

G 1: Prepare students for education at the doctoral level

Students who graduate with an Educational Research M.S. should be prepared to continue on into a Ph.D. program if they choose to pursue a doctoral degree, whether that degree program is in an applied area or in research methodology. While not all students have such ambitions, their training in our master's program should prepare them and qualify them for that.

O 1: Form a clear, useful, and practical research query

Develop a research idea into a query that is clearly stated, that has a useful place in the extant literature, and that can be practically addressed through research.

**Associations:**

**Institutional Priorities:**

1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation  
3.32 Participation in partnerships that have a positive impact on the community, state, and nation

**Strategic Plans:**

- President, Georgia State University
• 6.3 Graduate Experience

Related Measures:
M 1: Course assessment: Write a literature review
In preparing a high-quality literature review, students demonstrate that they can: 1. form a clear research question and support its relevance to the extant literature 2. understand the content of research reports in having to provide some information about those reports 3. critique the literature by choosing the sources to cite and by pointing out the strengths/weaknesses of various studies in shaping their own research queries and designs. A literature review written as a course assessment will be assessed by the instructor(s) of the course(s) in which literature reviews are assigned.
Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
100% of students meet or exceed the standard
Findings (2009-2010) - Achievement Target: Met
A few literature reviews this year came from course assignments, while others came from master's projects. All students' literature reviews met or exceeded the standard both for forming a research question and for critiquing the literature.

M 5: Master's project/thesis
The final project for master's students is a major paper or a thesis. In this assessment, faculty will be able to evaluate a student's overall understanding of research and the research process, thereby providing a summative assessment of the student's research capabilities. Master's projects/theses are assessed by the project advisor or the thesis committee.
Source of Evidence: Senior thesis or culminating major project

Achievement Target:
100% of projects/theses submitted by students are approved by the advisor/committee
Findings (2009-2010) - Achievement Target: Met
All students who completed a master's project in 2009 met or exceeded the standard for forming a clear, useful, and practical research query.

M 6: Other assessments relevant to learning outcomes
Although Measures 1-5 are useful for evaluating the learning outcomes, other course assessments may also apply, such as shorter descriptions of data collection procedures, brief write-ups of the findings from data analysis, etc.
Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
100% of students meet or exceed the standard
Findings (2009-2010) - Achievement Target: Met
Various homework assignments, quizzes, and exams also assessed one or more of the learning outcomes. All students met or exceeded the standard of performance on all portions of the assessments that pertained to a learning outcome.

O 2: Review and critique the research literature
Be able to write a review of an article found in a professional journal.
Associations:
Institutional Priorities:
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
3.32 Participation in partnerships that have a positive impact on the community, state, and nation

Strategic Plans:

- President, Georgia State University
- 6.3 Graduate Experience

Related Measures:

M 1: Course assessment: Write a literature review
In preparing a high-quality literature review, students demonstrate that they can: 1. form a clear research question and support its relevance to the extant literature 2. understand the content of research reports in having to provide some information about those reports 3. critique the literature by choosing the sources to cite and by pointing out the strengths/weaknesses of various studies in shaping their own research queries and designs. A literature review written as a course assessment will be assessed by the instructor(s) of the course(s) in which literature reviews are assigned.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
100% of students meet or exceed the standard

**Findings (2009-2010) - Achievement Target: Met**
A few literature reviews this year came from course assignments, while others came from master's projects. All students' literature reviews met or exceeded the standard both for forming a research question and for critiquing the literature.

M 2: Course assessment: Article review
Students will write multiple article reviews, with high quality article reviews reflecting a student’s ability to understand published research articles and to critique the theory/implementation presented in the research articles. An article review written as a course assessment will be assessed by the instructor(s) of the course(s) in which article reviews are assigned.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
100% of students meet or exceed the standard

**Findings (2009-2010) - Achievement Target: Met**
All article reviews exceeded the standard of performance regarding critiquing a published journal article.

M 5: Master's project/thesis
The final project for master’s students is a major paper or a thesis. In this assessment, faculty will be able to evaluate a student’s overall understanding of research and the research process, thereby providing a summative assessment of the student’s research capabilities. Master’s projects/theses are assessed by the project advisor or the thesis committee.

Source of Evidence: Senior thesis or culminating major project

**Achievement Target:**
100% of projects/theses submitted by students are approved by the advisor/committee

**Findings (2009-2010) - Achievement Target: Met**
All students who completed a master's project in 2009 met or exceeded the standard for reviewing and critiquing the research literature.
M 6: Other assessments relevant to learning outcomes
Although Measures 1-5 are useful for evaluating the learning outcomes, other course assessments may also apply, such as shorter descriptions of data collection procedures, brief write-ups of the findings from data analysis, etc.
Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
100% of students meet or exceed the standard
Findings (2009-2010) - Achievement Target: Met

Various homework assignments, quizzes, and exams also assessed one or more of the learning outcomes. All students met or exceeded the standard of performance on all portions of the assessments that pertained to a learning outcome.

O 3: Design a research study
Students will be able: 1. to select an appropriate design for addressing a research query 2. to choose an appropriate population from which to sample 3. to choose an appropriate sampling technique for the intended level of generalizability 4. to operationalize all variables of interest, including, as applicable, the selection of measurement instruments intended to gather data on said variable(s) 5. to craft an appropriate procedure for data collection 6. to write a professional-level Method section of a research report, describing the above aspects of a design

Associations:
Institutional Priorities:
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
3.32 Participation in partnerships that have a positive impact on the community, state, and nation

Strategic Plans:

- President, Georgia State University
- 6.3 Graduate Experience

Related Measures:
M 3: Course assessment: Write a Method section
Depending on the courses taken, students will write a Method section of a research paper reporting on a research design used or potentially intended for use and indicating the analysis to be used once/as the data are collected. A Method section written as a course assessment will be assessed by the instructor(s) of the course(s) in which Method sections are assigned.
Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
100% of students meet or exceed the standard
Findings (2009-2010) - Achievement Target: Met

All Method sections met or exceeded the standard of performance for designing a research study.

M 5: Master's project/thesis
The final project for master’s students is a major paper or a thesis. In this assessment, faculty will be able to evaluate a student’s overall understanding of research and the research process, thereby providing a summative assessment of the student’s research capabilities. Master’s projects/theses are assessed by the project advisor or the thesis committee.
Source of Evidence: Senior thesis or culminating major project
Achievement Target:
100% of projects/theses submitted by students are approved by the advisor/committee
Findings (2009-2010) - Achievement Target: Met
All students who completed a master's project in 2009 met or exceeded the standard for designing a research study.

M 6: Other assessments relevant to learning outcomes
Although Measures 1-5 are useful for evaluating the learning outcomes, other course assessments may also apply, such as shorter descriptions of data collection procedures, brief write-ups of the findings from data analysis, etc.
Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
100% of students meet or exceed the standard
Findings (2009-2010) - Achievement Target: Met
Various homework assignments, quizzes, and exams also assessed one or more of the learning outcomes. All students met or exceeded the standard of performance on all portions of the assessments that pertained to a learning outcome.

O 4: Analyze data and report the results
Be able: 1. to recognize an appropriate technique for analyzing data, given the research query and the design used to collect the data 2. to conduct the analysis appropriate for the research query and the design used to collect the data 3. to interpret and to report on the results of the analysis appropriate for the research query and the design used to collect the data

Associations:
Institutional Priorities:
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
3.32 Participation in partnerships that have a positive impact on the community, state, and nation

Strategic Plans:

- President, Georgia State University
- 6.3 Graduate Experience

Related Measures:
M 4: Course assessment: Write a Results section
In completing a high quality Results section of a research report, students demonstrate that they can select an appropriate analytic technique and that they can communicate the results of said analysis using relevant technical format/jargon. A Results section written as a course assessment will be assessed by the instructor(s) of the course(s) in which Results sections are assigned.
Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
100% of students meet or exceed the standard
Findings (2009-2010) - Achievement Target: Met
All students met or exceeded the standard of performance for analyzing data and reporting on the results of the analysis, including one student who did so in multiple 9000-level quantitative methods courses.
Related Action Plans (by Established cycle, then alpha):
For full information, see the *Action Plan Details* section of this report.

Put more emphasis on analysis & reporting results

*Established in Cycle: 2008-2009*

Our students need to have superior skills at analyzing data and reporting on the results of those analyses.

M 5: Master's project/thesis

The final project for master`s students is a major paper or a thesis. In this assessment, faculty will be able to evaluate a student`s overall understanding of research and the research process, thereby providing a summative assessment of the student`s research capabilities. Master`s projects/theses are assessed by the project advisor or the thesis committee.

Source of Evidence: Senior thesis or culminating major project

**Achievement Target:**

100% of projects/theses submitted by students are approved by the advisor/committee

**Findings (2009-2010) - Achievement Target: Met**

Among the students who completed their master's degree requirements in 2009, none did a master's thesis or a project that called for the analysis of data or the reporting of results.

M 6: Other assessments relevant to learning outcomes

Although Measures 1-5 are useful for evaluating the learning outcomes, other course assessments may also apply, such as shorter descriptions of data collection procedures, brief write-ups of the findings from data analysis, etc.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**

100% of students meet or exceed the standard

**Findings (2009-2010) - Achievement Target: Met**

Various homework assignments, quizzes, and exams also assessed one or more of the learning outcomes. All students met or exceeded the standard of performance on all portions of the assessments that pertained to a learning outcome.

G 2: Provide training relevant to research-related jobs

By the time students graduate with an Educational Research M.S., they should have qualifications that will improve their vocational options, either by enhancing the credentials they already had or by providing them with credentials that will make them eligible for new job opportunities in which conducting research, analyzing data, and/or reporting results are a major component of the job duties.

O 1: Form a clear, useful, and practical research query

Develop a research idea into a query that is clearly stated, that has a useful place in the extant literature, and that can be practically addressed through research.

Associations:

Institutional Priorities:

1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

3.32 Participation in partnerships that have a positive impact on the community, state, and nation

Strategic Plans:

- President, Georgia State University
- 6.3 Graduate Experience
Related Measures:

M 1: Course assessment: Write a literature review
In preparing a high-quality literature review, students demonstrate that they can: 1. form a clear research question and support its relevance to the extant literature 2. understand the content of research reports in having to provide some information about those reports 3. critique the literature by choosing the sources to cite and by pointing out the strengths/weaknesses of various studies in shaping their own research queries and designs. A literature review written as a course assessment will be assessed by the instructor(s) of the course(s) in which literature reviews are assigned.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
100% of students meet or exceed the standard

Findings (2009-2010) - Achievement Target: Met
A few literature reviews this year came from course assignments, while others came from master's projects. All students’ literature reviews met or exceeded the standard both for forming a research question and for critiquing the literature.

M 5: Master's project/thesis
The final project for master’s students is a major paper or a thesis. In this assessment, faculty will be able to evaluate a student’s overall understanding of research and the research process, thereby providing a summative assessment of the student’s research capabilities. Master’s projects/theses are assessed by the project advisor or the thesis committee.

Source of Evidence: Senior thesis or culminating major project

Achievement Target:
100% of projects/theses submitted by students are approved by the advisor/committee

Findings (2009-2010) - Achievement Target: Met
All students who completed a master's project in 2009 met or exceeded the standard for forming a clear, useful, and practical research query.

M 6: Other assessments relevant to learning outcomes
Although Measures 1-5 are useful for evaluating the learning outcomes, other course assessments may also apply, such as shorter descriptions of data collection procedures, brief write-ups of the findings from data analysis, etc.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
100% of students meet or exceed the standard

Findings (2009-2010) - Achievement Target: Met
Various homework assignments, quizzes, and exams also assessed one or more of the learning outcomes. All students met or exceeded the standard of performance on all portions of the assessments that pertained to a learning outcome.

O 2: Review and critique the research literature
Be able to write a review of an article found in a professional journal.

Associations:
Institutional Priorities:
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
3.32 Participation in partnerships that have a positive impact on the community, state, and nation
Strategic Plans:

- President, Georgia State University
- 6.3 Graduate Experience

Related Measures:
M 1: Course assessment: Write a literature review
In preparing a high-quality literature review, students demonstrate that they can: 1. form a clear research question and support its relevance to the extant literature 2. understand the content of research reports in having to provide some information about those reports 3. critique the literature by choosing the sources to cite and by pointing out the strengths/weaknesses of various studies in shaping their own research queries and designs. A literature review written as a course assessment will be assessed by the instructor(s) of the course(s) in which literature reviews are assigned.
Source of Evidence: Written assignment(s), usually scored by a rubric
Achievement Target: 100% of students meet or exceed the standard
Findings (2009-2010) - Achievement Target: Met
A few literature reviews this year came from course assignments, while others came from master's projects. All students' literature reviews met or exceeded the standard both for forming a research question and for critiquing the literature.
M 2: Course assessment: Article review
Students will write multiple article reviews, with high quality article reviews reflecting a student's ability to understand published research articles and to critique the theory/implementation presented in the research articles. An article review written as a course assessment will be assessed by the instructor(s) of the course(s) in which article reviews are assigned.
Source of Evidence: Written assignment(s), usually scored by a rubric
Achievement Target: 100% of students meet or exceed the standard
Findings (2009-2010) - Achievement Target: Met
All article reviews exceeded the standard of performance regarding critiquing a published journal article.
M 5: Master's project/thesis
The final project for master’s students is a major paper or a thesis. In this assessment, faculty will be able to evaluate a student’s overall understanding of research and the research process, thereby providing a summative assessment of the student’s research capabilities. Master’s projects/theses are assessed by the project advisor or the thesis committee.
Source of Evidence: Senior thesis or culminating major project
Achievement Target: 100% of projects/theses submitted by students are approved by the advisor/committee
Findings (2009-2010) - Achievement Target: Met
All students who completed a master's project in 2009 met or exceeded the standard for reviewing and critiquing the research literature.
M 6: Other assessments relevant to learning outcomes
Although Measures 1-5 are useful for evaluating the learning outcomes, other course assessments may also apply, such as shorter descriptions of data collection procedures, brief write-ups of the findings from data analysis, etc.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
100% of students meet or exceed the standard

**Findings** (2009-2010) - Achievement Target: **Met**

Various homework assignments, quizzes, and exams also assessed one or more of the learning outcomes. All students met or exceeded the standard of performance on all portions of the assessments that pertained to a learning outcome.

O 3: Design a research study

Students will be able: 1. to select an appropriate design for addressing a research query 2. to choose an appropriate population from which to sample 3. to choose an appropriate sampling technique for the intended level of generalizability 4. to operationalize all variables of interest, including, as applicable, the selection of measurement instruments intended to gather data on said variable(s) 5. to craft an appropriate procedure for data collection 6. to write a professional-level Method section of a research report, describing the above aspects of a design

**Associations:**

**Institutional Priorities:**
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
3.32 Participation in partnerships that have a positive impact on the community, state, and nation

**Strategic Plans:**

- President, Georgia State University
- 6.3 Graduate Experience

**Related Measures:**

M 3: Course assessment: Write a Method section

Depending on the courses taken, students will write a Method section of a research paper reporting on a research design used or potentially intended for use and indicating the analysis to be used once/as the data are collected. A Method section written as a course assessment will be assessed by the instructor(s) of the course(s) in which Method sections are assigned.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
100% of students meet or exceed the standard

**Findings** (2009-2010) - Achievement Target: **Met**

All Method sections met or exceeded the standard of performance for designing a research study.

M 5: Master's project/thesis

The final project for master’s students is a major paper or a thesis. In this assessment, faculty will be able to evaluate a student’s overall understanding of research and the research process, thereby providing a summative assessment of the student’s research capabilities. Master’s projects/theses are assessed by the project advisor or the thesis committee.

Source of Evidence: Senior thesis or culminating major project

**Achievement Target:**
100% of projects/theses submitted by students are approved by the advisor/committee

Findings (2009-2010) - Achievement Target: Met

All students who completed a master's project in 2009 met or exceeded the standard for designing a research study.

M 6: Other assessments relevant to learning outcomes

Although Measures 1-5 are useful for evaluating the learning outcomes, other course assessments may also apply, such as shorter descriptions of data collection procedures, brief write-ups of the findings from data analysis, etc.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

100% of students meet or exceed the standard

Findings (2009-2010) - Achievement Target: Met

Various homework assignments, quizzes, and exams also assessed one or more of the learning outcomes. All students met or exceeded the standard of performance on all portions of the assessments that pertained to a learning outcome.

O 4: Analyze data and report the results

Be able: 1. to recognize an appropriate technique for analyzing data, given the research query and the design used to collect the data 2. to conduct the analysis appropriate for the research query and the design used to collect the data 3. to interpret and to report on the results of the analysis appropriate for the research query and the design used to collect the data

Associations:

Institutional Priorities:
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
3.32 Participation in partnerships that have a positive impact on the community, state, and nation

Strategic Plans:

- President, Georgia State University
- 6.3 Graduate Experience

Related Measures:

M 4: Course assessment: Write a Results section

In completing a high quality Results section of a research report, students demonstrate that they can select an appropriate analytic technique and that they can communicate the results of said analysis using relevant technical format/jargon. A Results section written as a course assessment will be assessed by the instructor(s) of the course(s) in which Results sections are assigned.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

100% of students meet or exceed the standard

Findings (2009-2010) - Achievement Target: Met

All students met or exceeded the standard of performance for analyzing data and reporting on the results of the analysis, including one student who did so in multiple 9000-level quantitative methods courses.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Details section of this report.
Put more emphasis on analysis & reporting results

Established in Cycle: 2008-2009
Our students need to have superior skills at analyzing data and reporting on the results of those analyses.

M 5: Master's project/thesis
The final project for master's students is a major paper or a thesis. In this assessment, faculty will be able to evaluate a student's overall understanding of research and the research process, thereby providing a summative assessment of the student's research capabilities. Master's projects/theses are assessed by the project advisor or the thesis committee.

Source of Evidence: Senior thesis or culminating major project

Achievement Target:
100% of projects/theses submitted by students are approved by the advisor/committee

Findings (2009-2010) - Achievement Target: Met
Among the students who completed their master's degree requirements in 2009, none did a master's thesis or a project that called for the analysis of data or the reporting of results.

M 6: Other assessments relevant to learning outcomes
Although Measures 1-5 are useful for evaluating the learning outcomes, other course assessments may also apply, such as shorter descriptions of data collection procedures, brief write-ups of the findings from data analysis, etc.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
100% of students meet or exceed the standard

Findings (2009-2010) - Achievement Target: Met
Various homework assignments, quizzes, and exams also assessed one or more of the learning outcomes. All students met or exceeded the standard of performance on all portions of the assessments that pertained to a learning outcome.

Action Plan Details for This Cycle (by Established cycle, then alpha)
Put more emphasis on analysis & reporting results
Our students need to have superior skills at analyzing data and reporting on the results of those analyses. Expectations at the master's level are not quite as high as at the doctoral level, but we still have high standards for our master's students in this area, and those standards were not met by all students this year. We will therefore provide more emphasis on instruction on the analysis of data, the interpretation of the results, and the communication of both the results and the interpretation.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- Measure: Course assessment: Write a Results section | Outcome/Objective: Analyze data and report the results

Completion Date: 08/2009
Responsible Person/Group: RMS Faculty
Detailed Assessment Report
2009-2010 Urban Teacher Leadership MS
Mission/Purpose
The mission of the College of Education includes the commitment to research and scholarship that enhances human potential through high quality professional preparation and instruction with dedicated service to our local, state, national and international communities. The mission of the Department of Educational Policy Studies is to develop educational scholars and leaders through innovative strategies with a foundation built upon relevant knowledge and effective practice. The vision statement for the Educational Leadership Unit is to significantly and substantially improve the quality of life in Georgia by virtue of the educational leaders we prepare. The mission of the Urban Teacher Leadership Masters of Science Degree Program (UTL) is to empower students and teachers by promoting educational excellence in urban schools. The UTL creates a cadre of teachers who will become change agents in their schools by providing them a series of academic and field experiences. These experiences encourage leadership development, collaboration, reflective thinking, problem solving, urban educational advocacy and action research.

Goals without Outcome/Objective Relationships Specified
G 1: Urban Teacher Leadership M.S.
1. Students will perform as change agents in urban schools. 2. Students will employ critical perspectives in education. 3. Students will design, develop and implement action research in their classrooms and schools.

Student Learning Outcomes, without Goals, along with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 1: Students will perform as change agents in schools.
Students will effectively perform as change agents by positively impacting the culture of the school by facilitating effective dialogue among colleagues, administrators and community members challenging old paradigms of teaching and learning and creating new plans of action. These students will actively participate in creating a school climate conducive to change through a process of redefining roles and relationships, rethinking goals, developing excellence through planning, inquiry and collaboration. They will also engage in the politics of creating excellence in urban schools so that children from diverse groups will be academically successful. These students will also complete a leadership project which institutes change in their schools or school communities.

Associations:
In standards for Programs in Educational Leadership, Standard 1.0 states that candidates who complete the program are educational leaders who develop a vision for learning for a school that promotes the success of all students. Candidates base this vision on relevant knowledge and theories including but not limited to an understanding of learning goals in a pluralistic society, the diverse learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change. The National Board of Professional Teaching standards' core propositions state that teachers are members of learning communities and that they work with other professionals on instructional policy, curriculum development and staff development and that teachers also work collaboratively with parents and engage them productively in the work of the school.

General Education or Core Curriculum:
1 Written Communication
2 Oral Communication
3 Collaboration
4 Critical Thinking
Contemporary Issues
Institutional Priorities:
1.12 Global cultural perspectives infused throughout programs
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
2.22 Learning-centered environment that supports individual styles & life circumstances of students
3.31 Use of our unique location and environment to offer a distinctive education to our students
3.32 Participation in partnerships that have a positive impact on the community, state, and nation
4.45 Compliance with federal, state, and BoR regulations and accrediting and professional standards

Strategic Plans:

- President, Georgia State University
- 3.2 Interdisciplinary Programs
- 6.3 Graduate Experience

Related Measures:
M 1: Practicum Project Rubric, Reading, Presentation
EPEL7680 - On the practicum project, students are graded on a portfolio which includes the following: internship plan (0-15 points), internship log (0-20 pts.), career development plan (0-10 pts.), personal leadership profile (0-10 pts.), self-assessment essay relating 8 roles of leadership (0-10 pts.), school improvement action research proposal (0-35 pts.) EPS 8970A - students are graded on class participation (0-50pts) (45-50pts - prepared, read assignments, knows material, demonstrates authentic interest in subject matter, participates frequently; 39-44pts - prepared/read assignments, knows most of the material, demonstrates interest in the subject matter, participates frequently, (33-38pts) - semi-prepared, semi-read assignments, demonstrates uncommitted approach to subject matter and participates only occasionally, (0-32pts) - not prepared and did not read material, does not know the material and does not participate in class. Students are also graded on a position paper and presentation (0-50pts). (45-50pts) - demonstrates thorough reading of material with careful analysis and critical insight. Presentation is clear, interesting, engaging and thoughtful. Handout is clear, concise and virtually error-free. (39-44pts) - demonstrates a standard analysis and typical insight. Presentation is generally clear, somewhat engaging, but handout is unclear. (33-38pts) student demonstrates little reading, cursory analysis and vague insight. Presentation is generally unclear and difficult to follow. Handout is unclear and has numerous errors. (0-32pts) demonstrates no reading, poor analysis. Presentation is unrelated to the text. Handout is not present. [Preview Formatting]

Source of Evidence: Project, either individual or group
Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 2: Students employ critical perspectives in education
Students will employ normative, interpretative and critical perspectives in education. Students will effectively use pedagogies appropriate for economically disenfranchised children to increase academic achievement. Students will also use strategies from proven instructional programs that have produced excellence in urban educational settings. These students will also draw on the best
practices of effective leaders in urban education, business and communities to ensure the academic success of diverse groups of students.

Associations:

General Education or Core Curriculum:
1. Written Communication
2. Oral Communication
3. Collaboration
4. Critical Thinking
5. Contemporary Issues

Institutional Priorities:
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
2.22 Learning-centered environment that supports individual styles & life circumstances of students
2.23 Educational support systems that foster student access and success
3.31 Use of our unique location and environment to offer a distinctive education to our students
4.43 Effective utilization of resources
4.45 Compliance with federal, state, and BoR regulations and accrediting and professional standards

Strategic Plans:

- President, Georgia State University
- 2.1 Faculty
- 3.2 Interdisciplinary Programs
- 6.3 Graduate Experience

Related Measures:

M 2: Course Activities - Papers, Projects, Presentations
EPSF7120 - students are graded on interview papers (0-20pts.), peer-reviewed group presentations (0-25 pts.), position papers(0-35pts.), journals (0-20 points). EPEL 7410 - Students are graded on instructional supervision issue (issue paper -(0- 20 pts); issue paper presentation -(0- 20 pts.), mid-term exam -(0- 30pts), final exam -(0-30 pts). EPSF 7450- students are graded on: reform model curriculum handout (0-10pts) reform model curriculum presentation (0-15pts), educative experience paper (0-25pts.), history of curriculum timeline(0-10 pts) history of curriculum paper (0-15pts), curriculum position paper (0-25pts).

Source of Evidence: Written assignment(s), usually scored by a rubric

O 3: Students will design, develop and implement action research in their classrooms and schools.

Students will engage in a process of critical inquiry involving the asking of questions and the collection, analysis and sharing of the data which drives an action to be taken. They engage in continuous action research projects that enhance the opportunity for academic excellence of urban children. Students will identify research methods, procedures, assessments and research design. Student will also design and conduct a major research study.

Associations:
The National Board for Professional Teaching standards have as one of its core propositions that teachers critically examine their proactive on a regular basis to deepen their knowledge, expand
their repertoire of skills and incorporate new findings into their practice. The Standards for Advance Programs in Educational Leadership state that candidate demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. The standards also state that candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

General Education or Core Curriculum:
1 Written Communication
2 Oral Communication
3 Collaboration
4 Critical Thinking
5 Contemporary Issues

Institutional Priorities:
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
2.22 Learning-centered environment that supports individual styles & life circumstances of students
2.23 Educational support systems that foster student access and success
3.31 Use of our unique location and environment to offer a distinctive education to our students
4.45 Compliance with federal, state, and BoR regulations and accrediting and professional standards

Strategic Plans:

- President, Georgia State University
- 2.1 Faculty
- 3.2 Interdisciplinary Programs
- 6.3 Graduate Experience

Related Measures:
M 1: Practicum Project Rubric, Reading, Presentation
EPEL 7680 - On the practicum project, students are graded on a portfolio which includes the following: internship plan (0-15 points), internship log (0-20 pts.), career development plan (0-10 pts.), personal leadership profile (0-10 pts.), self-assessment essay relating 8 roles of leadership (0-10 pts.), school improvement action research proposal(0-35 pts.) EPS 8970A - students are graded on class participation(0-50pts)(45-50pts- prepared, read assignments, knows material, demonstrates authentic interest in subject matter, participates frequently; 39-44pts - prepared/read assignments, knows most of the material, demonstrates interest in the subject matter, participates frequently; (33-38pts)-semi-prepared, semi-read assignments, demonstrates uncommitted approach to subject matter and participates only occasionally, (0-32pts) - not prepared and did not read material, does not know the material and does not participate in class. Students are also graded on a position paper and presentation(0-50pts).(45-50pts) - demonstrates thorough reading of material with careful analysis and critical insight. Presentation is clear, interesting, engaging and thoughtful. Handout is clear, concise and virtually error-free. (39-44pts)-demonstrates a standard analysis and typical insight. Presentation is generally clear, somewhat engaging, but handout is unclear. (33-38pts) student demonstrates little reading, cursory analysis and vague insight. Presentation is generally unclear and difficult to follow.
Handout is unclear and has numerous errors.(0-32pts) demonstrates no reading, poor analysis. Presentation is unrelated to the text. Handout is not present.

Source of Evidence: Project, either individual or group

M 3: Research Project

These are applied courses and the assignments are action oriented. In EPRS7910 - Students are graded on: research journal (20pts.), exam(20pts.), action research project (60 pts.)(0-20pts) – research journals; (0-20pts) - action research report; (0-20pts) – action research presentation. In EPS 7990 the students earn credit for supervised development and preparation of the master’s project. Students receive an "S", "IP" or "F".

Source of Evidence: Project, either individual or group

Action Plan Details for This Cycle (by Established cycle, then alpha)

EPY 8250

Because of transitioning of program faculty, this course (psychology of the inner city child) is no longer offered. As a result, students in the program are encouraged to take sociology of the inner city child in order to have experiences related to the challenges faced by inner city children.

Established in Cycle: 2008-2009
Implementation Status: Finished
Priority: High

Experiences in Other Urban Areas

Students in the UTL program will have the opportunity to participate in a summer study of urban schools systems in other cities in the United States and abroad. Currently, faculty is planning for school visits in Chicago, IL, in Summer 2010, and London, England, in Summer 2011. By taking part in these experiences, students will have a broader understanding of how systems can vary greatly in how they address student needs.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: Medium

Maintain and Monitor

Faculty will continue to implement the program as designed, while monitoring all current student learning outcomes in the 2009-2010 academic year.

Established in Cycle: 2008-2009
Implementation Status: In-Progress
Priority: High

Responsible Person/Group: Faculty members

Practicum (EPEL 7680A and 7680B) Requirements

Because of changes to programs in the educational leadership unit, the requirements and assignments for EPEL 7680a and EPEL 7680b were modified to better support the roles required of school leaders and teacher leaders. EPEL 7680A now focuses on preparing students better understand data. EPEL 7680B now focuses on action research and specifically, research designed to give educators a stronger understanding of their own cultural proficiency.

Established in Cycle: 2008-2009
Implementation Status: Finished
APPENDIX D3: Degree Programs

4300.25 Educational Policy Studies (Ph.D.)
Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps/
Sheryl Gowen, Chair

Concentration Areas: Educational Leadership; Research, Measurement, and Statistics; Social Foundations of Education

The Ph.D. major in Educational Policy Studies allows students to examine the philosophy and practice of education and to develop skills in both the methodology and the study of educational practice. Students will prepare to become policy makers and examiners of policy and the effects of policy on education. The broader requirements of the Department of Educational Policy Studies offer students the opportunity to link their programs of study with broader social and educational issues in such areas as race, gender, leadership, and policy. This broader context establishes an understanding of the programs of study as essential components rather than separate structures of our social, economic, and political lives.

Concentration Areas
Students shall select one of the concentration areas as part of his or her doctoral program. Newly admitted students will be assigned a temporary adviser from the department at the time of admission.

Concentration in Educational Leadership
This concentration emphasizes organizational leadership, policy development, supervision, and management. The leadership concentration will be designed to satisfy the career objectives of the students. Graduates may anticipate careers in school administration, governmental education agencies, and the professorate.

Concentration in Research, Measurement, and Statistics
This concentration prepares graduates to investigate research methodologies, to conduct research related to schools, and to conduct and critique research in educational practice, policy, and administration. Students develop knowledge and skills in qualitative and quantitative research and evaluation methods.

Concentration in Social Foundations of Education
Social foundations is a broadly conceived field of educational study that derives its character from a number of academic disciplines and interdisciplinary studies. At Georgia State University, the disciplines involved in social foundations inquiry are history, philosophy, sociology, anthropology, and political science; the interdisciplinary field is cultural studies. The purpose of social foundations study is to bring the intellectual resources derived from these areas to bear in developing interpretive, normative, and critical perspectives of educational theory, policy, and practices, both inside of and outside of schools.

Program Degree Requirements
Doctor of Philosophy in Educational Policy Studies
A. Core Area (18)
The students must meet all general core area requirements with the following specifications:
The Social Foundations and Psychology of Learning Core requirements (6) must be completed during the first two years of the students' program.
B. Major Area (24)
The students must take EPS 9270 during the first year after being admitted and EPS 9260 during the subsequent academic term.

Required (6):
• EPS 9260 Issues of Race, Class, and Gender in Education (3)
• EPS 9270 Research in Educational Policy Studies (3)

The students select one of the following four concentration areas:
1 - Educational Leadership Concentration
Program Theme: Improving Student Learning Through Effective Quality Leadership
Required (9):
• EPEL 9000 Concepts of Leadership and Research in Educational Leadership (3)
• EPEL 9970 Advanced Seminar in Education Leadership (3)
• EPS 8360 Educational Policy Making and Analysis (3)
• Select three (9): select courses with either a policy focus or an administrative focus.

2 - Research, Measurement, and Statistics Concentration
Select six courses (18)

3 - Social Foundations of Education Concentration
Select six (18):
• EPSF 8010 Cultural Studies in Education: Film (3)
• EPSF 8040 Cultural Studies in Education: Gender (3)
• EPSF 8050 Cultural Studies in Education: Poststructural and Feminist Theory (3)
• EPSF 8260 Sociology of Inner-City Children (3)
• EPSF 8270 Philosophy of Education (3)
• EPSF 8280 Anthropology of Education (3)
• EPSF 8310 Sociology of Education (3)
• EPSF 8320 Politics and Policy in Education (3)
• EPSF 8340 History of American Education (3)
• EPSF 8440 Foundations of Curriculum Development (3)
• EPSF 9260 Epistemology and Learning (3)
• EPSF 9270 Curriculum Theory (3)
• EPSF 9280 Interpretive Inquiry in Education (3)

C. Cognate Area (18)
The major and cognate areas should represent a cohesive program of study.
Required (3):
• EPS 9980* Research Seminar in Educational Policy Studies (3)
* EPS 9980 should be taken as the students approach candidacy.

Students who selected a policy focus in the Educational Leadership concentration within the major area must take EPRS 8620 Educational Evaluation (3) as part of their cognate area.

D. Dissertation
Required (9):
• EPS 9990 Dissertation (9)

Program total: minimum of 69 semester hours
4280.15 Educational Leadership (Ed.S.)
Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps/
Sheryl Gowen, Chair
Program Theme: Improving Student Learning Through Effective Quality Leadership
The Ed.S. major in Educational Leadership is designed to build the capacity of practicing administrators to lead their schools effectively. Applicants for the major must be fulltime, practicing educational administrators. L5 Educational Leadership certification is a prerequisite for entry into the program. The program may be designed to fulfill the requirements of L6 Educational Leadership certification by the State of Georgia.

Program Academic Regulations
To graduate with an Ed.S. major in Educational Leadership, students must earn a "B" or higher in all courses in the Ed.S. degree program. If students earn a grade below a grade of "B" in a required course, the students with the advice and consent of his or her adviser may substitute another course for that requirement.

Program Degree Requirements
Specialist in Education in Educational Leadership
A. Professional Studies (6)
Select one (3):
EPSF 8260 Sociology of Inner-City Children (3)
EPSF 8270 Philosophy of Education (3)
EPSF 8280 Anthropology of Education (3)
EPSF 8310 Sociology of Education (3)
EPSF 8320 Politics and Policy in Education (3)
EPSF 8340 History of American Education (3)
Select one (3):
EPY 8050 The Psychology of Instruction (3)
EPY 8080 Memory and Cognition (3)
EPY 8180 Development During School Age (5 to 18 Years) (3)
EPY 8250 Psychology of Inner-City Children (3)
B. Major (24)
Required (18):
EPEL 8000 Research in Educational Leadership and Organizational Structure (3)
EPEL 8020 Leadership for Change in a Diverse Society (3)
EPEL 8330 Advanced Law, Policy, & Governance (3)
EPEL 8420 Advanced Instructional Leadership (3)
EPEL 8690 Research-Based Decision Making for School Leaders (3)
EPSF 8440 Curriculum Design and Analysis (3)
Select two (6) with consent of adviser:
EPEL 8620 Psychological Aspects of Leadership (3)
EPEL 8630 Sociological Aspects of Leadership (3)
EPEL 8970 Seminar in Educational Leadership (3)
EPS 8360 Educational Policy Making and Analysis (3)
Other appropriate courses numbered 8000 to 8999 may be selected.
Program total: minimum of 30 semester hours
**4240.25 Educational Leadership (M.Ed.)**
Department of Educational Policy Studies  
450 College of Education Building, 404/413-8030  
education.gsu.edu/eps/  
Sheryl Gowen, Chair  

Program Theme: Improving Student Learning Through Effective Quality Leadership  
The M.Ed. major in Educational Leadership prepares leaders in the field of educational administration. Specifically, the program is for persons who are beginners in the field and who seek to fill leadership positions at the building level. The program is developed around a set of academic and field experiences that provide basic knowledge and skills for school leadership positions. Completion of the master's degree program meets the course requirements for the L-5 certification in the State of Georgia.

**Program Degree Requirements**

**Master of Education in Educational Leadership**

A. Professional Studies (9)  
   o Select one (3):  
     - EPSF 7100 Critical Pedagogy (3)  
     - EPSF 7110 Multicultural Education (3)  
     - EPSF 7120 Social and Cultural Foundations of Education (3)

   o Select one (3):  
     - EPRS 7900 Methods of Research in Education (3)  
     - EPRS 7910 Action Research (3)  
     - EPRS 7920 Classroom Testing, Grading, and Assessment (3)

   o Select one (3):  
     - EPY 7080 The Psychology of Learning and Learners (3)  
     - EPY 7090 The Psychology of Learning and Learners: The Young Child (3)

B. Major (24). The students in a cohort group take the following seven courses in sequence during three consecutive academic terms.  
   o Required (18):  
     - EPEL 7000 Educational Leadership and Organizational Culture (3)  
     - EPEL 7020 Leadership in a Diverse Society (3)  
     - EPEL 7330 Law, Policy, and Governance (3)  
     - EPEL 7410 Instructional Leadership (3)  
     - EPEL 7500 Management and School Operations (3)  
     - EPSF 7450 Curriculum Foundations for the Educational Leader (3)

   o Required (6):  
     - EPEL 7680a Practicum Seminar: Data Analysis and School Improvement Processes for School Leaders (3)  
     - EPEL 7680b Practicum Seminar: Action Research for School Leaders (3)

C. Elective (3) With adviser approval, the students select one additional EPEL course.
Comprehensive Examination Requirement: Each student must complete and successfully defend a master's project. Contact the department for more information regarding this project.

**Program total: minimum of 36 semester hours**

**4260.10 Educational Research (M.S.)**
Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps/
Sheryl Gowen, Chair

Educational research involves the study of quantitative and qualitative research methods as they are applied to the systematic study of education. A major in educational research allows students to have a concentration in statistics, measurement, program evaluation, survey research, computer applications, qualitative research, institutional research, or policy research. This degree prepares graduates to conduct research in the schools and in other settings.

**Program Academic Regulations**
To complete the degree requirements, students must fulfill the 9-credit master's core requirement, 18 credit hours of credit for the Educational Research major, including a master's project or master's thesis, and three elective courses (9 credits). The M.S. major in Educational Research is not a certification program, but students who already hold a valid teaching certificate may use the three elective courses within the degree that have been approved for the Leadership Endorsement for Instructional Supervision in the State of Georgia. Students who complete the leadership endorsement may then take a four-course add-on to the degree that, in conjunction with the endorsement courses, meets course requirements for L5 Educational Leadership certification in the State of Research.

A committee of three faculty members guides study for the M.S. major in Educational Research. The adviser (committee chair) and one committee member should be from the students' major area. All members of the committee should hold doctorates.

**Program Degree Requirements**

**Master of Science in Educational Research**

A. Professional Studies (9) o Select one (3):
- EPRS 7900 Methods of Research in Education (3)
- EPRS 7910 Action Research (3)
- EPRS 7920 Classroom Testing, Grading, and Assessment (3)

o Select one (3):
- EPSF 7100 Critical Pedagogy (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Social and Cultural Foundations of Education (3)

o Select one (3):
- EPY 7080 The Psychology of Learning and Learners (3)
- EPY 7090 The Psychology of Learning and Learners: The Young Child (3)
B. Major (18) Select courses (18): The students and their advisory committee select 18 semester hours of coursework in a concentration area. These courses are usually selected from EPRS course offerings; however, courses in other departments may be appropriate to include as part of the students' program. If the students desire to write a master's thesis and the advisory committee approves, the students must enroll in EPS 7990 for 6 semester hours as partial fulfillment of the 18 semester hour major requirement. If the students do not intend to write a master's thesis, then they must enroll in EPS 7991 for 3 semester hours as partial fulfillment of the 18 semester hour major requirement.

C. Electives (9) Select three (9): With the consent of their advisory committee, the students select 9 semester hours of electives. These electives must support either the concentration or understanding of the context in which educational research occurs. Courses which may be taken as electives and which meet the requirements for the leadership endorsement are EPEL 7000 Educational Leadership and Organizational Culture (3), EPEL 7410 Instructional Leadership (3), and EPSF 7450 Curriculum Foundations for the Educational Leader (3).

Program total: minimum of 36 semester hours

4260.15 Educational Research/Mental Health Counseling (M.S.)
Department of Educational Policy Studies 450 College of Education Building, 404/413-8030 education.gsu.edu/eps/
Sheryl Gowen, Chair
Department of Counseling and Psychological Services 950 College of Education Building, 404/413-8010 education.gsu.edu/cps/
JoAnna White, Chair
The Department of Educational Policy Studies and the Department of Counseling and Psychological Services offer a dual enrollment, master's-level program leading to a Master of Science degree with majors in Educational Research and Mental Health Counseling. This program provides the Educational Research students a content area in which to apply the educational research methodology and provides the Mental Health Counseling students the capability to combine research and evaluation with counseling in their work setting. In general, this dual degree program provides the students with increased career opportunities both within academia and in the work setting.

Program Degree Requirements
Degree requirements are the same as those for each separate major. The one required course from the professional counseling major that may be counted toward the educational research major is EPRS 7900. Additionally, nine semester hours of electives in the Educational Research program may be courses used to complete professional studies or major requirements in the Mental Health Counseling program. Students are responsible for making sure they meet all prerequisites for courses taken in this program.

4260.45 Social Foundations of Education (M.S.)
Department of Educational Policy Studies 450 College of Education Building, 404/413-8030 education.gsu.edu/eps/
Sheryl Gowen, Chair
Social foundations of education is a broadly conceived field of educational study that derives its character from a number of academic disciplines and interdisciplinary studies. At Georgia State
University, the disciplines involved in social foundations inquiry are history, philosophy, sociology, anthropology, and political science; the interdisciplinary field is cultural studies. The normative, and critical perspectives on education, both inside of and outside of schools. Applicants to the Master of Science program with a major in social foundations of education must, in addition to standard admission requirements, (a) interview with program faculty, (b) submit a writing sample; and (c) submit three letters of recommendation, two of which should represent familiarity with the applicant's academic ability.

**Advisory Committee**
A master's advising committee of three faculty members guides each student's study for the M.S. degree in Social Foundations of Education in the Department of Educational Policy Studies. One member of the Social Foundations faculty should be selected as the chair of the committee. The students and the chair will select two other members for the committee, at least one of who must be a member of the Social Foundations faculty. The committee is responsible for planning the program of study and for directing master's thesis research or master's projects. During the last academic term of coursework, each student will be required to complete an oral examination. The candidate's committee will administer the examination, which is not to exceed two hours.

**Program Degree Requirements**

**Master of Science in Social Foundations of Education**

A. Professional Studies (15) o Select one (3):
   - EPRS 7900 Methods of Research in Education (3)
   - EPRS 7910 Action Research (3)
   - EPRS 7920 Classroom Testing, Grading, and Assessment (3)

Select one (3):
   - EPSF 7100 Critical Pedagogy (3)
   - EPSF 7110 Multicultural Education (3)
   - EPSF 7120 Social and Cultural Foundations in Education (3)

Select one (3):
   - EPY 7080 The Psychology of Learning and Learners (3)
   - EPY 7090 The Psychology of Learning and Learners: The Young Child (3)

For students completing a master's thesis (6) Required (6) (choose one):
   - EPS 7990 Master's Thesis (6)

OR

For students completing a master's project (6) Required (3):
   - EPS 7991 Master's Project (3)

Select one course with the EPSF prefix (3)

B. Major (15) Taking a minimum of 15 semester hours of coursework from the social foundations offerings fulfills the major in social foundations of education. Majors may represent the disciplines of history, philosophy, sociology, anthropology, and political science and the interdisciplinary field of cultural studies. These courses are selected from the following list. Courses in other program areas in the Department of Educational Policy Studies or other courses
in the college or university may also be appropriate to include as part of the major with approval from the students’ advisory committee.

Select five (15):

- EPSF 7100 Critical Pedagogy (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Social and Cultural Foundations of Education (3)
- EPSF 7450 Curriculum Foundations for the Educational Leader (3)
- EPSF 8010 Cultural Studies in Education: Film (3)
- EPSF 8040 Cultural Studies in Education: Gender (3)
- EPSF 8260 Sociology of Inner-City Children (3)
- EPSF 8270 Philosophy of Education (3)
- EPSF 8280 Anthropology of Education (3)
- EPSF 8310 Sociology of Education (3)
- EPSF 8320 Politics and Policy in Education (3)
- EPSF 8340 History of American Education (3)
- EPSF 8440 Foundations of Curriculum Development (3)

C. Electives (6) o The elective requirement is fulfilled by taking a minimum of 6 semester hours chosen from graduate courses in other program areas, departments, and/or colleges in the university.

Program total: minimum of 36 semester hours

4260.60 Urban Teacher Leadership (M.S.)
Department of Educational Policy Studies 450 College of Education Building, 404/413-8030 education.gsu.edu/eps/
Sheryl Gowen, Chair
The M.S. major in Urban Teacher Leadership creates a cadre of teachers who will become change agents that positively affect their classrooms, their schools, their communities, and their school districts as well as the national conversation about educational change. Specifically, the program is for teachers who will remain in their classrooms while assuming leadership roles in the schools and in the larger context of the school community. The program is developed around a set of academic and field experiences that provide basic knowledge and skills for leadership in collaboration, writing for change, reflective thinking, problem solving, and the advocacy of excellence in urban education.

This program has been developed specifically for teachers in urban school settings. Both experience in urban schools and urban research studies suggest that urban communities meet unique challenges that must be addressed by teachers in those schools. Students will collaborate inside and outside the classroom with cohort members, with university faculty, with community agencies, and with urban leaders. To complete the program, the student must develop a master's leadership project designed to affect school change.

Program Admission
Program applicants must meet minimum college admission criteria and have at least one year of teaching experience.
In addition to meeting the above criteria, applicants must interview with representatives of the program's advisory board and each applicant must submit a portfolio that includes the following:

- Evidence of a commitment to the academic success of all children
- Evidence of a high level of competence in a content area such as art, drama, literature, mathematics, science, or music
- Letters of recommendation from (1) a colleague, (2) a parent, (3) a former student, and (4) an administrator explaining the qualities of the applicant
- A written discussion of the applicant's professional goals
- Indication of leadership potential through documentation of work with other teachers, professional presentations at conferences, work with community agencies, work with parent groups, etc.
- Evidence of experience with urban children who live in low-income environments.

**Program Degree Requirements**

**Master of Science in Urban Teacher Leadership**

- A. Professional Studies (15) select one (3):
  - EPSF 7110 Multicultural Education (3)
  - EPSF 7120 Social and Cultural Foundation of Education (3)

- Select one (3):
  - EPRS 7900 Methods of Research in Education (3)
  - EPRS 7910 Action Research (3)

Select one (3):

- EPY 7080 The Psychology of Learning and Learners (3)
- EPY 7090 The Psychology of Learning and Learners: The Young Child (3)

- Required (6):
  - EPSF 7450 Curriculum Foundations for the Educational Leader (3)
  - EPSF 8310 Sociology of Education (3)

- B. Major (21) required (21):
  - EPEL 7000 Educational Leadership and Organizational Culture (3)
  - EPEL 7020 Leadership for a Diverse Society (3)
  - EPEL 7330 Law, Policy, and Governance (3)
  - EPEL 7410 Instructional Leadership (3)
  - EPEL 7500 Human Resource Management and School Operations (3)
  - EPEL 7680A Practicum Seminar: Data Analysis and School Improvement Processes for School Leaders (3)
  - EPEL 7680B Practicum Seminar: Action Research for School Leaders (3)

**Comprehensive Examination**
Completion of the EPEL 7680A (3 hours) and EPEL 7680B (3 hours): Practicum requirements including the leadership project and research paper fulfills the comprehensive examination requirement for this program.  
**Program total: minimum of 36 semester hours**

**4410.10 Add-on PL-6 (Performance-Based) Leadership Certification**
Department of Educational Policy Studies 450 College of Education Building, 404/413-8030  
education.gsu.edu/eps/
Sheryl Gowen, Chair
Persons wishing to obtain the PL-6 add-on in Educational Leadership certification in the State of Georgia must receive a passing score on the GACE Content Assessment in Educational Leadership: Administration and Supervision and must successfully complete the following courses.
- Required (15):
  - EPEL 8000 Research in Educational Leadership and Organizational Culture (3)
  - EPEL 8020 Leadership for Change in a Diverse Society (3)
  - EPEL 8330 Advanced Law, Policy, and Governance (3)
  - EPEL 8420 Advanced Instructional Leadership (3)
  - EPSF 8440 Curriculum Design and Analysis (3)
- Select One (3):
  - EPEL 8650 The Principal (3)
  - EPEL 8500 Central Office Leadership (3)

The students in a cohort group will take these six courses in a sequence during three consecutive academic terms.  
**Total hours for certification: minimum of 18 semester hours.**

**4410.15 Certificate in Qualitative Research in Education**
Department of Educational Policy Studies 450 College of Education Building, 404/413-8030  
education.gsu.edu/eps/
Sheryl Gowen, Chair
A Graduate Certificate in Qualitative Research in Education is available from the College of Education to eligible students enrolled in a doctoral program at Georgia State University. To earn the certificate, students must complete a minimum of seven 3-credit-hour doctoral-level qualitative research methods courses with a collective GPA of 3.5 or higher in those courses, with no grade lower than a B in any course to be counted toward the certificate.
- Four of the seven courses must be the following:
  - EPRS 8500 Qualitative/Interpretive Research in Education I (3)
  - EPRS 8510 Qualitative Research in Education II (3)
  - EPRS 8520 Qualitative Research in Education III (3)
  - EPSF 9260 Epistemology and Learning
- The remaining three courses must be doctoral-level qualitative method courses, bearing a call number of 8000 or higher, from the approved list of certificate courses. The list is updated yearly
and available in the Department of Educational Policy Studies. A current list of these courses is provided below:

- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9100 Phenomenology & Ethnomethodology: Research Principles in Practice (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)
- EPSF 9280 Interpretive Inquiry in Education (3)
- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)
- HIST 8000 Introduction to Historical Research (3)
- SOCI 8342 Qualitative Methods in Sociology (3)
- COMM 8160 Style and Narrative Analysis (3)
- COMM 8410 Qualitative Methods (3)

In addition, students must successfully defend a qualitative or multi-methods research dissertation. Although a faculty member from the Research, Measurement and Statistics (RMS) program of the Department of Educational Policy Studies need not be on the student's dissertation committee, the prospectus for the dissertation must be endorsed by an appropriate member of the RMS faculty, as determined by the RMS Coordinator.

**Eligibility**

In order to be eligible to earn the certificate, students must:
- be enrolled in a doctoral program at Georgia State University
- have completed at least three courses from the College of Education Doctoral Research Core, with a collective GPA of 3.5 or higher
- submit the proper form to the Department of Educational Policy Studies officially indicating an intention to work toward earning the certificate (the form is available from the Department of Educational Policy Studies or from the Office of Academic Assistance)

Applicants may obtain more information about the RMS Program or the Graduate Certificate in Qualitative Research in Education by contacting:
RMS Coordinator, Department of Educational Policy Studies PO Box 3977 Atlanta, GA 30302-3977 Phone: 404/413-8279

**4410.20 Certificate in Quantitative Research in Education**

Department of Educational Policy Studies 450 College of Education Building, 404/413-8030 education.gsu.edu/eps/

Sheryl Gowen, Chair

A Graduate Certificate in Quantitative Research in Education is available from the College of Education to eligible students enrolled in a doctoral program at Georgia State University. To earn the certificate, students must complete a minimum of seven 3-credit-hour doctoral-level quantitative research methods courses with a collective GPA of 3.5 or higher in those courses, with no grade lower than a B in any course to be counted toward the certificate. Four of the seven courses must be the following:
- EPRS 8530 Quantitative Methods and Analysis in Education I (3)
• EPRS 8540 Quantitative Methods and Analysis in Education II (3)
• EPRS 8550 Quantitative Methods and Analysis in Education III (3)
• EPSF 9260 Epistemology and Learning (3)

The remaining three courses must be doctoral-level quantitative method courses, bearing a call number of 8000 or higher, from the approved list of certificate courses. The list is updated yearly and available in the Department of Educational Policy Studies. A current list of these courses is provided below:
• EPRS 8830 Survey Research, Sampling Principles, and Questionnaire Design
• EPRS 8840 Meta-Analysis
• EPRS 8920 Educational Measurement
• PSYC 8430 Psychological Research Statistics III
• EPRS 9350 Introduction to Item Response Theory
• EPRS 9360 Advanced Item Response Theory
• EPRS 9600 Advanced Computer Methods in Educational Research
• EPRS 9550 Multivariate Analysis
• EPRS 9560 Structural Equation Modeling
• EPRS 9570 Hierarchical Linear Modeling I
• EPRS 9571 Hierarchical Linear Modeling II
• EPRS 9900 Advanced Research

In addition, students must successfully defend a quantitative or multi-methods research dissertation. Although a faculty member from the Research, Measurement and Statistics (RMS) program of the Department of Educational Policy Studies need not be on the student's dissertation committee, the prospectus for the dissertation must be endorsed by an appropriate member of the RMS faculty, as determined by the RMS Coordinator.

Eligibility
In order to be eligible to earn the certificate, students must:
• be enrolled in a doctoral program at Georgia State University
• have completed at least three courses from the College of Education Doctoral Research Core, with a collective GPA in those courses of 3.5 or higher
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Applicants may obtain more information about the RMS Program or the Graduate Certificate in Quantitative Research in Education by contacting:
RMS Coordinator, Department of Educational Policy Studies PO Box 3977 Atlanta, GA 30302-3977 Phone: 404/413-8279 Fax: 404/413-8033 E-mail: pgagne@gsu.edu
# APPENDIX D5: Summary Results of Surveys

## ACADEMIC PROGRAM REVIEW

**DEPARTMENT OF EDUCATIONAL POLICY STUDIES**  
GRADUATE ALUMNI SURVEY FINDINGS REPORT  
April 2011

N = 61 (Response rate = 36.1%)  
University (45 Departments) N = 1517 (Response rate = 42.2%)  
COE (5 Departments) N = 547 (Response rate = 39.3%)

### Table 1

*Please indicate the extent to which you agree with the following statements about your experience as a graduate student in the Department of Educational Policy Studies (EPS).*

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>NA</th>
<th>N</th>
<th>M (SD)</th>
<th>Univ. M (SD)</th>
<th>COE M (SD)</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department were interested in the academic development of graduate EPS majors.</td>
<td>3.3</td>
<td>6.6</td>
<td>14.8</td>
<td>36.1</td>
<td>39.3</td>
<td>.0</td>
<td>61</td>
<td>4.02 (1.06)</td>
<td>4.21 (1.00)</td>
<td>4.27 (0.98)</td>
</tr>
<tr>
<td>The EPS graduate program of study was academically challenging.</td>
<td>3.3</td>
<td>8.2</td>
<td>14.8</td>
<td>24.6</td>
<td>49.2</td>
<td>.0</td>
<td>61</td>
<td>4.08 (1.13)</td>
<td>3.97 (1.06)</td>
<td>3.94 (1.09)</td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>3.3</td>
<td>4.9</td>
<td>9.8</td>
<td>31.1</td>
<td>50.8</td>
<td>.0</td>
<td>61</td>
<td>4.21 (1.04)</td>
<td>4.25 (0.92)</td>
<td>4.25 (0.98)</td>
</tr>
<tr>
<td>I felt the graduate program in EPS prepared me for my professional career and/or further study.</td>
<td>6.6</td>
<td>6.6</td>
<td>14.8</td>
<td>29.5</td>
<td>42.6</td>
<td>.0</td>
<td>61</td>
<td>3.95 (1.20)</td>
<td>3.99 (1.10)</td>
<td>4.10 (1.07)</td>
</tr>
<tr>
<td>There was open communication between faculty and graduate students about student concerns.</td>
<td>6.6</td>
<td>6.6</td>
<td>18.0</td>
<td>32.8</td>
<td>36.1</td>
<td>.0</td>
<td>61</td>
<td>3.85 (1.18)</td>
<td>3.98 (1.16)</td>
<td>4.08 (1.13)</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>6.6</td>
<td>3.3</td>
<td>8.2</td>
<td>16.4</td>
<td>65.6</td>
<td>.0</td>
<td>61</td>
<td>4.31 (1.18)</td>
<td>4.40 (0.92)</td>
<td>4.44 (0.93)</td>
</tr>
</tbody>
</table>

*Note. Mean range: 1=Strongly disagree to 5=Strongly agree; “NA” (not applicable) excluded from analysis. Percentile rank based on 46 departments.*
Table 2
Please rate the quality of the faculty and programs in the Department of Educational Policy Studies (EPS).

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>NA</th>
<th>M (SD)</th>
<th>Univ. M (SD)</th>
<th>COE M (SD)</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>6.6</td>
<td>9.8</td>
<td>21.3</td>
<td>23.0</td>
<td>32.8</td>
<td>6.6</td>
<td>61</td>
<td>3.70 (1.25)</td>
<td>3.68 (1.21)</td>
<td>3.64 (1.25)</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>11.5</td>
<td>9.8</td>
<td>29.5</td>
<td>11.5</td>
<td>9.8</td>
<td>27.9</td>
<td>61</td>
<td>2.98 (1.23)</td>
<td>3.23 (1.26)</td>
<td>3.35 (1.25)</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>1.6</td>
<td>9.8</td>
<td>21.3</td>
<td>29.5</td>
<td>37.7</td>
<td>.0</td>
<td>61</td>
<td>3.92 (1.07)</td>
<td>4.06 (0.98)</td>
<td>4.08 (0.97)</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>1.6</td>
<td>3.3</td>
<td>18.0</td>
<td>37.7</td>
<td>39.3</td>
<td>.0</td>
<td>61</td>
<td>4.10 (0.93)</td>
<td>4.06 (0.85)</td>
<td>4.16 (0.83)</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>3.3</td>
<td>1.6</td>
<td>27.9</td>
<td>37.7</td>
<td>27.9</td>
<td>1.6</td>
<td>61</td>
<td>3.87 (0.97)</td>
<td>4.01 (0.87)</td>
<td>4.15 (0.81)</td>
</tr>
<tr>
<td>Frequency of EPS graduate course offerings</td>
<td>1.6</td>
<td>13.1</td>
<td>16.4</td>
<td>29.5</td>
<td>34.4</td>
<td>4.9</td>
<td>61</td>
<td>3.86 (1.12)</td>
<td>3.63 (1.07)</td>
<td>3.73 (1.02)</td>
</tr>
<tr>
<td>Variety of EPS graduate course offerings</td>
<td>3.3</td>
<td>11.5</td>
<td>21.3</td>
<td>31.1</td>
<td>31.1</td>
<td>.0</td>
<td>61</td>
<td>3.77 (1.13)</td>
<td>3.64 (1.05)</td>
<td>3.74 (0.98)</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>3.3</td>
<td>13.1</td>
<td>6.6</td>
<td>26.2</td>
<td>49.2</td>
<td>1.6</td>
<td>61</td>
<td>4.07 (1.19)</td>
<td>4.23 (0.93)</td>
<td>4.26 (0.91)</td>
</tr>
</tbody>
</table>

Note. Mean range: 1=Poor to 5=Excellent; “NA” (not applicable) excluded from analysis. Percentile rank based on 46 departments.
ACADEMIC PROGRAM REVIEW
DEPARTMENT OF EDUCATIONAL POLICY STUDIES
GRADUATE STUDENT SURVEY FINDINGS REPORT
February 2011

N = 41 (Response rate = 27.7%)
University (43 Departments) N = 2467 (Response rate = 54.0%)
COE (5 Departments) N = 745 (Response rate = 50.2%)

Table 1
*Please indicate the extent to which you agree with the following statements about your experience as a graduate student in the Department of Educational Policy Studies.*

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>NA</th>
<th>N</th>
<th>M (SD)</th>
<th>Univ. M (SD)</th>
<th>COE M (SD)</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department are interested in the academic development of graduate majors.</td>
<td>7.3</td>
<td>12.2</td>
<td>12.2</td>
<td>19.5</td>
<td>48.8</td>
<td>.0</td>
<td>41</td>
<td>3.90 (1.34)</td>
<td>4.18 (1.02)</td>
<td>4.23 (1.01)</td>
</tr>
<tr>
<td>The graduate program of study is academically challenging.</td>
<td>9.8</td>
<td>4.9</td>
<td>17.1</td>
<td>26.8</td>
<td>41.5</td>
<td>.0</td>
<td>41</td>
<td>3.85 (1.30)</td>
<td>4.07 (1.04)</td>
<td>3.95 (1.10)</td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>4.9</td>
<td>7.3</td>
<td>.0</td>
<td>29.3</td>
<td>58.5</td>
<td>.0</td>
<td>41</td>
<td>4.29 (1.12)</td>
<td>4.16 (0.97)</td>
<td>4.14 (0.97)</td>
</tr>
<tr>
<td>I feel the graduate program is preparing me for my professional career and/or further study.</td>
<td>12.2</td>
<td>7.3</td>
<td>9.8</td>
<td>31.7</td>
<td>39.0</td>
<td>.0</td>
<td>41</td>
<td>3.78 (1.37)</td>
<td>4.07 (1.05)</td>
<td>4.13 (1.06)</td>
</tr>
<tr>
<td>There is open communication between faculty and graduate students about student concerns.</td>
<td>9.8</td>
<td>17.1</td>
<td>7.3</td>
<td>22.0</td>
<td>39.0</td>
<td>4.9</td>
<td>41</td>
<td>3.67 (1.44)</td>
<td>3.88 (1.18)</td>
<td>3.88 (1.19)</td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>4.9</td>
<td>.0</td>
<td>4.9</td>
<td>24.4</td>
<td>65.9</td>
<td>.0</td>
<td>41</td>
<td>4.46 (0.98)</td>
<td>4.20 (1.08)</td>
<td>4.26 (1.07)</td>
</tr>
</tbody>
</table>

*Note. Mean range: 1=Strongly disagree to 5=Strongly agree; “NA” (not applicable) excluded from analysis. Percentile rank based on 44 departments.*
Table 2
Please rate the quality of the faculty and programs in the Department of Educational Policy Studies

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA %</th>
<th>M (SD)</th>
<th>Univ. M (SD)</th>
<th>COE M (SD)</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>12.2</td>
<td>12.2</td>
<td>4.9</td>
<td>26.8</td>
<td>39.0</td>
<td>4.9</td>
<td>41</td>
<td>3.72 (1.45)</td>
<td>3.70 (1.14)</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>14.6</td>
<td>7.3</td>
<td>17.1</td>
<td>19.5</td>
<td>22.0</td>
<td>19.5</td>
<td>41</td>
<td>3.33 (1.45)</td>
<td>3.32 (1.19)</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>2.4</td>
<td>7.3</td>
<td>19.5</td>
<td>29.3</td>
<td>41.5</td>
<td>.0</td>
<td>41</td>
<td>4.00 (1.07)</td>
<td>4.03 (0.97)</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>2.4</td>
<td>2.4</td>
<td>17.1</td>
<td>34.1</td>
<td>43.9</td>
<td>.0</td>
<td>41</td>
<td>4.15 (0.96)</td>
<td>3.96 (0.88)</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>4.9</td>
<td>2.4</td>
<td>9.8</td>
<td>41.5</td>
<td>41.5</td>
<td>.0</td>
<td>41</td>
<td>4.12 (1.03)</td>
<td>3.93 (0.88)</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>10.0</td>
<td>17.5</td>
<td>25.0</td>
<td>20.0</td>
<td>27.5</td>
<td>.0</td>
<td>40</td>
<td>3.38 (1.33)</td>
<td>3.29 (1.12)</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>12.2</td>
<td>14.6</td>
<td>17.1</td>
<td>31.7</td>
<td>24.4</td>
<td>.0</td>
<td>41</td>
<td>3.41 (1.34)</td>
<td>3.48 (1.10)</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>2.4</td>
<td>7.3</td>
<td>29.3</td>
<td>26.8</td>
<td>34.1</td>
<td>.0</td>
<td>41</td>
<td>3.83 (1.07)</td>
<td>3.96 (1.07)</td>
</tr>
</tbody>
</table>

Note. Mean range: 1=Poor to 5=Excellent; “NA” (not applicable) excluded from analysis. Percentile rank based on 44 departments.
N = 10 (Response rate = 55.6%)
University (45 Departments) N = 863 (Response rate = 80.4%)
COE (5 Departments) N = 105 (Response rate = 72.5%)

Table 1
Please rate the quality of the faculty and programs in the Department of Educational Policy Studies.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>NA</th>
<th>N</th>
<th>M (SD)</th>
<th>Univ. M (SD)</th>
<th>COE M (SD)</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship of the faculty in the department</td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
<td>20.0</td>
<td>80.0</td>
<td>.0</td>
<td>10</td>
<td>4.80 (0.42)</td>
<td>4.28 (0.82)</td>
<td>4.38 (0.70)</td>
<td>93</td>
</tr>
<tr>
<td>Frequency of required course offerings</td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
<td>60.0</td>
<td>40.0</td>
<td>.0</td>
<td>10</td>
<td>4.40 (0.52)</td>
<td>4.21 (0.75)</td>
<td>4.43 (0.64)</td>
<td>67</td>
</tr>
<tr>
<td>Variety of advanced course offerings</td>
<td>.0</td>
<td>.0</td>
<td>10.0</td>
<td>20.0</td>
<td>70.0</td>
<td>.0</td>
<td>10</td>
<td>4.60 (0.70)</td>
<td>3.95 (0.91)</td>
<td>4.31 (0.75)</td>
<td>92</td>
</tr>
<tr>
<td>Level of clerical staff support</td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
<td>20.0</td>
<td>70.0</td>
<td>10</td>
<td>0</td>
<td>4.78 (0.44)</td>
<td>3.61 (1.20)</td>
<td>3.96 (1.01)</td>
<td>96</td>
</tr>
<tr>
<td>Clarity of departmental goals for the next two years</td>
<td>.0</td>
<td>.0</td>
<td>40.0</td>
<td>30.0</td>
<td>30.0</td>
<td>.0</td>
<td>10</td>
<td>3.90 (0.88)</td>
<td>3.73 (1.12)</td>
<td>3.98 (1.11)</td>
<td>53</td>
</tr>
<tr>
<td>Availability of computer/data base software relevant to your work</td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
<td>10.0</td>
<td>70.0</td>
<td>20</td>
<td>0</td>
<td>4.88 (0.35)</td>
<td>4.11 (0.96)</td>
<td>4.22 (0.90)</td>
<td>98</td>
</tr>
</tbody>
</table>

*Note.* Mean range: 1=Poor to 5=Excellent; “NA” (not applicable) excluded from analysis. Percentile rank based on 46 departments.

Table 2
Please indicate the extent to which you agree with the following statements about your department.

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>NA</th>
<th>N</th>
<th>M (SD)</th>
<th>Univ. M (SD)</th>
<th>COE M (SD)</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department's program of study is academically challenging.</td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
<td>22.2</td>
<td>77.8</td>
<td>.0</td>
<td>9</td>
<td>4.78 (0.44)</td>
<td>4.18 (0.90)</td>
<td>4.51 (0.64)</td>
<td>89</td>
</tr>
</tbody>
</table>
Faculty in the department work together toward program goals.  
In our department, faculty feel comfortable expressing different views and opinions.  
I have adequate opportunities to influence decisions made in the department about our programs.  
Guidelines regarding job performance are clear to faculty in the department.

Note. Mean range: 1=Strongly disagree to 5=Strongly agree; “NA” (not applicable) excluded from analysis. Percentile rank based on 46 departments.

Table 3
The following is a list of faculty tasks for which the department has various expectations. Please indicate the amount of emphasis you believe the department has placed on each task.

<table>
<thead>
<tr>
<th></th>
<th>Significantly too little emphasis</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Significantly too much emphasis</th>
<th>NA</th>
<th>M (SD)</th>
<th>Univ. M (SD)</th>
<th>COE M (SD)</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research tasks</td>
<td>.0</td>
<td>.0</td>
<td>40.0</td>
<td>40.0</td>
<td>20.0</td>
<td>.0</td>
<td>10</td>
<td>3.80 (0.79)</td>
<td>3.26 (0.75)</td>
<td>3.38 (0.67)</td>
</tr>
<tr>
<td>Service to department</td>
<td>.0</td>
<td>10.0</td>
<td>30.0</td>
<td>60.0</td>
<td>.0</td>
<td>.0</td>
<td>10</td>
<td>3.50 (0.71)</td>
<td>3.31 (0.84)</td>
<td>3.43 (0.81)</td>
</tr>
<tr>
<td>Publishing in certain journals</td>
<td>.0</td>
<td>10.0</td>
<td>60.0</td>
<td>20.0</td>
<td>.0</td>
<td>10.0</td>
<td>0</td>
<td>3.11 (0.60)</td>
<td>3.24 (0.81)</td>
<td>3.22 (0.74)</td>
</tr>
<tr>
<td>Teaching</td>
<td>.0</td>
<td>0</td>
<td>70.0</td>
<td>30.0</td>
<td>.0</td>
<td>.0</td>
<td>10</td>
<td>3.30 (0.48)</td>
<td>3.28 (0.84)</td>
<td>3.46 (0.77)</td>
</tr>
</tbody>
</table>

Note. Mean range: 1=Significantly too little emphasis to 5=Significantly too much emphasis; “NA” (not applicable) excluded from analysis. Percentile rank based on 46 departments.

Table 4
Please answer the following questions based on your experience or background.

<table>
<thead>
<tr>
<th>Have you ever been the editor of any journals or served on any editorial boards in your field?</th>
<th>Univ. Yes</th>
<th>No</th>
<th>NA</th>
<th>COE Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial boards in your field?</td>
<td>60.0</td>
<td>40.0</td>
<td>0</td>
<td>10</td>
<td>46.1</td>
</tr>
</tbody>
</table>
Have you been awarded any grants from Georgia State University to support research in your field? 40.0 60.0 .0 10 61.9 38.1 57.3 42.7
Have you been awarded any grants from a source other than Georgia State University to support research in your field? 60.0 30.0 10.0 10 68.6 31.4 63.3 36.7
During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field? 90.0 10.0 .0 10 75.4 24.6 71.4 28.6

Table 5
Please answer the following questions based on your experience or background.

<table>
<thead>
<tr>
<th>Question</th>
<th>0</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7 or more</th>
<th>NA</th>
<th>N</th>
<th>M (SD)</th>
<th>Univ. M (SD)</th>
<th>COE M (SD)</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many professional articles or chapters in books have you published in the last five years?</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
<td>10.0</td>
<td>30.0</td>
<td>.0</td>
<td>10</td>
<td>2.10 (1.60)</td>
<td>2.60 (1.43)</td>
<td>2.69 (1.53)</td>
<td>28</td>
</tr>
<tr>
<td>How many authored books or edited books have you published in the last five years?</td>
<td>80.0</td>
<td>10.0</td>
<td>10.0</td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
<td>10</td>
<td>0.30 (0.68)</td>
<td>0.42 (0.69)</td>
<td>0.45 (0.76)</td>
<td>34</td>
</tr>
<tr>
<td>How many monographs, manuals, or reviews have you published in the last five years?</td>
<td>40.0</td>
<td>20.0</td>
<td>20.0</td>
<td>10.0</td>
<td>10.0</td>
<td>.0</td>
<td>10</td>
<td>1.30 (1.42)</td>
<td>0.76 (1.09)</td>
<td>0.52 (0.88)</td>
<td>89</td>
</tr>
<tr>
<td>How many formal presentations have you given at professional meetings over the last five years?</td>
<td>.0</td>
<td>.0</td>
<td>10.0</td>
<td>30.0</td>
<td>60.0</td>
<td>.0</td>
<td>10</td>
<td>3.50 (0.71)</td>
<td>3.03 (1.26)</td>
<td>3.29 (1.10)</td>
<td>79</td>
</tr>
<tr>
<td>How many formal presentations have you given at other colleges or institutions over the last five years?</td>
<td>10.0</td>
<td>50.0</td>
<td>10.0</td>
<td>10.0</td>
<td>20.0</td>
<td>.0</td>
<td>10</td>
<td>1.80 (1.40)</td>
<td>1.74 (1.41)</td>
<td>1.43 (1.30)</td>
<td>61</td>
</tr>
</tbody>
</table>

Note. Mean range: 0=0, 1=1-2, 2=3-4, 3=5-6, 4=7 or more; “NA” (not applicable) excluded from analysis. Percentile rank based on 46 departments.
# APPENDIX D6: Advisement Procedures/Guides

Educational Policy Studies: Navigating Policies & Forms 2011 – 2012

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The Navigating Policies and Forms document is a centralized source for information about department processes and forms. For definitive information - faculty, staff, and students should access the PAWS website to view university events, polices, and resources. The PAWS icon is located at the top of GSU homepage. PAWS is where faculty members can access their grade rolls and find forms for submitting grade and registration adjustments.
[https://paws.gsu.edu/cp/home/displaylogin]

The Faculty Handbook: http://www2.gsu.edu/~wwwfhb/contents.html contains all of the policies and procedures that govern faculty at Georgia State University. Many of the questions that arise in the department are addressed in this document. Faculty are responsible and accountable for the information obtained in the handbook, particularly section 200 and 300.
http://www.gsu.edu/hr/30111.html

Faculty Meetings:

Friday, August 19, 1:00 – 3:00 pm Conference Room [10-12 COE, 12-1 - Lunch 496]
Friday, September 16, 10 – 12 noon, Conference Room
Friday, October, 21, 10 - 12 noon, Conference Room
Friday, November 18, 10 – 12 noon, Conference Room
Friday, December 9, 12:30 Holiday Lunch Conference Room [9-10 PEF, 10-12 COE]
Friday, January 20, 10 - 12 noon, Conference Room
Friday, February 17, 10 - 12 noon, Conference Room
Friday, March 16, 10 – 12 noon, Conference Room
Friday, April 20, 10 – 12 noon, Conference Room

Procedures: In order to maintain accurate records, all faculty meetings will be tape-recorded and transcribed. Transcriptions will be summarized and distributed to the faculty for review one week prior to the next faculty meeting.

Absences: If you know that you are going to miss a faculty meeting for professional reasons, please notify the department chair in writing in advance of the meeting (a notice via email is fine). If you miss a faculty meeting due to illness or ennui, please note it on your ADP report.

Voting: Faculty status and academic rank are defined by the Policy Manual of the Board of Regents and by the Statues of Georgia State University, both of which can be accessed online through the GSU website at: http://www.gsu.edu/policies/ All full-time faculty with academic rank have voting privileges.
EPS STAFF

Crystal Maddox, Business Manager: Oversees budget, complies financial reports, supervises staff, directs GRAs, PTIs, Assists with faculty recruitment, addresses personnel evaluations, maintains personnel files, liaison to Dean’s Office, Assists with travel documentation, Assists with consultant documentation, Organizes office procedures, Processes reimbursements, and Assists with meetings.

Donrena Fisher, Administrative Coordinator: Publishes department newsletter, manages EPS website, Publishes EPS calendar of events, Liaison to COE public relations, Assists chair and manager with dept. functions, Orders textbooks and desk-copies, complies syllabi each semester, and takes minutes at faculty meetings.

Jeff Stockwell, Administrative Coordinator: Course scheduling, class room changes, comprehensive exam, access to student/university data, grade & registration adjustments, maintains department’s “Book of Records,” disseminates degree program literature, updates office directory, maintains chair’s log of doctoral forms, assists with annual report, copy jobs, orders supplies & business cards, and assists with LOAs, NCATE, PSC, and SACS.

Aishah Cowan, Administrative Coordinator: Maintains admission and student files, liaison to Office of Academic Assistance, authorizes students for restricted courses, address registration problems, and assists with LOAs, NCATE, PSC, and SACS.

NOTE: Please use Work Order Form to requests support from Staff. The Work Order Forms are located in the bin next to main printer in the workroom. Please allow for a 24 hours turnaround.

PRINCIPALS CENTER OFFICERS

http://www.principalscenter.org/

Ronda W. Tighe, Ph.D. – Executive Director
  Sets organizational direction; provides overview of programs and initiatives; creates / monitors budget, income and expenditures; determines allocation or resources, initiates external and internal funding proposals, initiates new programs, develops working partnerships with school systems; provides professional development consultation and instruction for school systems; facilitates expert leaders programs; represents center at external meetings; provides staff administrative oversight, and represents the Center within the department and the college.

MaryAnne F. Gaunt, M.P.A. – Associate Director
  Provides all public relations & marketing to state school systems and public; plans and creates PR / marketing publications; provides fund raising, grant writing and annual reports; operates the Expert Leaders Program and Celebration for New Principals event; secures presenters for programs; maintains personal contact with all school systems and manages mailing lists; collects program data and provides reports; oversight of administrative coordinator; oversees selection of student assistants; updates www. principalscenter.org; and represents center at external events.
R. Werner Rogers, Ed.D. – Faculty Partner
  Provides program expertise, assist with Center events, advises on Center’s direction, and facilitates Expert Leaders Program.

Kimberly J. Moore, B.A. – Administrative Coordinator
  Manages all event and meeting logistics; maintains financial records/budget reports; monitors expenditures and income; provides bookkeeping for all funds; deposits all monies; approves and pays all invoices, assists with marketing materials; assists with special projects and reports; supervises work of student assistants; monitors compliance with GSU/COE policies; assists in procedures and policy creation; and represents Center at external events.

GEORGIA SCHOOL SUPERINTENDENTS ASSOCIATION

The Georgia School Superintendents Association (GSSA) is a professional association of public school superintendents who preside over Georgia's urban, rural and suburban school districts. Herb Garrett, Executive Director; John Hooper, Assistant Executive Director, and John Zauner, Deputy Executive Director.

Institutional Review Board:[http://www.gsu.edu/research/human_subjects.html]
  All applications to the IRB will be made through IRB Wise. This system enables faculty, students and staff to submit an application electronically. It also allows for on-line monitoring of protocols, submitting adverse events, renewals and amendments.

Course Syllabus (Section 401.01 of Handbook)

Note: See Appendix for “Recommendations for Writing Syllabi Based on NCATE Standards and PEF Conceptual Framework.”

All teaching faculty shall provide at or before the first meeting of a class, each term, a copy of a course syllabus to each student in their classes. The syllabus may be distributed either in print or electronically. Also, a copy of each syllabus shall be provided the departmental office no later than the end of the first week of class.

"Course syllabi shall contain the following items of information:

1. complete course title and number; name of professor; term, year;

2. statement of faculty member's accessibility to students outside of class (e.g., office hours, telephone number);

3. prerequisites (if any) for the course;

4. course objectives that specify measurable and/or observable student learning outcomes. These learning outcomes should state course objectives in language that makes explicit the knowledge and skills students should have after completing the course. Consequently, these objectives may
be quantitative or qualitative, as appropriate for the learning outcomes. The learning outcomes for general education courses are available at www.gsu.edu/~wwwfhb/goals.doc as approved by the GSU Senate 2/13/04.

5. course assignments (e.g., required readings and activities) and due dates;

6. specific course requirements (e.g., written and oral tests and reports, research papers; performances). In cross-listed undergraduate and graduate classes, the course requirements will clearly specify how the nature (quality and/or quantity) of the work expected of students and the criteria for evaluation of the work produced be commensurate with the degree level. Any projects and/or other activities required specifically of graduate students taking the course and the criteria by which student work will be judged must differentiate graduate-level from undergraduate-level work;

7. grading policy: how the final grade is to be determined with respect to the weights assigned to various course requirements;

8. attendance policy (see current University general Catalog for University guidelines). Syllabi should state specific requirements for attendance including requirements for the frequency and kind of participation by designated channels;

9. list of text(s) or other required course materials;

10. make-up examination policy;

11. all syllabi should include the following statement: 'The course syllabus provides a general plan for the course; deviations may be necessary.'

12. all syllabi should refer to the Policy on Academic Honesty (Section 409).

13. all syllabi should include the following statement: "Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation."

14. all syllabi should include the following statement: "Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

(Numbers 1 - 12 passed by the Senate Committee on Faculty Affairs, 1996; Number 13 passed by the University Senate on 12-11-08 Number 14 passed by the University Senate on 3/12/09)
Travel Authorizations

Fill out a Travel Authorization Form at least 10 days in advance of your departure date. Place the form in the Chair’s Signature Folder, which is located in the bottom right box of the Faculty Mail Boxes. Please fill out a Travel Authorization Form even if you are not requesting reimbursement for travel. This form ensures that you will be covered by workers compensation in case of accident or injury during your trip. It also relieves you of having to file a Report of Absence Form, if you miss a scheduled meeting for professional reasons.

Documents Requiring Chair’s Signature

Place documents requiring the Chair’s Signature in the Chair’s Signature Folder located in the Mail/Copy room. The Signature Folder is in the bottom right box of the Mailbox case.

* Prospectus and Dissertation Defense Announcement Forms have a TWO WEEK review period with the Chair. This two week period is in addition to the two week deadline set by the Office of Academic Assistance (OAA). Therefore, doctoral students should provide their prospectus or dissertation, along with the announcement signed by their Major Advisor, one month in advance of the presentation/defense date.

Graduate Forms

The forms you see display in this booklet are available on the Educational Policy Studies Website or the Office of Academic Assistance Website:

1) Specific Educational Policy Forms:
   http://education.gsu.edu/eps/curr_stu_eps.htm

2) General Graduate Student Forms - Office of Academic Assistance (OAA)
   http://education.gsu.edu/oaa/4013.html

Grade Change

1) To change a letter grade (for instance to change a “B” to an “A”) send a formatted email to the department chair: gowen@gsu.edu once it is approved the chair will forward it to the Registrar’s Office.

2) To change a No Record (“NR”), Incomplete (“I”), or In-progress (“IP”) send the formatted email directly to the Registrar’s Office: gradeadjustment@langate.gsu.edu.

3) The grade change request goes into a queue - it may take 4 days before the actual change takes place, if the student is graduating be sure to include the word “Graduate,” this prioritizes the request.
In the Subject Line: Student’s Name (followed by “Graduate” if the student is graduating)

In the Message Box:
  1 Student’s Panther ID  XXX-XX-XXXX
  2 Crouse Prefix, CRN (Example EPRS 7900, 85123)
  3 Term/Year
  4 Current Grade
  5 Correct Grade
  6 Explanation for Change

Note: (a) If the chair is the instructor of record, the approving official is the Dean. (b) Incomplete’s (“IP”), for EPS 9990 Dissertation, do not need to be changed, as they are automatically accepted once the final grade (“S”) is awarded for the semester of the student’s Dissertation Defense.

Registration Adjustment

  1) There is only a three week window [the first three weeks of the semester] for instructors to add/drop a student. After the first week students can no-longer register for a course. Therefore, in order for a student to be added to a course the instructor sends a formatted email to the department chair: sgowen@gsu.edu.

In the Subject Line: Student’s Name - ADD

In the Message Box:
  1 Student’s Panther ID  XXX-XX-XXXX
  2 Crouse Prefix, CRN (Example EPRS 7900, 85123)
  3 Explanation for ADD

Note: Three days after the chair’s submission of the registration adjustment the student should go to the One-Stop-Shop to officially register and pay any fees.
### Fall 2011

**EPS Faculty Academic Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Mon</td>
<td>Early Student Enrollment Verification Certificate available via PAWS</td>
</tr>
<tr>
<td>19</td>
<td>Fri</td>
<td>Tuition and fees due by 5:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COE Opening Meeting from 10:00 a.m. to 12:00 p.m.—COE 150</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPS Lunch from 12:00 p.m. to 1:00 p.m.—Library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPS Faculty Meeting from 1:00 p.m. to 3:00 p.m.</td>
</tr>
<tr>
<td>22</td>
<td>Mon</td>
<td>Full Semester and Min-term I classes begin</td>
</tr>
<tr>
<td>22-26</td>
<td>Mon-Fr</td>
<td>Late Registration ($50 late fee for all initial registrations in this period except GSU-62 and Tuition Assistance Program)</td>
</tr>
<tr>
<td>26</td>
<td>Fri</td>
<td>Last day to add/drop classes and receive a 100% refund</td>
</tr>
</tbody>
</table>

**September**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Mon</td>
<td>Labor Day Holiday (University Closed)</td>
</tr>
<tr>
<td>9</td>
<td>Fri</td>
<td>Student Enrollment Verification Certificate available via PAWS</td>
</tr>
<tr>
<td>12</td>
<td>Mon</td>
<td>PEF Opening Meeting from 12:00 p.m. to 1:15 p.m.—Veteran's Memorial Hall</td>
</tr>
<tr>
<td>13</td>
<td>Tue</td>
<td>Doughnuts with the Dean from 8:30 a.m. to 10:00 a.m.—COE Lobby</td>
</tr>
<tr>
<td>16</td>
<td>Fri</td>
<td>EPS Faculty Retreat at 8:30 a.m. - Loudermilk Conference Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2011 Syllabi due to Deans by 5:00 p.m.</td>
</tr>
</tbody>
</table>

**October**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Mon</td>
<td>Due by which the original and 20 copies of the announcement of dissertation defense and two complete typed copies of the dissertation must be received by the Office of Academic Assistance</td>
</tr>
<tr>
<td>11</td>
<td>Tue</td>
<td>Desserts with the Dean from 3:30 p.m. to 5:00 p.m.—COE Lobby</td>
</tr>
<tr>
<td>21</td>
<td>Fri</td>
<td>EPS Faculty Meeting at 10:00 a.m.</td>
</tr>
<tr>
<td>17</td>
<td>Mon</td>
<td>Comprehensive Examinations</td>
</tr>
<tr>
<td>19</td>
<td>Wed</td>
<td>Comprehensive Examinations</td>
</tr>
<tr>
<td>19-22</td>
<td>Wed-Sat</td>
<td>Curriculum and Pedagogy Annual Conference—Akron OH</td>
</tr>
<tr>
<td>24</td>
<td>Mon</td>
<td>Last day to defend dissertation for all graduation</td>
</tr>
</tbody>
</table>

**November**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5</td>
<td>Wed-Sat</td>
<td>American Evaluation Association Annual Conference—Anaheim, CA</td>
</tr>
<tr>
<td>2-6</td>
<td>Wed-Sun</td>
<td>American Educational Studies Association’s Annual Conference—St. Louis, MO</td>
</tr>
<tr>
<td>3-6</td>
<td>Thu-Sun</td>
<td>History of Education Society’s Annual Meeting—Chicago, IL</td>
</tr>
<tr>
<td>8</td>
<td>Tue</td>
<td>Doughnuts with the Dean from 8:30 a.m. to 10:00 a.m.—COE Lobby</td>
</tr>
<tr>
<td>9-12</td>
<td>Wed-Sat</td>
<td>Education Law Association’s Annual Conference—Chicago, IL</td>
</tr>
<tr>
<td>16-19</td>
<td>Wed-Sat</td>
<td>Association for the Study of Higher Education’s Conference—Charlotte NC</td>
</tr>
<tr>
<td>17-20</td>
<td>Thu-Sun</td>
<td>University Council for Educational Administration’s Annual Convention—Pittsburgh, PA</td>
</tr>
<tr>
<td>18</td>
<td>Fri</td>
<td>EPS Faculty Meeting at 10:00 a.m.</td>
</tr>
<tr>
<td>21-26</td>
<td>Mon-Sat</td>
<td>Thanksgiving Holiday (No classes)</td>
</tr>
<tr>
<td>22</td>
<td>Tue</td>
<td>Last day to submit final copies of the dissertation to the Office of Academic Assistance for Fall graduation</td>
</tr>
<tr>
<td>24-25</td>
<td>Thu-Fri</td>
<td>University Closed for Thanksgiving</td>
</tr>
</tbody>
</table>

**December**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Mon</td>
<td>Full Semester Classes End</td>
</tr>
<tr>
<td>6-13</td>
<td>Tue-Tue</td>
<td>Final Exams</td>
</tr>
<tr>
<td>9</td>
<td>Fri</td>
<td>PEF Fall Meeting from 9:00 a.m. to 10:00 a.m.—COE 150</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COE Fall Meeting from 10:30 a.m. to 12:00 p.m.—COE 150</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPS Holiday Lunch at 12:30 p.m.</td>
</tr>
<tr>
<td>15</td>
<td>Thu</td>
<td>Grades available to students via PAWS after 5:00 p.m.</td>
</tr>
<tr>
<td>17</td>
<td>Sat</td>
<td>Grades available to students via PAWS after 5:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GPA and academic standing available on official transcript via PAWS after 9:00 a.m.</td>
</tr>
<tr>
<td>TBA</td>
<td>TBA</td>
<td>Commencement</td>
</tr>
<tr>
<td>19-23</td>
<td>Sun-Thu</td>
<td>Winter Break (Vacation Time Used)</td>
</tr>
<tr>
<td>26-30</td>
<td>Sun-Thu</td>
<td>Winter Break (Holiday Time Used)</td>
</tr>
<tr>
<td>Date</td>
<td>Mon</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>New Year’s Holiday (University Closed)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Degree conferred and available on official transcript via PAWS after 5:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>First day of class for spring semester</td>
<td></td>
</tr>
<tr>
<td>9-13</td>
<td>Tuition Assistance Program Registration begins</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Tuition and fees due by 5:00 p.m. Last day to add/drop classes</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Withdrawal period begins at 8:00 p.m. via PAWS</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>University Official Holiday (University Closed) - MLK</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>EPS Faculty Meeting at 10:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Student Enrollment Verification Certificate available via PAWS</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Spring 2011 Syllabi due to 5:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>EPS Faculty Meeting at 10:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Desserts with the Dean from 3:30 p.m. to 5:00 p.m. — COE Lobby</td>
<td></td>
</tr>
<tr>
<td>28—Mar 6</td>
<td>Spring Break (No classes)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Date by which the original and 20 copies of the announcement of dissertation defense and two complete typed copies of the dissertation must be received by the Office of Academic Assistance</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Doughnuts with the Dean from 8:30 a.m. to 10:00 a.m. — COE Lobby</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>EPS Faculty Meeting at 10:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Last day to defend dissertation (Note: No presentations or defenses allowed during spring break (Feb 27—Mar 2)</td>
<td></td>
</tr>
<tr>
<td>26-27</td>
<td>APR Site Visit</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Desserts with the Dean from 3:30 p.m. to 5:00 p.m. — COE Lobby</td>
<td></td>
</tr>
<tr>
<td>12-16</td>
<td>National Council on Measurement in Education’s Annual Meeting — Vancouver, BC</td>
<td></td>
</tr>
<tr>
<td>13-17</td>
<td>American Educational Research Association’s Annual Meeting — Vancouver, BC</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>EPS Faculty meeting at 10:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Last day to submit final paperwork to the Office of Academic Assistance</td>
<td></td>
</tr>
<tr>
<td>Apr 24 - May 1</td>
<td>Final Exams</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>University Grade Submission Deadline by 5:00 p.m. via PAWS</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Term ends</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>Grades available to students via PAWS after 9:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>EPS Faculty Retreat</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Commencement</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Memorial Day (University Closed)</td>
<td></td>
</tr>
</tbody>
</table>
### Fall 2011 Semester Calendar

<table>
<thead>
<tr>
<th>Events</th>
<th>Full Semester</th>
<th>Mini-Mester I</th>
<th>Mini-Mester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule of courses in PAWS</td>
<td>Mar 13</td>
<td>Mar 14</td>
<td>Mar 14</td>
</tr>
<tr>
<td>Registration</td>
<td>Mar 28 – Aug 19</td>
<td>Mar 28 – Aug 19</td>
<td>Mar 28 – Aug 19</td>
</tr>
<tr>
<td>Late Registration</td>
<td>Aug 22 – 26</td>
<td>Aug 22 – 26</td>
<td>Aug 22 – 26</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Aug 22</td>
<td>Aug 22</td>
<td>Oct 10</td>
</tr>
<tr>
<td>Holiday (Labor Day)</td>
<td>Sept 5</td>
<td>Sept 5</td>
<td>***</td>
</tr>
<tr>
<td>Midpoint</td>
<td>Oct 7</td>
<td>Sept 9</td>
<td>Oct 28</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Nov 21 – 26</td>
<td>***</td>
<td>Nov 21 – 26</td>
</tr>
<tr>
<td>Classes End</td>
<td>Dec 5</td>
<td>Oct 3</td>
<td>Nov 29</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Dec 6 – 13</td>
<td>Oct 6 – 8</td>
<td>Nov 30 – Dec 2</td>
</tr>
<tr>
<td>Grades Due</td>
<td>Dec 15 at 5 p.m</td>
<td>Oct 11 at 5 p.m</td>
<td>Dec 12 at 5 p.m</td>
</tr>
</tbody>
</table>

### Spring 2012 Semester Calendar

<table>
<thead>
<tr>
<th>Events</th>
<th>Full Semester</th>
<th>Mini-Mester I</th>
<th>Mini-Mester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule of courses in PAWS</td>
<td>Oct 10</td>
<td>Oct 10</td>
<td>Oct 10</td>
</tr>
<tr>
<td>Late Registration</td>
<td>Jan 9 – 13</td>
<td>Jan 9 – 13</td>
<td>Jan 9 – 13</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Jan 9</td>
<td>Jan 9</td>
<td>Mar 5</td>
</tr>
<tr>
<td>Holiday (MLK)</td>
<td>Jan 16</td>
<td>Jan 16</td>
<td>***</td>
</tr>
<tr>
<td>Midpoint</td>
<td>Feb 24</td>
<td>Jan 27</td>
<td>Mar 23</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Feb 27 – Mar 4</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Classes End</td>
<td>Apr 23</td>
<td>Feb 22</td>
<td>Apr 17</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Apr 24 – May 1</td>
<td>Feb 23 – 25</td>
<td>Apr 18 – 20</td>
</tr>
<tr>
<td>Grades Due</td>
<td>May 3 at 5 p.m</td>
<td>Feb 28 at 5 p.m</td>
<td>May 3 at 5 p.m</td>
</tr>
</tbody>
</table>

### Summer 2011 Semester Calendar

<table>
<thead>
<tr>
<th>Events</th>
<th>Three Week Classes</th>
<th>Six Week Classes</th>
<th>Seven Week Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule of courses in PAWS</td>
<td>Feb 13</td>
<td>Feb 13</td>
<td>Feb 13</td>
</tr>
<tr>
<td>Registration</td>
<td>Feb 27 – May 6</td>
<td>Feb 27 – Jun 1</td>
<td>Feb 27 – Jun 1</td>
</tr>
<tr>
<td>Late Registration (Three-Week Classes)</td>
<td>May 7 – 8</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Three Week Classes Begin</td>
<td>May 7</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>No Registration</td>
<td>May 9</td>
<td>May 9</td>
<td>May 9</td>
</tr>
<tr>
<td>Registration Resumes (Six and Seven Week Classes) at 8 p.m</td>
<td>***</td>
<td>May 10 – Jun 1</td>
<td>May 10 – Jun 1</td>
</tr>
<tr>
<td>Late Registration (Six and Seven Week Classes)</td>
<td>***</td>
<td>Jun 4 – 8</td>
<td>Jun 4 – 8</td>
</tr>
<tr>
<td>Six and Seven Week Classes Begin</td>
<td>***</td>
<td>Jun 4</td>
<td>Jun 4</td>
</tr>
<tr>
<td>Midpoint</td>
<td>May 18</td>
<td>Jun 20</td>
<td>Jun 29</td>
</tr>
<tr>
<td>Three Week Classes End</td>
<td>May 26</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Six and Seven Week Classes End</td>
<td>***</td>
<td>Jul 16</td>
<td>Jul 23</td>
</tr>
<tr>
<td>Grades Due</td>
<td>Jun 5 at 5 p.m</td>
<td>Jul 31 at 5 p.m</td>
<td>Jul 31 at 5 p.m</td>
</tr>
</tbody>
</table>
Holiday Schedule

Georgia State University has established 12 official paid holidays each year for its employees. An exact schedule of these holidays is published each year by the university administration.

- New Years Day
- Martin Luther King Jr. Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Friday following Thanksgiving
- Five days Winter Holiday

These holidays are in addition to earned vacation time and are observed in accordance with the rules and regulations set forth by the university.

Schedules

The University System of Georgia provides 12 holidays per year. Georgia State University will be closed for regular business on the following designated holidays:

<table>
<thead>
<tr>
<th>Holiday</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Years Day</td>
<td>Fri Jan 1</td>
<td>Mon Jan 3</td>
<td>Mon Jan 2</td>
</tr>
<tr>
<td>M. L. King Day</td>
<td>Mon Jan 18</td>
<td>Mon Jan 17</td>
<td>Mon Jan 16</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Mon May 31</td>
<td>Mon May 30</td>
<td>Mon May 26</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Mon July 4</td>
<td>Mon July 4</td>
<td>Wed July 4</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Mon Sept 6</td>
<td>Mon Sept 5</td>
<td>Mon Sept 3</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>Thu Nov 25</td>
<td>Thu Nov 24</td>
<td>Thu Nov 22</td>
</tr>
<tr>
<td>Winter Break (Vacation</td>
<td>Mon Dec 20</td>
<td>Mon Dec 19</td>
<td>Mon Dec 18</td>
</tr>
<tr>
<td>Time Used*)</td>
<td>- Mon</td>
<td>- Tue</td>
<td>- Mon</td>
</tr>
<tr>
<td>Winter Break (Holiday</td>
<td>Mon Dec 27</td>
<td>Mon Dec 28</td>
<td>Mon Dec 25</td>
</tr>
<tr>
<td>Time Used)</td>
<td>- Fri</td>
<td>- Fri</td>
<td>- Fri</td>
</tr>
</tbody>
</table>

* As of 12/20/2010, and going forward, the University will be closed for an additional week each December. This will require employees to use some vacation days during this time.

http://www.gsu.edu/hr/31413.html
1350 Academic Honesty

I. Introduction

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the Faculty Affairs Handbook and On Campus: The Student Handbook and is available to all members of the university community. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community — students, faculty, and staff — are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

II. Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

**Plagiarism**: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. 2011-2012 Graduate Catalog. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in
advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

**Cheating on Examinations**: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

**Unauthorized Collaboration**: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

**Falsification**: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding (for example, false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

**Multiple Submissions**: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.
# College of Education

**Petition to Transfer Graduate Credit**
for MED, MLM, MS, EDS students

<table>
<thead>
<tr>
<th>Name</th>
<th>SSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Day Telephone</td>
</tr>
<tr>
<td>City, State, ZIP</td>
<td>Evening Telephone</td>
</tr>
<tr>
<td>Degree Program and Major</td>
<td>Catalog Edition</td>
</tr>
</tbody>
</table>

### Transfer Credit Guidelines
- Credit must be from a regionally accredited institution
- Grades below B are not acceptable
- Credit must be no older than six years at the time of graduation
- Credits to be transferred cannot be taken the term of graduation
- Students must complete a minimum of 27 semester hours of graduate credit in residence

### Transfer Credit Procedures
- A separate petition is required for each course prefix for which the student is requesting transfer credit (i.e., student is requesting to transfer courses in CPS, EPRS, and EPY—3 forms are required—one for the CPS course(s), one for the EPRS course(s), and one for the EPY course(s))
- Attach copy of course description and/or syllabus for each course
- Attach copy of transcript (available from advisor if submitted with graduate application, if not, an official copy must be attached in a sealed envelope
- Obtain advisor's approval and signature
- Submit to the department of GSU Equivalent Course for approval (see back of this form). (NOTE: If the GSU course equivalent is outside the College of Education, the outside department's approval is not required).
- Completed form and attachments should be submitted to the Office of Academic Assistance & Graduate Admissions, Room 300 College of Education Building
- Petition to Transfer Graduate Credit must be approved by advisor, outside department, and Academic Assistance before credits will be applied to the student's record

<table>
<thead>
<tr>
<th>COURSE TO BE TRANSFERRED</th>
<th>INSTITUTION WHERE COURSE(S) WAS TAKEN</th>
<th>GSU EQUIVALENT COURSE</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Advisor's Signature

APPROVAL ___________________________ Date ______

Department of GSU Equivalent Course (not required if course outside College of Education)

APPROVAL ___________________________ Date ______

(If disapproved, please attach reason and submit to OAA)

AFTER signature obtained, submit form to the Office of Academic Assistance & Graduate Admissions (OAA), Room 300 College of Education.

Approved by OAA: ___________________________ Date ______
## COLLEGE OF EDUCATION COURSE PREFIXES AND DEPARTMENTS

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>DEPARTMENT</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS</td>
<td>Counseling and Psychological Services</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EDCI</td>
<td>Middle-Secondary Education and Instr Tech</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EDLA</td>
<td>Middle-Secondary Education and Instr Tech</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EDMT</td>
<td>Middle-Secondary Education and Instr Tech</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EDRD</td>
<td>Middle-Secondary Education and Instr Tech</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EDSC</td>
<td>Middle-Secondary Education and Instr Tech</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EDSS</td>
<td>Middle-Secondary Education and Instr Tech</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>ELMT</td>
<td>Middle-Secondary Education and Instr Tech</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EPEL</td>
<td>Educational Policy Studies</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EPHE</td>
<td>Educational Policy Studies</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EPEL</td>
<td>Educational Policy Studies</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EPRS</td>
<td>Educational Policy Studies</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EPS</td>
<td>Educational Policy Studies</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EPSF</td>
<td>Educational Policy Studies</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EPY</td>
<td>Educational Psych &amp; Special Education</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>EXC</td>
<td>Educational Psych &amp; Special Education</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>IT</td>
<td>Middle-Secondary Education and Instr Tech</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
<tr>
<td>KH</td>
<td>Kinesiology and Health</td>
<td>137 Sports Arena</td>
</tr>
<tr>
<td>TSLE</td>
<td>Middle-Secondary Education and Instr Tech</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; floor COE</td>
</tr>
</tbody>
</table>
Instructions for Completing Student Petition for Waiver or Variance

Any student in the College of Education may petition for a waiver or variance of established policy, procedure, rule, or guideline governed by the College of Education.

The Student Petition for Waiver or Variance must be submitted by the end of the term prior to the term in which the exception is needed.

NOTE: Teacher education majors should understand that program requirements and certification requirements are not necessarily the same. As teacher certification requirements are beyond the control of Georgia State University, exceptions to programs of study may result in denial of Georgia State teacher certification.

1. Fill out and print the petition. Be clear and concise. Be thorough, but limit remarks to those having direct bearing on the request. Persons considering petitions rely on the student’s ability to present a clear and well-written rationale.

2. Complete the personal information at the top of the form.

3. State the policy, procedure, rule, or guideline (site reference) from which you seek a waiver or variance and the precise deviation being sought.

4. Attach a typed statement giving the reason(s) the petition should be granted. Before submitting a petition, the student should check with his or her advisor to determine what options are available and what information may be required for a specific request. Attach written documentation to support the petition.

NOTE: If the exception concerns substitution of one course for a required course, a syllabus for each course must be attached as documentation for the request. If substitution is due to scheduling conflicts, justification must be provided as to when the course(s) in question will be offered, why the circumstances preclude enrolling in the course when offered, and when the substituted course will be taken.

5. Keep photocopies of all papers submitted.

6. Present the petition to either your departmental faculty adviser, who, after making his or her recommendation, forwards the petition to the department chair, or to your adviser in the College of Education Office of Academic Assistance and Graduate Admissions, who acknowledges the petition and forwards it to the department chair.

NOTE: If the petition concerns a course outside the student’s major department, the petition must be considered by the chair of the department offering the course in question before being sent to the chair of the major department. If your major department has its own petition review committee, that committee considers the petition and forwards a recommendation to the Office of Academic Assistance and Graduate Admissions. The petition and all supporting documentation are then presented to the College of Education Petitions Review Committee.

Any student in the College of Education may appeal to the college’s Student Affairs Committee for review of a petition decision thought by the student to be arbitrary, capricious, or discriminatory. This appeal must be initiated within ten (10) business days of being notified of the chair’s decision. To initiate the appeal and complete a Student Appeal form, the student must contact the Dean’s Office Administrator. For questions concerning the appeal process and to initiate an appeal, students can contact Shea Allman, Dean’s Office Administrator, at 404/413-8127.

Revised August 13, 2007
COLLEGE OF EDUCATION, OFFICE OF ACADEMIC ASSISTANCE
STUDENT PETITION FOR WAIVER OR VARIANCE

This petition is for use by students in the College of Education who are seeking a waiver or variance from an established policy, procedure, rule, or guideline governed by the College of Education. Follow the instructions on the reverse side. Graduate applicants appealing an admission decision may not use this form.

<table>
<thead>
<tr>
<th>Name</th>
<th>Panther #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Phone</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>E-Mail Address</td>
</tr>
<tr>
<td>Degree Program/Major/Concentration</td>
<td>OAA Use Only: Catalog Edition</td>
</tr>
<tr>
<td>Policy, procedure, rule, or guideline</td>
<td></td>
</tr>
<tr>
<td>Modification sought</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: RATIONALE FOR THE PETITION MUST BE ATTACHED
I have read the petition instructions on the opposite side of this form and understand them. I have attached a typed statement giving the reason(s) why I believe this petition should be approved, along with any needed documentation justifying the petition.

Student Signature ____________________ Date ________________

The petition should be forwarded to the appropriate persons in the order listed. All student documentation must remain attached to the petition.

1) OAA or Faculty Adviser □ Acknowledge (if OAA) □ Approve □ Disapprove
   Adviser’s Signature ____________________ Date ________________
   ATTACH RATIONALE & FORWARD TO MAJOR DEPARTMENT CHAIR OR TO OUTSIDE DEPARTMENT CHAIR IF THE PETITION INVOLVES ANY COURSES OUTSIDE STUDENT’S MAJOR DEPARTMENT.

2) Outside Department Chairperson □ Approve □ Disapprove
   Outside Department Chair’s Signature ____________________ Date ________________
   ATTACH RATIONALE & FORWARD TO MAJOR DEPARTMENT CHAIR

3) Major Department Chairperson □ Approve □ Disapprove
   Major Department Chair’s Signature ____________________ Date ________________
   ATTACH RATIONALE & FORWARD TO DESIGNATED DEAN VIA ACADEMIC ASSISTANCE.

4) Designated College of Education Dean □ Approve □ Disapprove
   Designated Dean’s Signature ____________________ Date ________________
   Comments ____________________________________________
STUDENT PETITION FOR RESOLUTION
Georgia State University
College of Education

This petition is for use by students seeking resolution to academic treatment within the College of Education thought by the student to be injurious, unjust, or wrong. Instructions on reverse side must be followed.

Name
PANTHER ID
E-mail
Department You Are Petitioning
Day Phone

<table>
<thead>
<tr>
<th>Part I Nature of Petition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief statement of academic treatment thought to be injurious, unjust, or wrong</td>
</tr>
</tbody>
</table>

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I am attaching a typed statement giving the reason(s) I think the petition should be granted. As required, I have included in the statement (a) a general description of injurious, unjust, or wrong treatment; (b) the rationale for believing the treatment to be injurious, unjust, or wrong, and (c) the resolution I desire. I am also attaching documents to support my petition.

Student’s Signature ___________________________________________ Date __/__/____

Date Department Received Petition __/__/____

<table>
<thead>
<tr>
<th>Part II Decision of Department Chair</th>
</tr>
</thead>
</table>
| ___________________________________
| ___________________________________
| ___________________________________

Department Chair’s Signature __________________________________ Date __/__/____

Date Decision Completed __/__/____

If not resolved, student has the right to appeal.

Any student may appeal to the College of Education Student Affairs Committee for review of a College of Education petition decision thought by the student to be arbitrary, capricious, or discriminatory. This appeal must be initiated within ten (10) business days of being notified of the chair’s decision. To initiate the appeal and complete a Student Appeal Form, the student must contact the Dean’s Office Administrator. For questions concerning the appeal process and to initiate an appeal, students can contact Shea Allman, Dean’s Office Administrator, at 404/413-8127.
INSTRUCTIONS FOR COMPLETING
STUDENT PETITION FOR RESOLUTION
College of Education

This petition is for use by students seeking resolution to academic treatment within the
College of Education thought by the student to be injurious, unjust, or wrong.

1. Students are encouraged to discuss the academic or non-academic problem or grade
concern with the instructor prior to filing a formal appeal, in an effort to gain
understanding about the basis of the treatment or grade. If the issue is not resolved
informally, students should use the following procedure for the Student Petition for
Resolution process and retain copies of all materials submitted.

2. Fill in your name as it appears in university records. Include your student ID, e-mail
address if you have one, and daytime telephone number(s). Fill in the name of the
department you are petitioning.

3. Complete Part I and attach a typed statement giving the reason(s) the petition should be
granted. Include in the statement (a) a general description of injurious, unjust, or wrong
treatment; (b) the rationale for believing the treatment to be injurious, unjust, or wrong;
and (c) the resolution desired. Attach relevant supporting documentation included but
not limited to work samples, pertinent correspondence, course evaluation, and/or course
syllabi.

4. Submit the form and required attachments to the appropriate department chair before the
end of the term in which the academic or non-academic problem occurred, or, in the case
of a final grade petition, within ten (10) business days of the beginning of the academic
term (fall, spring, summer) that follows the term in which the final grade was submitted
by the instructor. Keep copies of all papers submitted.

<table>
<thead>
<tr>
<th>Department</th>
<th>Chair</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling and Psychological Services</td>
<td>Dr. JoAnna White</td>
<td>9th floor, COE Bldg</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Dr. Barbara Meyers</td>
<td>5th floor, COE Bldg</td>
</tr>
<tr>
<td>Educational Policy Studies</td>
<td>Dr. Sheryl Gowen</td>
<td>4th floor, COE Bldg</td>
</tr>
<tr>
<td>Educational Psychology and Special Education</td>
<td>Dr. Peggy Gallagher</td>
<td>8th floor, COE Bldg</td>
</tr>
<tr>
<td>Kinesiology and Health</td>
<td>Dr. Andrew Doyle</td>
<td>175 Sports Arena</td>
</tr>
<tr>
<td>MSIT (Instructional Tech &amp; Library Media)</td>
<td>Dr. Steve Harmon</td>
<td>6th floor, COE Bldg</td>
</tr>
<tr>
<td>MSIT (Reading, Language, Social Studies)</td>
<td>Dr. Joyce Many</td>
<td>6th floor, COE Bldg</td>
</tr>
<tr>
<td>MSIT (Science and Math)</td>
<td>Dr. Christine Thomas</td>
<td>6th floor, COE Building</td>
</tr>
</tbody>
</table>

5. For Part II, the department chair will provide a decision in writing to the student,
normally within ten (10) business days of the receipt of the Student Petition for
Resolution, absent extenuating circumstances.

6. The student may appeal the department chair's decision within ten (10) business days of
being notified of the chair's decision. To initiate the appeal and complete the Student
Appeal form, the student must contact the Dean's Office Administrator. For questions
concerning the appeal process and to initiate an appeal, students can contact Shea
Allman, Dean's Office Administrator, at 404/413-8127.

Revised July 27, 2007
Georgia State University  
College of Education

Application for Directed Readings Course

Student's name: ____________________________ Student ID#: ____________________________
(Please print or type)

SEMESTER: __________________ Year: _________ Instructor: ____________________________

Course: __________________________________ Comp. #: ________________________ SGA: Hours Credit: ____________________________

A student may not substitute a directed readings course for a course which is part of the regular course offerings of the college.

COURSE DESCRIPTION

Sections A, B, and C should be completed by the instructor under whom the work is to be done. If more writing space is needed, continue descriptions on an attachment.

<table>
<thead>
<tr>
<th>SECTION A: GOALS AND OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION B: ACTIVITIES AND EXPECTED OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION C: EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Approvals:

Instructor's Signature
Advisor's Signature
Department Chair's Signature

Student's Signature: ____________________________ Date: ____________

☐ Authorized by Office of Academic Assistance

Office of Academic Assistance, Instructor, Advisor, Student: ____________________________
INDEPENDENT STUDY PROPOSAL
EDUCATIONAL POLICY STUDIES
EPS 8800

Please note that, according to SACS requirements, the student should work on this project for 170 hours. Faculty instructors will be responsible for certifying that this requirement has been met.

Semester ____________ 2012  CRN: ____________

DATE __________________________

NAME ____________________________ Panther "ID" No. ____________________________

TITLE ____________________________

1. Describe the project:

2. List project goals:

3. Describe project outcomes or products

PROJECT APPROVALS
I have read and agreed upon this project with the student.

Instructor (Sig.) __________________ (Print) __________________ Date _________________

Department Chair __________________ Date _________________

FAX: 404/413-8033
POLICY ON GRADES OF “I” (INCOMPLETE)

The grade of “I” (Incomplete) may be given to a student who for nonacademic reasons beyond his or her control is unable to meet the full requirements of a course. In order to quality for an “I,” a student must

a) have completed most of the major assignments of the course (generally all but one)

and

b) be passing the course (aside from the assignments not completed) in the judgment of the instructor

When a student has a nonacademic reason for not completing one or more of the assignments for a course (including examinations) and wishes to receive an “I” for the course, it is the student’s responsibility to inform the instructor in person or in writing of the reason

The grade of “I” is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing an “I” are established by the instructor

DEADLINES FOR REMOVAL OF “I”

The period of time given a student to remove an “I” is established by the instructor, subject only to the maximum time limits set by the university. The university requires that the grade of “I” be removed by the end of the second academic term after the “I” is assigned (whether or not the student was enrolled during these two terms).

The Office of the Registrar will assign a grade of “F” at the end of the second academic term unless the Office of the Registrar receives a final grade (for S/U grading, a U will be assigned). This final grade can be submitted electronically using the procedures specified by the department of the course. Instructors may or may not change this F/U to an authorized grade (e.g., A, B, C, D, S or WF, etc.) but may not change it back to an “I.” Instructors may not change an “I” to a “W” unless a Hardship Withdrawal is awarded. In exceptional cases, departments may authorize students to have an “I” grade for more than two semesters, which must be approved by the department chair. Authorization to extend the “I” beyond two semesters must be renewed each semester.

Students need not be enrolled to complete assignments for a course in which an “I” has been assigned. Auditing or retaking the same course will not remove an incomplete. No student may graduate with an incomplete grade.

INSTRUCTIONS

This form must be completed by the instructor upon the assignment of an incomplete grade in a course. If possible, the student should sign the form, otherwise, a copy will be mailed to the student by the Department/College.

Please type or print

Student’s Name ____________________________ Panther ID ____________________________

Course prefix and No ____________________________ Computer No ____________________________ Term/Year taken ____________________________

Instructor’s Name ____________________________ Date by which “I” must be removed ____________________________

Nonacademic reason for assignment of “I” ____________________________

Student action required to complete course requirement (NOTE: auditing or retaking the course will not remove an “I”)

________________________________________________________________________

________________________________________________________________________

Student has been notified ____________________________ Date ____________________________

-or-

Signature ____________________________ Date ____________________________

Signature ____________________________ Date ____________________________

Signature ____________________________ Date ____________________________
APPLICATION FOR GRADUATE
CHANGE OF MAJOR OR DEGREE STATUS

Office of Academic Assistance and Graduate Admissions, Georgia State University, P. O. Box 3977, Atlanta, GA 30302-3977

The Application for Graduate Change of Major or Degree Status is for active graduate students

Name
Last

First

Middle

Former/Alternate Names Used

Panther ID ___________________________ Date of Birth ___________________________

Month

Day

Year

Sex. ☐ Male ☐ Female

Address

Street Address or Box Number ___________________________

City

State

Zip-code

Contact Phone Number ( ) ___________________________

GSU Email Address ___________________________

First graduate term at Georgia State ___________________________

Last graduate term at Georgia State ___________________________

Current program of study

Degree

Major

Concentration

Proposed program of study

Degree

Major

Concentration

Term to start proposed program of study: ☐Spring _______ (Year) ☐Summer _______ (Year) ☐Fall _______ (Year)

Your catalog year will change to match the term you begin your proposed program of study. If you would prefer that your catalog year not change, please check the box below:

☐ I petition to keep my current catalog year

__________________________________________

Signature of Applicant

__________________________________________

Date

4110 Changing Major or Degree Status

Georgia State University graduate students who wish to change to a different graduate major must complete an application form and supply all required admission materials for the new major. In the College of Education, coursework completed in the previous program may be counted toward the requirements for the new major if the courses match those described in the new major’s program description and the credits meet all other College of Education guidelines for degree completion and if the students’ new program adviser approves the application of previously earned credits toward the new program. If another college offers the new major, the students should contact the appropriate graduate office in that college for information about applying to its graduate program.

Graduate students admitted in nondegree status who wish to become admitted in a degree-seeking status must complete an application form and supply all required admission materials for the new degree program. No more than nine (9) semester hours of coursework taken in a nondegree status may be applied to a master’s or doctoral program in the College of Education. Nondegree credits may not apply to any specialist degree program.
APPLICATION FOR GRADUATE CHANGE OF MAJOR OR DEGREE STATUS

Office of Academic Assistance and Graduate Admissions, Georgia State University, P.O. Box 3977, Atlanta, GA 30302-3977

The Application for Graduate Change of Major or Degree Status is for active graduate students.

After submitting this application to the College of Education Office of Academic Assistance and Graduate Admissions (COE OAA), you will be contacted via Georgia State email if additional application materials are required. Additional materials may be required if the admission materials for your proposed program differ from those of your current program.

Once complete, your file will be forwarded to your proposed program Department, where it will be reviewed for recommendation for admission. When the COE OAA receives the department’s recommendation, you will be notified via letter and email as to the department’s recommendation, and your student record will be updated.

You may be applying to change to a major that is a cohort program and does not admit students for the term proposed by you. In that case, admission would be for the cohort term and this will be indicated on your admission decision notification.

Any residency coursework completed in your current program will count towards residency in your proposed program.

If you have any questions, please contact the COE OAA at 404-413-8000

**************************

Please submit this application directly to:
Georgia State University, College of Education
Office of Academic Assistance and Graduate Admissions
30 Pryor St., Ste. 300
Atlanta, GA 30303
DEPARTMENT OF EDUCATIONAL POLICY STUDIES
MASTER OF EDUCATION DEGREE

Educational Leadership

<table>
<thead>
<tr>
<th>Name</th>
<th>Advisor</th>
<th>Total Hrs</th>
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<tr>
<th>Student Panther No</th>
<th>Date admitted to M S Program</th>
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<tr>
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<th>Date all Degree Requirements met</th>
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<th>Home Phone</th>
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<th>Circle One</th>
<th>Project</th>
<th>Thesis</th>
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A  PROFESSIONAL STUDIES (minimum of 9 semester hours)

A-1 Psychological foundations
(Choose 1)

- EPY 7080 Psychology of Learning & Learners (3)
- EPY 7090 Psych of Learning The Young Child (3)
- EPY 7100 Psych of Learning Adolescent (3)

A-2 Social Foundations
(Choose 1)

- EPSF 7000 Critical Pedagogy (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Soc & Cult Found of Education (3)

A-1 Educational Research
(Choose 1)

- EPRS 7900 Methods of Research in Education (3)
- EPRS 7910 Action Research (3)
- EPRS 7920 Classroom Testing, Grading, and Assessment (3)

B  MAJOR
(24 semester hours
The student in a cohort group takes the following seven courses in sequence during three consecutive academic terms)

- EPEL 7000 Educational Leadership and Organizational Culture (3)
- EPEL 7020 Leadership in a Diverse Society (3)
- EPEL 7330 Law, Policy, and Governance (3)
- EPEL 7410 Instructional Leadership (3)
- EPEL 7500 Management and School Operations (3)
- EPSF 7450 Curriculum Foundations for the Educational Leader (3)

Required (6)
- EPEL 7680a Practicum Seminar Data Analysis and School Improvement Processes for School Leaders (3)
- EPEL 7680b Practicum Seminar Action Research for School Leaders (3)

These two courses satisfy the Comprehensive Exam / Thesis program requirement

C  ELECTIVES
(3) semester hours of one additional EPEL course, chosen with adviser approval

Advisor's Signature Date

Student's Signature Date
DEPARTMENT OF EDUCATIONAL POLICY STUDIES
MASTER OF SCIENCE DEGREE

<table>
<thead>
<tr>
<th>Educational Research</th>
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<tr>
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<td>Student Panther No</td>
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<tr>
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<td>City, State, Zip</td>
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<td>Home Phone</td>
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A PROSESSIONAL STUDIES (minimum of 9 semester hours)

A-1 Psychological foundations
   (Choose 1)
   - EPY 7080 Psychology of Learning & Learners
   - EPY 7090 Psych of Learning
   - EPY 7100 Psych of Learning

A-2 Social Foundations
   (Choose 1)
   - EPSF 7000 Critical Pedagogy
   - EPSF 7110 Multicultural Education
   - EPSF 7120 Soc & Cult Found of Education

A-1 Educational Research
   (Choose 1)
   - EPRS 7900 Methods of Research in Education
   - EPRS 7910 Action Research
   - EPRS 7920 Classroom Test, Grading & Assessment

B MAJOR (Minimum of 18 semester hours Courses are usually selected from departmental offerings. However, courses in other departments may be appropriate to include in major)

EPS 7990 Master’s Thesis (3 - 6 hrs)
EPS 7991 Master’s Project* (3 hrs)

C ELECTIVES (Minimum of 9 semester hours chosen from advanced (8000 or above) courses in other departments in the College of Education or in the University)

* When EPS 7991 Project is selected one must complete 1 additional course in EPRS (Research)

Advisor’s Signature Date
Student’s Signature Date
# DEPARTMENT OF EDUCATIONAL POLICY STUDIES
## SOCIAL FOUNDATIONS

### MASTER OF SCIENCE DEGREE

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<thead>
<tr>
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## A PROFESSIONAL STUDIES (minimum of 9 semester hours)

### A-1 Psychological foundations (Choose 1)
- EPY 7080 Psychology of Learning & Learners
- EPY 7090 Psych of Learning The Young Child
- EPY 7100 Psych of Learning Adolescent

### A-2 Social Foundations (Choose 1)
- EPSF 7000 Critical Pedagogy
- EPSF 7110 Multicultural Education
- EPSF 7120 Soc & Cult Found of Education

### A-1 Educational Research (Choose 1)
- EPRS 7900 Methods of Research in Education
- EPRS 7910 Action Research
- EPRS 7920 Classroom Test, Grading & Assessment

## B MAJOR (Minimum of 15 semester hours Courses are usually selected from departmental offerings However, courses in other departments may be appropriate to include in major)

<table>
<thead>
<tr>
<th>A EPS 7990 Master's Thesis (3 - 6 hrs ) / 100 pages, 3 Chapters OR B EPS 7991 Master's Project* (3 hrs ) Plus SF Course (3hrs )</th>
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<tbody>
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## C ELECTIVES (Minimum of 6 semester hours chosen from advanced (8000 or above) courses in other departments in the College of Education or in the University)

1.

2.

3.

* When EPS 7991 Project is selected one must complete 1 additional course in EPSF (Social Foundations)

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DEPARTMENT OF EDUCATIONAL POLICY STUDIES
MASTER OF EDUCATION DEGREE

Urban Teacher Leader

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A PROSESSIONAL STUDIES (minimum of 9 semester hours)

A-1 Psychological foundations (Choose 1)
- EPY 7080 Psychology of Learning & Learners (3)
- EPY 7090 Psych of Learning The Young Child

A-2 Social Foundations (Choose 1)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Soc & Cult Found of Education (3)

A-3 Educational Research (Choose 1)
- EPRS 7900 Methods of Research in Education (3)
- EPRS 7910 Action Research (3)

A-2 Social Foundations (Required - 6)
- EPSF 7450 Curriculum Foundations for Ed L (3)
- EPSF 8310 Sociology of Education (3)

B MAJOR (24 semester hours. The student in a cohort group takes the following seven courses in sequence during three consecutive academic terms)

- EPEL 7000 Educational Leadership and Organizational Culture (3)
- EPEL 7020 Leadership in a Diverse Society (3)
- EPEL 7330 Law, Policy, and Governance (3)
- EPEL 7410 Instructional Leadership (3)
- EPEL 7500 Management and School Operations (3)

Required (6)
- EPEL 7680a Practicum Seminar Data Analysis and School Improvement Processes for School Leaders (3)
- EPEL 7680b Practicum Seminar Action Research for School Leaders (3)

These two courses satisfy the Comprehensive Exam / Thesis program requirement

Advisor’s Signature | Date
-------------------|-----

Student’s Signature | Date
Educational Leadership
Specialist in Education Program

Performance-Based Ed S Program

Based on the new requirements from the Professional Standards Commission (PSC), in order to be admitted into the Performance-Based Ed S PL-6 Certification Program, candidates must be employed in a leadership position in a partnering school system. GSU has partnerships with the following systems: Barrow, Butts, Clark, Cobb, Commerce, DeKalb, Eagles Landing Academy, Elbert, Fayette, Forsyth, Fulton, Greene, Gwinnett, Henry, Jackson, Jefferson, Lamar, Madison, Marnetta City, Morgan, Newton, Oconee, Oglethorpe, Pike, Rockdale, Rutland, Social Circle City, Spalding, Upson, Walton, Griffin RESA, and Northeast GA RESA. (For the purposes of accepting candidates into PSC approved PL-6 Leadership Programs, leadership positions will be determined by the local school system in partnership with Georgia State University.)

In addition, candidates must meet the following admission criteria: L-5 or NL-5 Certification, hold a leadership position (see below), 3.25 or higher graduate GPA, 900 or higher GRE score, two acceptable letters of recommendation (one from administrative supervisor), acceptable professional goals statement, acceptable resume, and a letter from your school system indicating that you are recommended for the program and that you are serving in a leadership position. If you currently have a Master's Degree or higher but do not currently have a leadership certificate, you can obtain the NL-5 certificate by passing the GACE Leadership Exams.

The PL-6, Ed S Certification Program is no longer a self-select program. Your school system must give written approval for you to be accepted into the program because the district has to provide each leadership candidate with performance-based activities during the program. You should check with your school system to determine what is required for you to be selected, as well as to see which positions they will designate as leadership positions for the purpose of enrolling in the Ed S PL-6 Certification.

Educational Leadership program page from the Department of Educational Policy Studies

Contact: Dr. Hayward Richardson, hrichardson@gsu.edu, (404) 413-8261

Program Academic Regulations

To graduate with an Ed S major in Educational Leadership, students must earn a "B" or higher in all courses in the Ed S degree program. If students earn a grade below a grade of "B" in a required course, the students with the advice and consent of his or her adviser may substitute another course for that requirement.

Program Degree Requirements

A. Professional Studies (6)

Select one (3):
- EPIS 8260 Sociology of Inner-City Children (3)
- EPIS 8270 Philosophy of Education (3)
- EPIS 8280 Anthropology of Education (3)
- EPIS 8310 Sociology of Education (3)
- EPIS 8320 Politics and Policy in Education (3)
- EPIS 8340 History of American Education (3)

Select one (3):
- EPI 8050 The Psychology of Instruction (3)
- EPI 8080 Memory and Cognition (3)
- EPI 8140 Psychology of Classroom Interaction (3)
- EPI 8180 Development During School Age (5 to 18 Years) (3)
- EPI 8250 Psychology of Inner-City Children (3)

B. Major (24)

Required (18):
- EPEL 8000 Research in Educational Leadership and Organizational Structure (3)
- EPEL 8020 Leadership for Change in a Diverse Society (3)
- EPEL 8330 Advanced Law, Policy, and Governance (3)
- EPEL 8420 Advanced Instructional Leadership (3)
- EPEL 8690 Research-Based Decision Making for School Leaders (3)
- EPIS 8440 Curriculum Design and Analysis (3)

Select two (6) with consent of adviser:
- EPEL 8490 Economics of Public Education (3)
- EPEL 8620 Psychological Aspects of Leadership (3)
- EPEL 8630 Sociological Aspects of Leadership (3)
- EPEL 8970 Seminar in Educational Leadership (3)
- EPIS 8360 Educational Policy Making and Analysis (3)

Other appropriate courses numbered 8000 to 8999 may be selected

Program total: minimum of 30 semester hours
College of Education
Specialist in Education (EdS) Residency

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<td>Address</td>
<td>Day Telephone</td>
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<tr>
<td>City, State, ZIP</td>
<td>Evening Telephone</td>
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</table>

Residency enables each Ed S student to maintain close and continuous involvement with faculty, professional colleagues, and other graduate students in the field. It also provides time for reading, reflection, and research appropriate for an advanced professional degree. Each department within the College of Education provides a variety of experiences designed for its Ed S students who are fulfilling residency requirements.

The following activities have been planned to fulfill the intent of the residency requirements:

- Activities or projects to be undertaken which involve faculty or specialist students

- Attendance/presentation at seminars or professional meetings

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<tr>
<th>APPROVAL</th>
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<tbody>
<tr>
<td>Advisor</td>
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<tr>
<td>Department Chair</td>
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</table>

AFTER all signatures of above are obtained, submit form to the Office of Academic Assistance & Graduate Admissions (OAA), Room 308 College of Education.

<table>
<thead>
<tr>
<th>Signed by OAA</th>
<th>Date</th>
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4/1/98; rev. 4/26/99, rev. 11/01/01, rev. 7/16/07
# DOCTORAL PROGRAM FLOWCHART

**Name**

**Panther #**

**First Term**

This flow chart suggests a recommended time sequence for doctoral students. All academic coursework, successful completion of comprehensive examinations, successful presentation of prospectus and admission to candidacy must be completed within 7 years from the earliest course listed on approved program of study. Once admitted to candidacy, remaining requirements must be completed within 2 years. Forms are available from departments except as noted and should be submitted to the College of Education, Room 300 College of Education Building, unless indicated otherwise. Record date each form was submitted in blocks to the left of each requirement.

<table>
<thead>
<tr>
<th>DATE</th>
<th>REQUIREMENTS</th>
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<tbody>
<tr>
<td></td>
<td>Select INITIAL ADVISORY COMMITTEE by end of 1st year or 27 semester hours.</td>
</tr>
<tr>
<td></td>
<td>Plan PROGRAM OF STUDY by end of first year or 27 semester hours.</td>
</tr>
<tr>
<td></td>
<td>Submit Program of Study/Doctoral Committee form by end of first year or 27 semester hours, whichever comes earlier. Transcripts for any work taken at other institutions should be attached.</td>
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<tr>
<td></td>
<td>Discuss Residency Plan with major advisor.</td>
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<td></td>
<td>Take doctoral COMPREHENSIVE EXAMS at or near completion of all coursework.</td>
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<tr>
<td></td>
<td>Select DISSERTATION ADVISORY COMMITTEE (minimum of four members required, at least three must be members of the College of Education graduate faculty).</td>
</tr>
<tr>
<td></td>
<td>Submit one copy of complete PROSPECTUS, original and 20 copies of Announcement of Prospectus Presentation form after passing comprehensive exams and at least ten (10) working days prior to the prospectus defense.</td>
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<tr>
<td></td>
<td>PROSPECTUS PRESENTATION.</td>
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<td>Confirm with major advisor that all residency activities have been completed.</td>
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<tr>
<td></td>
<td>Committee recommends to DOCTORAL CANDIDACY after completion of all coursework, passing comprehensive exams, completing all residency requirements, and successful presentation of prospectus.</td>
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<tr>
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<td>Submit Recommendation to Doctoral Candidacy form.</td>
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<td></td>
<td>Submit Application for Graduation and graduate fee to Student Accounts, Room 101 Sparks Hall two forms before graduation (obtain form from Graduation Office, Room 231 Sparks Hall).</td>
</tr>
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<td>Prepare DISSERTATION after admission to doctoral candidacy.</td>
</tr>
<tr>
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<td>Submit two copies of complete DISSERTATION, original and 20 copies of Announcement of Dissertation Defense form at least ten (15) working days prior to dissertation defense.</td>
</tr>
<tr>
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<td>Obtain signatures of Dissertation Advisory Committee and Department Chair on ACCEPTANCE PAGE of Dissertation. Submit to Office of Academic Assistance and Graduate Admissions (300 COE).</td>
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<tr>
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<td>Submit DISSERTATION original, first and second copies, DISSERTATION Submission Checklist, Survey of Earned Doctorates, Doctoral DISSERTATION Agreement Form, copy of title page, and copy of abstract (binding, microfiling, and copyright (optional) fees are paid at this time).</td>
</tr>
</tbody>
</table>
To complete this document, refer to the "Policies Governing the Doctor of Philosophy Degree" section and appropriate departmental sections of the Graduate Bulletin.

**PROGRAM OF STUDY FOR CANDIDATES ENTERING FALL 2007 AND LATER**

Please see program descriptions in the Graduate Bulletin for number of hours required in each area—minimum hours required vary by major.

<table>
<thead>
<tr>
<th>CORE (min. of 27 semester hrs)</th>
<th>MAJOR (min. of 18 semester hrs)</th>
<th>COGNATE (min. of 18 semester hrs)</th>
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<tbody>
<tr>
<td>Prefix &amp; Number</td>
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<td>Term</td>
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NOTE. (1) No coursework that has been completed more than 7 yrs prior to admission to candidacy may be used to meet degree requirements. (2) All transfer credit listed on program of study (i.e., credits from other institutions, non-degree, EdS, PhD) must be indicated with an asterisk. Please attach a copy of the transcript, excluding GSU, showing coursework taken. A minimum of 36 sem. hrs must be earned in the doctoral program at GSU; the 36 hr minimum may not include transfer credits from other institutions, another doctoral program, a specialist program, or the non-degree status. The use of non-degree credits is limited to a maximum of 9 sem. hrs and is included in the hours allowed to transfer DEADLINE FOR ADMISSION TO CANDIDACY IS _________ (OAA use only)

**DOCTORAL ADVISORY COMMITTEE**

<table>
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<tr>
<th>Initial Advisory Committee</th>
<th>APPROVALS</th>
<th>Revised Advisory Committee</th>
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<tbody>
<tr>
<td>Student Signature</td>
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<td>Panther #</td>
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<tr>
<td>Major Advisor/</td>
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<tr>
<td>Committee Chair</td>
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AFTER all signatures of above are obtained, submit form to the Office of Academic Assistance & Graduate Admissions (OAA), Room 300 College of Education.

Monitored by OAA | Date

JSH 8/07
College of Education
Change in Doctoral Program of Study Form

Name ____________________________ Panthered ____________________________
Address ____________________________ Day Telephone ____________________________
City, State, ZIP ____________________________ Evening Telephone ____________________________

Changes to courses listed on the original Program of Study/Doctoral Advisory Committee form must be approved by the major advisor. The student must provide each committee member with a copy of the changes requested.

Any deviations from program requirements as listed in the catalog must be submitted via the Petition for Waiver or Variances form.

To complete this document, refer to the “Policies Governing the Doctor of Philosophy Degree” section and appropriate departmental section of the Graduate Bulletin.

NOTE: No coursework that has been completed more than 7 yrs prior to admission to candidacy may be used to meet degree requirements.

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<tr>
<th>ORIGINAL COURSE ON PROGRAM OF STUDY FORM</th>
<th>SEMESTER HOURS</th>
<th>NEW COURSE ON PROGRAM OF STUDY FORM</th>
<th>SEMESTER HOURS</th>
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Student Signature ____________________________ Date __________
Major Advisor/Committee Chair ____________________________ Dept __________ Signature ____________________________ Date __________

AFTER signature obtained, submit form to the Office of Academic Assistance & Graduate Admissions (OAA), Room 300 College of Education

Monitored by OAA ____________________________ Date __________

Rev 8/21/07
College of Education
Doctoral Residency Plan Proposal

Name ___________________________ Student ID# _______________________

Address ___________________________ Day Telephone _______________________

City, State, ZIP ________________________ Evening Telephone _______________________

The Doctoral Residency Plan Proposal describes your plan for completing residency coursework and program activities. Please refer to the "Residency Requirements" section of the College of Education Graduate Bulletin when completing this form. Residency plans and activity requirements may vary by department and/or major.

RESIDENCY COURSEWORK
This objective is met by completing three of the four non-dissertation courses of the research core requirement within the first two calendar years following admission to the doctoral program. To complete this requirement, all grades of Incomplete ("I") or In Progress ("IP") must be removed during this period. On the table below, indicate the terms you plan to enroll in the first three non-dissertation research core courses:

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Research Course to be Taken</th>
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RESIDENCY ACTIVITIES
The doctoral residency requires activities in (1) scholarship, (2) teaching, service, and professional development, and (3) collegiality. On a separate single sheet of paper, describe for each of the three areas what activities you plan to complete during your residency. Specific residency requirements are described in the College of Education Graduate Bulletin; these requirements should be used as a guide in writing your descriptions. If your department has specific residency activities that must be completed, attach a copy of the checklist.

APPROVAL
Major Advisor/Committee Chair ___________________________ Dept. _______ Signature ___________________________ Date ______

Committee Member ___________________________ Dept. _______ Signature ___________________________ Date ______

Committee Member ___________________________ Dept. _______ Signature ___________________________ Date ______

Committee Member ___________________________ Dept. _______ Signature ___________________________ Date ______

Committee Member ___________________________ Dept. _______ Signature ___________________________ Date ______

Department Chair ___________________________ Dept. _______ Signature ___________________________ Date ______

After all signatures of above are obtained, submit form to the Office of Academic Assistance & Graduate Admission (OAA) Room 300 College of Education.

Monitored by OAA ______ Date ______

1999
The purposes of the residency are to provide close and continuous involvement with faculty, professional colleagues, and other graduate students, to provide time for development in the areas of scholarship, teaching, and service, and to provide a period of time for concentrated study and coursework, reading, reflecting, and research appropriate for the advanced degree.

These objectives are accomplished in two ways. First, the student completes three of four nondissertation core courses within the first two calendar years following admission to the doctoral program. Second, the student must complete a residency program planned by the student with this or her doctoral advisory committee and approved by the committee and the director of graduate studies. This residency program included activities in the areas of scholarship; teaching service, and professional development; and collegiality. Listed below are suggested activities in each area.

SCHOLARSHIP, Participate in a faculty research project, write for presentation or publication, submit an item for publication, collect data for a research project, assist in proposal development, do a research project (other than your dissertation).

TEACHING, SERVICE, AND PROFESSIONAL DEVELOPMENT: Work with faculty to teach a course, supervise students in their field experiences, conduct a workshop, develop a seminar, assist in planning a conference or colloquium, assist in program development, participate in proposal review, serve on department and/or College of Education committee, attend doctoral seminars, participate in the College of Educational Doctoral Fellows activities, serve as an intern in an outside agency, participate in computer self-development.

COLLEGIALITY Attend departmental meetings, be present in the department, participate in departmental and other college functions.

DOCUMENTING THE DOCTORAL RESIDENCY
Prior to beginning the doctoral residency, you must complete and have approved the Doctoral Residency Plan Proposal. This form consists of your plan for completing residency coursework and program activities. Following completion of your residency, you must submit a Residency Report which summarizes the activities and outcomes you experience during your doctoral residency. Changes in the Residency Plan Proposal are likely to occur. You are required to show that results of any changes do not reduce the quality or quantity of activities proposed in the approved Residency Plan Proposal.
Name ___________________ Advisor ___________________
Student ID ___________________ Major ___________________

As requirements are completed they should be approved and initialed by advisor. All requirements must be completed prior to advancement to candidacy.

Coursework requirements

_____ Complete residency coursework requirements as specified in the graduate bulletin.

The following particulars are illustrative, rather than prescriptive.

Scholarship
(Choose at least 1)

Date & Initials

_____ Submit article to a refereed journal.

_____ Publication of article submitted to a refereed journal.

_____ Present at national or regional conference

_____ Other __________________________
    (to be approved by advisor)

Teaching
(Choose at least 1)
In the Department of Educational Policy Studies:

_____ Assist faculty in teaching a course.

_____ Assist faculty in developing course materials.

_____ Assist faculty in curriculum development

_____ Other __________________________
    (to be approved by advisor)

Service
(Choose at least 3)

_____ Hold office in a professional organization/association.

_____ Attend a national or regional conference.

_____ Serve on a professional organization or departmental committee.

_____ Attend doctoral fellows meetings.

_____ Attend departmental faculty meetings.
____ Attend departmental symposia/colloquium

____ Conduct or attend a professional workshop or staff development.

____ Attend dissertation prospectus or final defense.

____ Other ____________________________________________

(to be approved by advisor)

After all requirements are fulfilled, please obtain the following signatures and submit to the Office of Academic Assistance (OAA)

_________________________________  ___________________________________
Advisor                            Department Chair
Or EPS director of graduate studies
College of Education
Doctoral Residency Report

Name ___________________________ Panther ID# ___________________________

Address ___________________________ Day Telephone ___________________________

City, State, ZIP ___________________________ Evening Telephone ___________________________

The Doctoral Residency Report consists of a written narrative describing and evaluating the Residency experience. Include supporting documentation such as conference registrations, written manuscripts, and minutes of meetings attended. All planned activities from the Doctoral Residency Plan Proposal should be reviewed; nothing any deviation from the proposal (including changes in terms of enrollment and/or the research core courses) and describing outcomes achieve.

Were changes made to the original residency plan? Yes _____ No _____
If yes, explain ____________________________________________________________

APPROVAL
Major Advisor/Committee Chair ___________________________ Dept. __ Signature _____________ Date _____________

Committee Member ___________________________ Dept. __ Signature _____________ Date _____________

Committee Member ___________________________ Dept. __ Signature _____________ Date _____________

Committee Member ___________________________ Dept. __ Signature _____________ Date _____________

Committee Member ___________________________ Dept. __ Signature _____________ Date _____________

Department Chair ___________________________ Dept. __ Signature _____________ Date _____________

After all signatures of above are obtained, submit form to the Office of Academic Assistance & Graduate Admission (OAA) Room 300 College of Education:

Monitored by OAA _______ Date _______ 1998
Ph.D. Comprehensive Examination Policy
Educational Policy Studies

This policy applies to all Ph.D. students who enter in the Spring semester 2006 and beyond. Students enrolled prior to Spring 2006 will have the option of taking the comprehensive examination according to the previous format or selecting the current version. Comprehensive examinations will be given twice each year, once each during the Fall and Spring semesters. The examination will be administered on or about the 9th week of the semester. Exact dates will be published before the beginning of each semester. Students must notify the department chair in writing of their intention to take the examination by September 15 for Fall Semester or February 1 for Spring Semester.

Space is provided by the department.
Proctoring is provided by the department.
Exams are administered in three sessions which are scheduled as follows:

A Monday 9:00-12:00
B Monday 2:00-5:00
C Wednesday 9:00-12:00
D Orals To be completed by the last day of the semester.

Session A - This examination for all program areas includes concepts explored and or related to the research area.

Session B - This examination for all program areas includes concepts explored and or related to the major/cognate/specialty area.

Session C - This examination for all program areas includes concepts explored and or related to the major area

Session A — Research Area
Session B — Major/Cognate/Specialty Area
Session C — Major Area

A student’s committee members will determine the content of the examination items and the scoring of the responses. It will be the decision of the committee whether to discuss and to distribute examination questions in advance.

An oral exam will be part of comprehensive exams for all sessions. Content is established by the student’s committee.

Students may pass or fail any session (A, B, or C) of the exam. All sessions must be passed in order to pass the examination. Each examiner for sessions A, B, or C will grade the examination on a pass/fail basis. Consensus of the student’s committee is required to pass all sessions.
A student who fails a session may sit for that session a second time. The committee will determine the time of the retest. After two failures on any session, the student is not eligible to retake that session, has failed the comprehensive examination, and is not eligible to continue doctoral studies.

Examinations may be written with a word processor approved by the department. A student may initially elect to write the examination by hand and to transcribe or to have the examination transcribed within 48 hours of completion of the examination. The handwritten examination shall be copied before leaving the department for transcription. Both the handwritten and transcribed copy must be turned in.

Notice of the examination results will be forwarded to the Office of Academic Assistance by the end of the semester.

Sample examination questions for each session are available to assist students in preparing for the examination. Sample examinations are not intended as practice exams, as study guides, nor as an indication of content of a session. Rather, sample examinations are to provide an indication of the types of questions which might be asked on the examination. Types of questions on an actual examination may differ from those on the sample examination. The department provides a sample examination for all sessions.

Revised November 18, 2005.
# College of Education

## Report of Comprehensive Examinations

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<th>Name</th>
<th>SSN</th>
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Doctoral Comprehensive Examinations were administered to the above named doctoral student in the Department of ______________________ on ____________.

The following results are reported:

<table>
<thead>
<tr>
<th>PASSED</th>
<th>FAILED</th>
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Signatures below indicate acknowledgment of results reported above.

## APPROVALS

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<th>Major Advisor/Committee Chair</th>
<th>Dept.</th>
<th>Signature</th>
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AFTER all signatures of above are obtained, submit form to the Office of Academic Assistance & Graduate Admissions (OAA), Room 300 College of Education.

<table>
<thead>
<tr>
<th>Signed by OAA:</th>
<th>Date</th>
<th>Director of Graduate Studies</th>
<th>Date</th>
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4/1/98
4410.40 Certificate in Quantitative Research in Education
Department of Educational Policy Studies 450 College of Education Building, 404/413-8030 education.gsu.edu/eps/
Sheryl Gowen, Chair

A Graduate Certificate in Quantitative Research in Education is available from the College of Education to eligible
students enrolled in a doctoral program at Georgia State University. To earn the certificate, students must complete a
minimum of seven 3-credit-hour doctoral-level quantitative research methods courses with a collective GPA of 3.5
or higher in those courses, with no grade lower than a B in any course to be counted toward the certificate.

Four of the seven courses must be the following:
• EPRS 8530 Quantitative Methods and Analysis in Education I (3)
• EPRS 8540 Quantitative Methods and Analysis in Education II (3)
• EPRS 8550 Quantitative Methods and Analysis in Education III (3)
• EPSF 9260 Epistemology and Learning (3)

The remaining three courses must be doctoral-level quantitative method courses, bearing a call number of 8000 or
higher, from the approved list of certificate courses. The list is updated yearly and available in the Department of
Educational Policy Studies. A current list of these courses is provided below:
• EPRS 8830 Survey Research, Sampling Principles, and Questionnaire Design
• EPRS 8840 Meta-Analysis
• EPRS 8920 Educational Measurement
• PSYC 8430 Psychological Research Statistics III
• EPRS 9350 Introduction to Item Response Theory
• EPRS 9360 Advanced Item Response Theory
• EPRS 9600 Advanced Computer Methods in Educational Research
• EPRS 9550 Multivariate Analysis
• EPRS 9560 Structural Equation Modeling
• EPRS 9570 Hierarchical Linear Modeling I
• EPRS 9571 Hierarchical Linear Modeling II
• EPRS 9900 Advanced Research

In addition, students must successfully defend a quantitative or multi-methods research dissertation. Although a
faculty member from the Research, Measurement, and Statistics (RMS) program of the Department of Educational
Policy Studies need not be on the student's dissertation committee, the prospectus for the dissertation must be
endorsed by an appropriate member of the RMS faculty, as determined by the RMS Coordinator.

Eligibility
In order to be eligible to earn the certificate, students must
• be enrolled in a doctoral program at Georgia State University
• have completed at least three courses from the College of Education Doctoral Research Core, with a collective
  GPA in those courses of 3.5 or higher
• submit the proper form to the Department of Educational Policy Studies officially indicating an intention to work
toward earning the certificate (the form is available from the Department of Educational Policy Studies or from the
Office of Academic Assistance)

Applicants may obtain more information about the RMS Program or the Graduate Certificate in Quantitative
Research in Education by contacting

RMS Coordinator, Department of Educational Policy Studies PO Box 3977 Atlanta, GA 30302-3977 Phone
404/413-8279 Fax 404/413-8289 E-mail wcurlotte@gsu.edu
Dissertation Method Review for the Certificate in Qualitative Research in Education and for the Certificate in Quantitative Research in Education

A member of the faculty in the Research, Measurement, and Statistics program of the Department of Educational Policy Studies must affirm that the student plans to use for the dissertation a valid qualitative/quantitative method for the primary research inquiry in order to satisfy the requirements of the Certificate in Qualitative Research in Education or the Certificate in Quantitative Research in Education. The RMS faculty member will not evaluate the relevance of the study, the feasibility of the study, the extent to which the research inquiry is supported by the literature review, the potential impact of the study on the field, or any other criteria not directly concerned with the method of the dissertation being a valid qualitative and/or quantitative research method. Lack of affirmation from the RMS faculty member regarding the nature of the method does not constitute any official cause for the student not to proceed with a dissertation that has been approved by the student’s dissertation committee and, if applicable, by the Institutional Review Board of Georgia State University, nor does affirmation from the RMS faculty member constitute authorization for the student to proceed with the dissertation in the absence of approval by the dissertation committee and, if applicable, approval by the Institutional Review Board of Georgia State University.

Evaluation of a dissertation, as it pertains to meeting the qualifications of a certificate, shall occur in one of two ways:

1) If a member of the RMS faculty who is qualified to make the evaluation is a member of the student’s dissertation committee, then that faculty member shall serve as the RMS faculty who evaluates whether the dissertation meets the requirement for the intended certificate. That RMS faculty member shall also serve as the faculty member who certifies that the research inquiry of and the method used in the successfully defended dissertation did not deviate sufficiently from those of the initially affirmed dissertation so as to impact the validity of the qualitative and/or quantitative research method that was initially affirmed by RMS. The student is responsible for obtaining from that RMS faculty member the required signatures on the Dissertation Method Review form (available from the Department of Educational Studies).

2) If no member of the dissertation committee is a member of the RMS faculty, then the student must submit to the coordinator of the Research, Measurement, and Statistics unit a copy of the dissertation prospectus along with the Dissertation Method Review form. If the coordinator is qualified to evaluate whether the dissertation meets the requirement for the intended certificate, then the coordinator shall make the decision and supply written notice of the decision (e-mail to Georgia State University accounts will suffice) to the student and to the chair of the dissertation committee within 7 business days, not including winter/summer break, of receipt of both the prospectus and the review form. If, however, the coordinator is not qualified to make the determination, then the coordinator must provide a qualified member of the RMS faculty the prospectus and the review form within 3 business days from the date on which the prospectus and the review form were received, at which point the reviewing faculty member shall have 7 business days to provide written notice of the decision (e-mail to Georgia State University accounts will suffice) to the student and to the chair of the dissertation committee.
A negative decision from the reviewing faculty member must be accompanied by an explanation for the negative decision. Lack of response in the allotted time, as described above, shall be interpreted as affirmation of the dissertation as meeting the requirements of the intended certificate. Following successful defense of an affirmed dissertation, the chair of the dissertation committee must certify that the research inquiry of and the method used in the successfully defended dissertation did not deviate sufficiently from those of the initially affirmed dissertation so as to impact the validity of the qualitative and/or quantitative research method that was initially affirmed by RMS.
have completed at least three courses from the College of Education Doctoral Research Core, with a collective GPA in those courses of 3.5 or higher

submit the proper form to the Department of Educational Policy Studies officially indicating an intention to work toward earning the certificate (the form is available from the Department of Educational Policy Studies or from the Office of Academic Assistance)

Applicants may obtain more information about the RMS Program or the Graduate Certificate in Qualitative Research in Education by contacting:

RMS Coordinator
Department of Educational Policy Studies
Georgia State University
30 Pryor Street
Atlanta, GA 30302-3977
Phone: 404-651-2582
Fax: 404-651-1009
Email: pgagne@gsu.edu
Declaration of Intent to Earn a Research Certificate in Education

Student Name: ____________________________  SSN. ________-____-____
              Last                          First                         M/T

Georgia State E-Mail Address: ____________________________  Home Phone: ______-____-____

Department, Program, Degree in which the student is enrolled:

__________________________________________________________________________________________

Semester of admission to that doctoral program

Certificate sought (check one):  □ Qualitative Research in Education  □ Quantitative Research in Education

Name of Doctoral Advisor: ____________________________  Phone: ______-____-____

E-mail:________________________________________________________________________________

Signature of student:

I am seeking the Research Certificate in Education indicated above. I have read the section of the graduate catalogue describing the requirements for the certificate.

Student: ____________________________  Signature: ____________________________  Date: ______

Signature of supporting faculty member (either the student’s Doctoral Advisor or the student’s Department Chair):

Faculty: ____________________________  Print name: ____________________________  Signature: ____________________________  Date: ______

Signature of receipt of this form by the Research, Measurement, and Statistics unit of the Educational Policy Studies Department (either the RMS Coordinator or the EPS Chair):

Faculty: ____________________________  Print name: ____________________________  Signature: ____________________________  Date: ______

□ RMS Coordinator  OR  □ EPS Chair (check appropriate box)

EPS Department: When this form has been filled out, please make and distribute three copies of this form (one for the student, one for the student’s supporting faculty member, and one for the EPS Department), and send the original to the Office of Academic Assistance of the College of Education.
Guidelines for the Announcement of Prospectus Presentation

For information regarding the proper format for the announcement of presentation, consult The Guide for Preparing Dissertations (available on the web at www.gwu.edu/ed-adm/PhD/dissertation/guide/) and the current Graduate Bulletin. Additionally, you will want to review the following checklist to ensure that your announcement complies with format specifications.

The entire announcement is typed, single-spaced, including the title.
The bottom, right, and left margins are not less than one (1) inch in width.
The time, with a.m. or p.m., is indicated.
The location, with room number and building, is indicated.
Required signatures (major advisor and department chair) are affixed, using blue ink.
Title and your name appear at the beginning of the abstract.
Acronyms do not appear in the abstract title.

Acronyms used in the body of the abstract are spelled out the first time they appear and are followed by the acronym parenthetically [e.g., Graduate Record Examination (GRE)]. The acronym may then be used throughout the remainder of the abstract.

The announcement is a single-page document. You may use both sides of the announcement form to complete the abstract, if needed.

Text is no more than 350 words; title and headings do not count.

THERE ARE NO ERRORS!

REMINDERS:

1. Carefully read the current Deadlines for Doctoral Candidates.
2. Contact the business manager in your department to reserve a room in which to hold your presentation.
3. Presentation must be held between the first day of class and the last day of the term.
4. One (1) copy of your prospectus, the original announcement, and 20 copies of the announcement must be received by the Office of Academic Assistance & Graduate Admissions, 300 COE, at least ten (10) working days prior to the date of presentation. EPS DEPARTMENT CHAIR REQUIRES 10 DAYS FOR PROSPECTUS REVIEW. Therefore, prospectus & announcement should be finished and submitted to Dr. Gowen one month in advance of presentation date.

1. You should provide a copy of the announcement to each member of your committee.
2. If you submit an announcement of presentation that is not in proper format, contains errors, is in violation of the ten-day rule, or is not accompanied with one copy of the complete prospectus in proper form, you may be required to reschedule your presentation and submit corrected originals and copies.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Presentation</th>
<th>Time</th>
<th>Room Number</th>
<th>Building</th>
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</thead>
<tbody>
<tr>
<td>Major Advisor</td>
<td>Signature</td>
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<tr>
<td>Dissertation Committee Member</td>
<td>Department</td>
<td>College</td>
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<td>Department Chair</td>
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ABSTRACT
College of Education

Recommendation to Doctoral Candidacy

Name ____________________________ Panther# ____________________________
Address ____________________________ Day Telephone ____________________________
City, State, ZIP ____________________________ Evening Telephone ____________________________

The Dissertation Advisory Committee recommends the above named student to candidacy for the Doctor of Philosophy degree. It is expected that this degree will be conferred ____________________________ Term, ____________.

☐ All requirements for candidacy checked below have been completed

☐ Doctoral Program of Study form and any necessary Change in Doctoral Program form(s) have been filed

☐ All academic coursework has been completed

☐ Summary of residency activities and outcomes has been approved by major advisor

☐ Doctoral comprehensive examinations have been completed and the Report of Doctoral Comprehensive Examinations form has been submitted

☐ A Prospectus has been successfully presented and approved by the Dissertation Advisory Committee and the Application form for the Protection of Human Subjects has been submitted to the Institutional Review Board, if applicable.

APPROVALS

Signatures below indicate that the above named student has been recommended to candidacy for the Doctor of Philosophy (PhD) degree in the College of Education at Georgia State University

<table>
<thead>
<tr>
<th>Major Advisor/ Committee Chair</th>
<th>Dept</th>
<th>Signature</th>
<th>Date</th>
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<td>Committee Member</td>
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</table>

AFTER all signatures of above are obtained, submit form to the Office of Academic Assistance & Graduate Admissions (OAA), Room 209 College of Education.

Monitored by OAA ____________________________ Date ____________________________
College of Education

Deadline Dates for Doctoral Candidates
2011-2012

IMPORTANT NOTES

A graduation application should be completed at least two terms prior to the term of degree completion. Please contact the Graduation Office at 404-413-2248 for further information.

The recommendation to doctoral candidacy form must be received by the Office of Academic Assistance and Graduate Admissions prior to submitting the announcement of dissertation defense.

All announcement deadlines, whether to present prospectus or defend dissertation, are 10 working days prior to the day of presentation or defense. Presentation or defense must be held between the first day of class and the last day of exams (day term officially ends). This is in compliance with the current Georgia State University Graduate Bulletin, Education. Presentations or defenses are not allowed during term breaks (this includes the spring break).

If you are graduating SUMMER 2011

May 9, 2011 First day of class for May session
June 3, 2011 May session ends
June 4-5, 2011 Summer break, no classes
June 6, 2011 First day of class for summer session
June 20, 2011 Date by which the original and 20 copies of the announcement of dissertation defense and two complete typed copies of the dissertation must be received by the Office of Academic Assistance
July 6, 2011 Last day to defend dissertation
July 22, 2011 Last day to submit final paperwork to the Office of Academic Assistance
July 30, 2011 Term ends

If you are graduating FALL 2011

Aug. 22, 2011 First day of class for fall session
Oct. 10, 2011 Date by which the original and 20 copies of the announcement of dissertation defense and two complete typed copies of the dissertation must be received by the Office of Academic Assistance
Oct. 24, 2011 Last day to defend dissertation
Nov. 22, 2011 Last day to submit final paperwork to the Office of Academic Assistance
Dec. 13, 2011 Term ends
TBA Commencement
If you are graduating SPRING 2012

Jan. 9, 2012  First day of class for spring semester
Mar. 5, 2012  Date by which the original and 20 copies of the announcement of dissertation defense and two complete typed copies of the dissertation must be received by the Office of Academic Assistance
Mar. 19, 2012  Last day to defend dissertation (Note: No presentations or defenses allowed during spring break (Feb. 27 – Mar. 2)
Apr. 23, 2012  Last day to submit final paperwork to the Office of Academic Assistance
May 1, 2012  Term ends
TBA  Commencement

If you are graduating SUMMER 2012

May 7, 2012  First day of class for May session
June 1, 2012  May session ends
June 2-3, 2012  Summer break, no classes
June 4, 2012  First day of class for summer session
June 18, 2012  Date by which the original and 20 copies of the announcement of dissertation defense and two complete typed copies of the dissertation must be received by the Office of Academic Assistance
July 2, 2012  Last day to defend dissertation
July 20, 2012  Last day to submit final paperwork to the Office of Academic Assistance
July 28, 2012  Term ends

Rev. 5/27/11
Guidelines for the Announcement of Dissertation Defense
Department of Educational Policy Studies

For information regarding the proper format for the announcement of defense, consult The Guide for Preparing Dissertations (available on the web at www.gsu.edu/ed-adm/PhD/dissertation/guide/) and the current Graduate Bulletin. Additionally, you will want to review the following checklist to ensure that your announcement complies with format specifications.

The entire announcement is typed, single-spaced, including the title. The bottom, right, and left margins are not less than one (1) inch in width. The time, with a.m. or p.m., is indicated. The location, with room number and building, is indicated. Required signatures (major advisor and department chair) are affixed, using blue ink. Title and your name appear at the beginning of the abstract. Acronyms do not appear in the abstract title.

Acronyms used in the body of the abstract are spelled out the first time they appear and are followed by the acronym parenthetically [e.g., Graduate Record Examination (GRE)]. The acronym may then be used throughout the remainder of the abstract.

The announcement is a single-page document. You may use both sides of the announcement form to complete the abstract, if needed.

Text is no more than 350 words; title and headings do not count.

THERE ARE NO ERRORS!

REMINDERS:

1. Carefully read the current Deadlines for Doctoral Candidates.
2. Contact the business manager in your department to reserve a room in which to hold your defense.
3. Defense must be held between the first day of class and the last day of the term.
4. If you have applied to graduate, announce your defense no later than the last day to do so as indicated on the Deadlines for Doctoral Candidates, always allowing ten (10) working days between the announcement date and the date of your defense.
5. Two (2) complete copies of your dissertation, the original announcement, and 20 copies of the announcement must be received by the Office of Academic Assistance & Graduate Admissions, 300 COE, at least ten (10) working days prior to the date of defense. EPS DEPARTMENT CHAIR REQUIRES 10 DAYS FOR DISSERTATION REVIEW. Therefore, the announcement & dissertation should be finished and submitted to Dr. Gowan one month in advance of presentation date.
6. You should provide a copy of the announcement to each member of your committee.
7. If you submit an announcement of defense that is not in proper format, contains errors, is in violation of the ten-day rule, or is not accompanied with two copies of the complete dissertation (including all preliminary pages) in proper form, you may be required to reschedule your defense and submit corrected originals and copies.
**College of Education - Announcement of Dissertation Defense**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Presentation</th>
<th>Time</th>
<th>Room Number</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Advisor</td>
<td>Signature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Committee Member</td>
<td>Department</td>
<td>College</td>
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<td>Dissertation Committee Member</td>
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<td>Department Chair</td>
<td>Signature</td>
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</tbody>
</table>

**ABSTRACT**
FW: Clarification re: Syllabi Policy

Shealyn A Allman

Sent: Friday, July 22, 2011 8:52 AM
To: Donnena Marlene Fisher
Importance: High
Attachments: Recommendations for Writing 1.doc (39 KB)

You might want this e-mail too.
Shea

-----Original Message-----
From: Carla Lynn Tanguay
Sent: Tuesday, March 01, 2011 3:43 PM
To: Prof Ed Faculty
Subject: Clarification re: Syllabi Policy
Importance: High

Dear Professional Education Faculty,
The document sent out in a previous message and attached again was created to help guide you in writing your syllabi to reflect the newly revised PEF Conceptual Framework, NCATE, and PSC elements.

We made the assumption that you would also follow the Senate policy on syllabi which is found in our GSU faculty handbook: [http://www2.gsu.edu/~wwwfhp/fhp.html](http://www2.gsu.edu/~wwwfhp/fhp.html) - and note the required wording in No. 11-14.

Thank you for considering all of this information when writing your syllabi.

Best regards,
Carla

Carla Tanguay
Clinical Instructor
Undergraduate Program Coordinator
Department of Early Childhood Education
Georgia State University
30 Pryor Street 5th Floor COE
Atlanta, GA 30303
tanguay@gsu.edu
404-413-8020 (office)
404-413-8023(FAX)

For U.S. Postal Delivery:
Georgia State University
Early Childhood Department
P.O. Box 3978
Atlanta, GA 30302-3978

https://pod51010.outlook.com/owa/?ae=Item&i=IPM.Note&id=RgAAAAC... 8/16/2011
Recommendations for Writing Syllabi Based on NCATE Standards and PEF Conceptual Framework

This document will serve as a guide. Each Syllabus should reflect the following key elements:

- **Unit Theme:**
  "Preparing informed and empowered, committed, and engaged educators"

- **Course Title**

- **Program Title**

- **Instructor**

- **Office Hours**

- **PEF Conceptual Framework Mission Statement**

- **Knowledge Base** for the course (Text for the course, Readings, website, and other resources)

- **Teaching Strategies** - a simple statement of strategies used such as microteaching, case studies, reflection, lecture, participation, etc.

- **Student Outcomes** - (objectives addressed in the course) Tag the learning outcomes to the appropriate Conceptual Framework indicators (GSU-CE) and state/national standards that apply.

- **Georgia Framework for Teaching (GA-GSTEP) and Georgia Performance Standards (GPS)** - When applicable, show in course syllabi/program manuals how these standards are incorporated in the program.

- **Learning Opportunities/Activities** - What do students do to learn the skills, knowledge, and dispositions? May want to organize by dates, class sessions, and field experiences.

- **Technology** - Respond to all that apply in this course:
  - Explain how technology is used in this course to increase student learning
  - Explain how students learn to apply technology in their own instruction
  - Explain how students apply technology in ways that impact P-12 pupils' learning

- **Diversity** - Show how diversity is addressed in the course content and assignments. (Integration is usually the best way to include technology and diversity into your course). When applicable, include information in courses/field experiences regarding candidates' experiences working in culturally diverse settings and with learners who have special needs.

- **Assessment** - Be sure to include a variety of assessments, including performance assessments and rubrics.
NOTE: All faculty are responsible and accountable for the information contained in Section 200 and Section 300 of this Faculty Handbook.

The contact person for the Faculty Handbook is George Pullman, Director of the Center for Instructional Innovation. He can reached by telephone: 404-413-5854 or e-mail: gpullman@gsu.edu

http://www2.gsu.edu/~wwffhb/mswait.html
401.01 Course Syllabus

All teaching faculty shall provide at or before the first meeting of a class, each term, a copy of a course syllabus to each student in their classes. The syllabus may be distributed either in print or electronically. Also, a copy of each syllabus shall be provided the departmental office no later than the end of the first week of class.

"Course syllabi shall contain the following items of information:

1. complete course title and number; name of professor; term, year;

2. statement of faculty member's accessibility to students outside of class (e.g., office hours, telephone number);

3. prerequisites (if any) for the course;

4. course objectives that specify measurable and/or observable student learning outcomes. These learning outcomes should state course objectives in language that makes explicit the knowledge and skills students should have after completing the course. Consequently, these objectives may be quantitative or qualitative, as appropriate for the learning outcomes. The learning outcomes for general education courses are available at www.gsu.edu/~wwwfhb/goals.doc as approved by the GSU Senate 2/13/04.

5. course assignments (e.g., required readings and activities) and due dates;

6. specific course requirements (e.g., written and oral tests and reports, research papers; performances). In cross-listed undergraduate and graduate classes, the course requirements will clearly specify how the nature (quality and/or quantity) of the work expected of students and the criteria for evaluation of the work produced be commensurate with the degree level. Any projects and/or other activities required specifically of graduate students taking the course and the criteria by which student work will be judged must differentiate graduate-level from undergraduate-level work;

7. grading policy: how the final grade is to be determined with respect to the weights assigned to various course requirements;

8. attendance policy (see current University general Catalog for University guidelines). Syllabi should state specific requirements for attendance including requirements for the frequency and kind of participation by designated channels;

9. list of text(s) or other required course materials;

10. make-up examination policy;

11. all syllabi should include the following statement: The course syllabus provides a

http://www2.gsu.edu/~wwwfhb/sec401.html 8/16/2011
general plan for the course; deviations may be necessary.'

12. all syllabi should refer to the Policy on Academic Honesty (Section 409).

13. all syllabi should include the following statement: "Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation."

14. all syllabi should include the following statement: "Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

(Numbers 1 - 12 passed by the Senate Committee on Faculty Affairs, 1996; Number 13 passed by the University Senate on 12-11-08 Number 14 passed by the University Senate on 3/12/09)
From: Shealyn Allman
To: COE Schedulers
Date: 3/25/2011 12:48 PM
Subject: Room Requests for workshops, institutes etc
Attachments: COE 1030 Request Form.doc; COE 150 Request Form.doc; COE 1025 Request Form.doc

Good Afternoon,

If your faculty are conducting workshops, conferences, institutes, etc and COE space is not available, please request university space using the Office of Class Scheduling special event reservation process. The instructions are located at http://www.gsu.edu/es/20438.html. These requests do not go through me.

I only process room requests for classes that are listed on the GoSolar schedule and have CRNs. The Office of Class Scheduling requires that those room requests come from me.

You can ask me if rooms 150, 1025, and 1030 are available because I manage the reservations for those rooms. The reservations form for those 3 rooms are attached.

Thank you,
Shea

Shea Allman
Dean’s Office Administrator: Academic Programs
Offices of the Dean
College of Education
Georgia State University
404-413-8127
Georgia State University  
College of Education  

Policy on Graduate Faculty Membership  

These guidelines describe the professional activities, criteria, and procedures for the appointment of Graduate Faculty in the Georgia State University College of Education.

Professional Activities

A faculty member must hold Graduate Faculty membership to perform the following activities:

1. Teaching 9000-level courses, 8000-level courses as designated by departments, and 7990 courses (direction of master’s theses or research projects)

2. Serving as chair of dissertation advisory committees
   (Graduate Faculty members may chair dissertation committees at no more than 8 active students at one time. An “active” doctoral student is defined by each department. To assist departments, the Office of Academic Affairs and Graduate Admissions will provide the department chair each term a list of faculty members and doctoral students with approved dissertation committees on file assigned to each faculty member.)

3. Serving as a member or reader on dissertation advisory committees.
   (A student’s dissertation advisory committee may include one member who is not a member of the Graduate Faculty in order to accommodate researchers and other professionals who may bring special expertise to the committee.)

4. Directing master’s theses or research projects

Criteria for Membership

A member of the Graduate Faculty must meet the following six criteria:
(Situations may occur when an exception to these criteria may be desirable. Request for such an exception shall be sent to the chair of the College of Education Academic Affairs Committee by the graduate faculty committee of the department on behalf of the individual requesting the exception.)

1. Hold the appropriate terminal degree in his or her field

2. Hold the rank of assistant professor or higher

3. Hold tenure or a tenure-track position

4. Be in at least his or her second year at Georgia State University

5. Be an active and productive scholar during the previous five years as demonstrated by at least five scholarly activities, at least three must be in category A

   A. Publications in refereed or peer-reviewed chapters, journals, books, monographs, or funded research grants

   B. Scholarly presentations
C editorship
D non-refereed publications

E. current publication through other avenues of dissemination which has professionally acknowledged standards (e.g., development of items such as assessment instruments, software, or training modules which are adopted or endorsed by a professional organization or education agency or juried shows)

5 Be an effective teacher at the graduate level. Evidence of graduate teaching effectiveness must include a report of student evaluations and chairperson teaching evaluations since the last review. Evidence may also include teaching awards, successful instructional innovation grants, student accomplishments, guidance of graduate students’ research projects, peer reviews, innovations in course design or delivery, publications in the area of pedagogy, or other quantitative evidence as determined by the department.

Appointment Process

A request for appointment to the Graduate Faculty is initiated by the faculty member. Recommendations for appointment to the Graduate Faculty will be made by a designated committee from the department. The departmental committee’s recommendation will be sent to the College of Education Academic Affairs Committee for review and consideration. College recommendations will be sent to the Provost and Vice President for Academic Affairs for final approval of appointments and reappointments to the Graduate Faculty.

Appointments to the Graduate Faculty shall be renewable for terms of five years. In most cases, the timing of the review for regular Graduate Faculty membership should coincide with pretenure, tenure, and posttenure reviews. For each faculty member who requests appointment to the Graduate Faculty, the department committee will send the following information to the College of Education Academic Affairs Committee: the faculty member’s current vita, evidence of his or her graduate teaching effectiveness, and the recommendation of the department committee.

Provisional Graduate Faculty Membership

A faculty member who has completed a terminal degree within the previous five years may request non-renewable provisional Graduate Faculty membership for a period not to exceed five years. Provisional members may perform all the duties of Graduate Faculty members except chairing dissertation advisory committees. At any point during the provisional period, the faculty member may request review for regular appointment to the Graduate Faculty.

Approved by College of Education Academic Affairs Committee: April 28, 1998
Adopted by the College of Education Faculty: May 22, 1998

Amended by College of Education Academic Affairs Committee:
March 25, 1999, April 13, 2004
Scanning and Test Scoring Request

Office use only:  
Log #_____________
Count_____________

Please Print: ____________________________________________
Department/Organization: __________________________________

Phone: ___________________  GroupWise email address: ___________________@gsu.edu

*If you are a Teaching Assistant or someone other than the Instructor, please place the Instructor's name on this line along with your name

1. □ TEST SCORING:

ONLY THE FOLLOWING FORMS ARE ACCEPTED

NCS TRANS-OPTIC, 84 ITEM, BROWN FORM
NCS PEARMON, 451, 200 ITEM, BLUE FORM

To view sample forms, go to http://www.gsu.edu/counseling/scanning_and_scoring.htm and select 'Click here' for samples of the brown and the blue scan forms.

- Classroom Tests
  Note: Please provide a completely coded answer key for each individual group of tests. Also a minimum of 5 answer sheets are required.
  # keys submitted
  # groups submitted

Select one of the following areas A or B below for your reports. All who provide an email address above will receive Grade Book Data at that address.

A. PRINTED REPORTS:
  1. □ Standard Item Analysis (includes raw data)
  2. □ Individual Student Reports (includes raw data)

-OR-

B. EMAILED REPORTS:
  1. □ Standard Item Analysis (includes raw data)
  2. □ Individual Student Reports (includes raw data)

2. □ OTHER:
  1. □ Survey... (A completely coded header sheet required for each survey)
  2. □ Raw Data Only

SPECIAL INSTRUCTIONS

Note:
* Scoring reports are available within 24 hours following receipt in Testing Services, excluding weekends, holidays, etc.
* Emailed reports will come from scanner@lancate.gsuden.edu. Please check your junk mail trash bin and spam folder for this address
* Please pick up forms / reports within 10 working days of submission
* Find this form at: http://www.gsu.edu/counseling/scanning_and_scoring.htm
* A secondary drop-off point for test submission is the Dean of Students Office, 3rd Floor of the Student Center Bldg.

Revised 2/25/2010
## Georgia State University

**Travel Authorization - Employee**

**Express Purchase Order or Regular Voucher #**

<table>
<thead>
<tr>
<th>Employee/Traveler's Name</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Employee/Traveler's Address</td>
<td>(Street)</td>
</tr>
<tr>
<td>(City, State, Zip)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traveler's Panther ID</th>
<th></th>
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<tbody>
<tr>
<td>Traveler's Vendor Number (if differs from Panther ID)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates of Travel</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Departure Date</td>
<td>mm/dd/yyyy</td>
</tr>
<tr>
<td>Return Date</td>
<td>mm/dd/yyyy</td>
</tr>
</tbody>
</table>

| Travel Destination (City, State, Country) |  |

GSU employees traveling internationally must complete the International Travel form located at the following link:

[http://www.gsu.edu/~resources/D44International_Travel_Form.pdf](http://www.gsu.edu/~resources/D44International_Travel_Form.pdf)

A copy of the completed form must be attached to the travel authorization and the form should be emailed as requested at the website.

<table>
<thead>
<tr>
<th>Full Name of Event</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of Travel</td>
<td>Must include your purpose for attending the event listed above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traveler's Home Department</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Name</td>
<td></td>
</tr>
<tr>
<td>Department Number</td>
<td></td>
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<tr>
<td>Classes/Dates in my absence will be handled by</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Account to Charge Information</th>
<th>Speedtype/Project ID</th>
<th>Fund Code</th>
<th>Amount Charged to Speedtype</th>
</tr>
</thead>
<tbody>
<tr>
<td>640100 - Employee Travel</td>
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<td></td>
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<tr>
<td>640100 - Employee Travel</td>
<td>Airfare (Purchased with AAA)</td>
<td></td>
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<tr>
<td>640100 - Employee Travel</td>
<td>Airfare (Not Purchased with AAA)</td>
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<tr>
<td>640100 - Employee Travel</td>
<td>Ground Transportation</td>
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<tr>
<td>640100 - Employee Travel</td>
<td>Meals</td>
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<tr>
<td>640100 - Employee Travel</td>
<td>Lodging</td>
<td></td>
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<td>640100 - Employee Travel</td>
<td>Parking</td>
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<td>640100 - Employee Travel</td>
<td>Removable Migeage</td>
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<tr>
<td>640100 - Employee Travel</td>
<td>Miscellaneous Expenses (Describe Below)</td>
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*Conference registration fees SHOULD NOT be included with your estimated travel expenses.

**Total Estimated Travel Expenditures**

(If PO issued to encumber funds, amount to be entered on PO)

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<thead>
<tr>
<th>Account</th>
<th>Description</th>
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<tbody>
<tr>
<td>640100 - Employee Travel</td>
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</table>

**Signature Approval Authority of Travel Expenditures**

<table>
<thead>
<tr>
<th>Traveler:</th>
<th></th>
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<tbody>
<tr>
<td>Department Head Approval:</td>
<td></td>
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<tr>
<td>Budget/Project Approval:</td>
<td></td>
</tr>
</tbody>
</table>

Office of Disbursements Revised 05/12/2010.
### Georgia State University

**TRAVEL EXPENSE STATEMENT - EMPLOYEE AND STUDENT**

<table>
<thead>
<tr>
<th>Name of Traveler</th>
<th>Express Purchase Order #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>City, State, Zip</td>
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<tr>
<td>Employee or Student</td>
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<tr>
<td>Vendor/Panther &amp;</td>
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<tr>
<td>Home Dept Name/Number</td>
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<tr>
<td>Dept. Contact Name/Number</td>
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<tr>
<td>Today’s Date</td>
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</tbody>
</table>

Is the Travel Expense Statement being submitted more than 30 days after the return of travel? If yes, attach memo of explanation signed by approver (click Yes/No)

For students traveling with a sponsor, attach a listing of student participant names (click to answer)

#### PURPOSE OF THE TRIP

<table>
<thead>
<tr>
<th>OTHER NOTES</th>
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</table>

#### DAILY EXPENSES & PER DIEM

<table>
<thead>
<tr>
<th>Date (mm/dd/yy)</th>
<th>Location / Point Visited</th>
<th>Lodging (attach receipt)</th>
<th>Max Breakfast Per Dem</th>
<th>Max Lunch Per Dem</th>
<th>Max Dinner Per Dem</th>
<th>Total Meal Per Dem</th>
<th>Lodging &amp; Total Meal Per Dem</th>
<th>For Deb Use Only</th>
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<tr>
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#### MISCELLANEOUS EXPENSES

<table>
<thead>
<tr>
<th>Date (mm/dd/yy)</th>
<th>Misc Expense Explain Below</th>
<th>Parking</th>
<th>Tolls</th>
<th>Tips for Transportation</th>
<th>Tips for Lodging</th>
<th>Camera/ Taxi Shuttle - Attach Receipt for &gt;$25</th>
<th>Other Misc Expense Explain Below</th>
<th>Total</th>
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Note: Attach additional sheet if necessary

#### MILEAGE RECORD (Personally owned automobile and aircraft)

<table>
<thead>
<tr>
<th>Date (mm/dd/yy)</th>
<th>From</th>
<th>To</th>
<th>Odometer Starting</th>
<th>Odometer Ending</th>
<th>Total Personal</th>
<th>Miles traveled State Use</th>
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</table>

Total Miles Traveled for State Purpose (Odometer readings required; MapQuest.com mileage may be provided if readings are unavailable)

Please note that transportation outside of the state will be by common carrier unless specifically authorized in advance of the trip.

Page 1 of 2
### Name of Traveler

| 000 | 0 |

### SUMMARY OF REIMBURSEMENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>$ -</td>
</tr>
<tr>
<td>Lodging [Paid by Traveler] - Attach Hotel Receipt</td>
<td>$ -</td>
</tr>
<tr>
<td>Airfare [Paid by Traveler - Not Previously Reimbursed] - Attach Ticket Receipt</td>
<td>$ -</td>
</tr>
<tr>
<td>Airfare (Arranged through AAA - Charged to the University) - Attach Passenger Ticket Copy/Itinerary</td>
<td>$ -</td>
</tr>
<tr>
<td>Total Miscellaneous Expenses</td>
<td>$ -</td>
</tr>
<tr>
<td>Total Mileage @ 51 Cents/Mile</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>TOTAL TRAVEL EXPENDITURE</strong></td>
<td>$ -</td>
</tr>
<tr>
<td>LESS Travel Advance/Study Abroad Travel Advance (where applicable)</td>
<td>$ -</td>
</tr>
<tr>
<td>LESS AAA Pre-payment (where applicable)</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>NET REIMBURSEMENT DUE TO TRAVELER. If a credit, see the Business Manager for deposit instructions. Attach receipt from deposit.</strong></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Voucher Reference # from Travel Advance or Study Abroad Cash Advance

### RECORD ONLY

<table>
<thead>
<tr>
<th>Item</th>
<th>Voucher/Reference Number for Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lodging [Paid in Advance by the University] - Attach Hotel Receipt</td>
<td></td>
</tr>
<tr>
<td>Airfare (Paid by Traveler - Previously Reimbursed)</td>
<td></td>
</tr>
<tr>
<td>Airfare (Arranged through AAA - Charged to the University) - Attach Passenger Ticket Copy/Itinerary</td>
<td></td>
</tr>
<tr>
<td>Conference Registration Expense - Attach Program or Agenda</td>
<td></td>
</tr>
</tbody>
</table>

### DISTRIBUTION FOR REGULAR VOUCHER ENTRY

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Travel Expense (64100) or Student Travel Expense (650100)</td>
<td>$0.00</td>
</tr>
<tr>
<td>Employee Mileage Expense (640500) or Student Travel Expense (650500)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Reimbursement Entered by Regular Voucher</strong></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Regular Voucher Number (Entered by Department)

### SIGNATURES & SWORN STATEMENT

I do solemnly swear, under criminal felony penalty for false statements subject to punishment by a fine of up to $1,000 or by imprisonment for not less that 1 year or more than 5 years, or both, that the above statements are true and the described expenses, per diem and mileage, were incurred in the discharge of official duties for the State and have not been reimbursed. I have not and will not file for reimbursement of these sums from any other source.

<table>
<thead>
<tr>
<th>Name of Traveler</th>
<th>Signature</th>
<th>Print Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of Authorized Budget Approver</th>
<th>Print Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of Approver</th>
<th>Print Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of P.I. Approver (If Applicable)</th>
<th>Print Name</th>
<th>Date</th>
</tr>
</thead>
</table>
**PAYMENT REQUEST FORM**

**VENDOR**

Name
Address
Vendor# (Spectrum Plus)

**CITIZENSHIP**

Is the payee (Vendor) a U.S. Citizen or Permanent Resident Alien (Green Card Holder)?

(Click to Select Yes or No)

Is the entity foreign based or an agent for a foreign national?

(Click to Select Yes or No)

Is the vendor/payee an employee of Georgia State University?

(Click to select Yes or No)

Is the vendor/payee a student of Georgia State University?

(Click to select Yes or No)

Is the vendor/payee an employee of a University System of Georgia Institution?

(Click to select Yes or No)

**PURPOSE/REASON FOR PAYMENT/DESCRIPTION OF SERVICES**

**INVOICE NUMBER**

**GROSS PAYMENT AMOUNT** $0.00

**PAYMENT DISTRIBUTION**

<table>
<thead>
<tr>
<th>Percent Distribution</th>
<th>Gross Payment-Calculated from %</th>
<th>OR</th>
<th>$ AMOUNT</th>
<th>SPEEDCHART</th>
<th>ACCOUNT CODE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$0.00 GRAND TOTAL (must equal gross payment)

Initiator

Signature ____________________ Printed Name ____________________ Date ____________

By signing, I am stating that to my knowledge the information presented on this Payment Request and the attached documentation is true and factual.

Payee/Individual (Vendor)

Signature ____________________ Printed Name ____________________ Date ____________

I certify that I have not received reimbursement from another source(s) for any expenses/services claimed. In the event payment is received from another source(s) for any portion of the expenses/services claimed, I assume responsibility for repaying the University in full for those expenses. Additionally, I certify that any information I provide to the University pertaining to payment for my services is accurate and complete and I am not subject to backup withholding either because I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interests or dividends, or the IRS has notified me that I am no longer subject to backup withholding. The gross amount is accepted as payment in full.

Auth. Approver for Budget

Signature ____________________ Printed Name ____________________ Date ____________

By signing the voucher, the individual is certifying that he/she is authorized on the ChartField combination(s) that the charges are appropriate to the ChartField combination(s) being charged and the charges are legitimate expenses within the University guidelines.
Travel Services Office of Disbursements
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1 About this guide
This document is divided into the following chapters:
Chapter 1, “About this Guide”
Chapter 2, “Introduction”
Chapter 3, “Roles and Responsibilities”
Chapter 4, “Web Resources”
Chapter 5, “Travel Forms”
Chapter 6, “Accountable Plan Rules”
Chapter 7, “AAA Travel Services”
Chapter 8, “Travel Guidelines”
Chapter 9, “Frequently Asked Questions”
Chapter 10, “Procedures for Faculty, Staff, Athletic Staff and Students”
Chapter 11, “Procedures for Business Manager and Other Designated Representatives

1.1 Who Should Use It
This guide is intended for the student, faculty and staff community. This guide assumes that you have some knowledge of Georgia State University’s Spectrum Financials System used to maintain the university’s financial records. For more information, refer to the Spectrum Online Procedure and Training Guides.

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### 2 Introduction
Georgia State University adheres to the Georgia Statewide Travel Regulations as a matter of policy on travel related business. To view the state policy in its entirety, visit the State Accounting Office Web site.

Funding for approved business travel is authorized by designated departmental approvers. Each department is responsible for its own written policy regarding travel approval and authorization. The State of Georgia requires that all business travelers receive documented pre-authorization prior to the travel engagement. The following information serves as a guide for handling travel expenses incurred in connection with authorized university business travel by faculty, staff, athletic staff and students.

#### 2.1 Purpose
This document highlights the best practices for obtaining approval of travel engagements, making travel arrangements and obtaining reimbursement of travel expenditures. It provides guidance for the most common travel related procedures to assure quality and consistency of travel processing.

#### 2.2 Scope
The policies and procedures outlined in this document apply to all official university travel, including travel funded by federal grants.

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### 3 Roles and Responsibilities
The three primary roles involved in the travel reimbursement process include the traveler, requesting the reimbursement; the approvers, authorizing the travel engagement and travel expense; and the Office of Disbursements, auditing and processing the payment.

#### 3.1 Traveler
The traveler is responsible for requesting authorization for the travel and pursuing knowledge of any restrictions in handling university funds for business travel. The traveler is also responsible for maintaining proper documentation and associated receipts of all travel related expenses. Specific information regarding the requirements of such documentation and receipts are noted throughout this guide.

#### 3.2 Approvers
Departmental approvers are responsible for ensuring that travel expenses incurred by travelers while on travel status for the university are pre-authorized and reasonable. Certain circumstances require the approval of a Dean, Education Chair, Vice President, Administrative Officer or Director. Specific instances regarding these requirements are noted throughout this guide.

#### 3.3 Office of Disbursements
The Office of Disbursements is responsible for auditing and processing all approved Travel Expense Statements for students, staff, faculty and athletic teams. The Office of Disbursements
must receive a properly completed Travel Expense Statement form substantiating the amount, time, business purpose for the expense and proof of payment within 30 days from the traveler’s return date. Specific information regarding these requirements is noted throughout this guide.

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4. Web Resources
The Web sites listed below contain additional travel related information and tools.
  - Board of Regents University System of Georgia Business Procedures Manual
  This manual includes the general travel regulations set forth by the University System of Georgia for employees who are required to travel away from headquarters in performance of their official duties.
  - Statewide Travel Regulations
  These rules and regulations govern in-state and out-of-state travel and travel reimbursement established by the State Accounting Office and the Office of Planning and Budget.
  - State Accounting Office
  This Web site includes the official mileage reimbursement rates and the Georgia Statewide Travel Regulations and definitive limitations/guidelines related to business travel.
  - Oanda Corporation
  This Web site is useful for calculating the foreign exchange rates of more than 164 currencies.
  - U.S. General Services Administration
  The foreign and domestic per diem rates for lodging, meals and incidentals are found here.
  - MaqQuest
  Get maps, driving directions, gas prices and calculate travel mileage.
  - AAA Travel Services
  Georgia State University’s preferred travel agent obtains travel arrangements for business travel.
  - State Purchasing Department of Administrative Services
  Review program policies and cardholder agreements for the State of Georgia purchase card and travel card.

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5 Travel Forms
  - Travel Authorization (Employee)
  - Travel Authorization (Student)
  - Travel Advance Request
  - Project Advance Request
  - Study Abroad Cash Advance Agreement
  - State of Georgia Certificate of Exemption of Local Hotel/Motel Excise Tax
  - Payment Request
  - Travel Expense Statement (Travel Expense Statement for travel prior to 4/1/2008)
  - Deposit Remittance/Closing Advance
6 Accountable Plan Rules
Georgia State University operates under an accountable plan. Under an accountable plan, IRS regulations state that payments made to employees for the purpose of business travel must be treated as income if reimbursements or travel advances received by the traveler are not reported in a timely manner.
To avoid having reimbursements and advance payments reported as income in box 1 of the employee’s W-2 form, employees must account for all travel expenses within 60 days after the expenses are paid or incurred. After official notification from the Office of Disbursements, employees who do not meet the IRS requirements will need to complete IRS Form 2106 when filing their personal taxes. Form 2106 is used to deduct business expenses that are subject to the 50% limit for meals and 2%-of-adjusted-gross-income limit that applies to most miscellaneous itemized deductions.

7 AAA Travel Services
University business travelers are strongly encouraged to obtain their travel arrangements using AAA Travel Services, a full-service travel agency contracted by Georgia State University. AAA agents will provide travelers with the state contracted rates of preferred suppliers for airline and car rental agencies resulting in a reduction in the university’s travel cost.
AAA Travel is available to faculty, staff, athletic staff and students 24 hours daily by calling (404) 413-9696. Normal business hours are 8:00 a.m. to 5:00 p.m. The AAA after hour customer service line is also served by live AAA agents.

8 Travel Guidelines
It is the policy of the university to abide by the Georgia Statewide Travel Regulations established by the State Accounting Office. A comprehensive view of the minimum guidelines relating to travel expenses is listed in the Georgia Statewide Travel Regulations.
Exception: Georgia State University’s advance travel payment processing guidelines are not in keeping with the Georgia Statewide Travel Regulations. Georgia State University will only authorize travel advances to employees who must travel for their job, but are unable to obtain a Corporate American Express Travel Card. Conversely, student and student travel groups are eligible to receive travel advances under the current travel regulations pending departmental approval.

8.1 Authorization of Travel
Travel authorization is required for Georgia State University faculty, staff, athletic staff and students when traveling on official university business. The Office of Disbursements does not authorize travel engagements. A traveler must seek approval from their budget authority to verify the availability of funds, and to determine whether the travel is necessary and reasonable.

8.1.1 Travel Vouchers
Travel vouchers are used to pre-authorize a single travel engagement. They are entered into Spectrum by the department representative and approved through the automated workflow. All travel vouchers should be settled before June 30, the last day of the fiscal year. Unsettled travel vouchers are deleted from Spectrum by the Office of Disbursements on the published deletion
Travel requisitions are typically used for blanket travel engagements. Requisitions are entered into Spectrum by the department representative and approved through an automated workflow. “Blanket travel” refers to the continuous travel status of travelers who have reason to make multiple trips to conduct university related business. To request pre-authorization for blanket travel engagements, complete the student or employee travel authorization form. Travel requisitions may alternatively be used to pre-authorize a single engagement if the traveler must encumber funds for an engagement that will span into the next fiscal year.

8.3.3 Encumbrance of Funds
An encumbrance is a commitment of funds for specific anticipated expenditures, recorded in the financial records of the university. The encumbrance system is designed to ensure that funds will be readily available for expenditure for a given purpose when payment is required. In addition, the system assists departments in maintaining control of funds for which they are responsible.

Travel expenses charged to an expiring fiscal year must be received by the Office of Disbursements according to the fiscal year-end payment processing calendar.

8.4 Handling Travel Authorizations in Spectrum
Departments should create travel vouchers and requisitions in Spectrum (1) after the travel authorization is approved; (2) and before the start of the trip.

In order to prepare a travel voucher or requisitions, the traveler must complete the Employee Travel Authorization or Student Travel Authorization form. Each department has an established approval level hierarchy responsible for ensuring that authorization forms adequately summarize the extent and purpose of the trip prior to the commitment of university funds. Department heads are solely responsible for the pre-authorization of travel, thus all authorizations are to remain on file in the department’s ownership.

Once the travel authorization is approved, the department representative will use the details provided on the authorization to create a travel voucher or requisition in Spectrum. A travel voucher or requisition generally includes the estimated expenses for airfare, lodging, meals per diem, ground transportation, mileage and other miscellaneous expenses (regardless of whether the expenses are billed to Georgia State University, paid in advance or charged at the point of service). Once the voucher or requisition is submitted, it will follow the automated routing and approval process resulting in an encumbrance of funds from the department’s budget.

Follow the Spectrum online procedures for help with creating:
- Travel Vouchers (approval of a single engagement occurring in the current fiscal year)
- Travel Requisitions (approval of multiple travel engagements for a single traveler)

8.2 Funding Travel Expenses
There are several methods for paying travel expenses while conducting business on behalf of the university. This section covers the various funding sources available to meet the cost of travel and other expenses.

8.2.1 AAA Travel Services
AAA is Georgia State University’s preferred travel agent. Customer service is available 24 hours per day by calling (404) 413-9696. Normal business hours are from 8 a.m. until 5 p.m. Telephone support after normal business hours is provided by live customer service agents.
Georgia State University travelers (with approved travel authorizations) who book air travel
through AAA have the advantage of not using their personal credit card or other funds to
purchase tickets. The arrangement between Georgia State University and AAA allows for direct
billing of air travel.

8.2.2 Prepaid Expenses
Charges for transportation and lodging may be paid in advance of a travel engagement. Follow
the instructions for prepaying travel expenditures (page 38). Payments for registration, although
not considered a travel expense, may also be paid in advance. Follow the instructions for
prepaying registration fees (page 41).

8.2.3 Corporate American Express Travel Card
Employees may submit an application for the Corporate American Express Travel Card for use
by those who travel on a regular basis on behalf of the university. Substantially, all travel related
expenses can be charged on the credit card. Eligibility for the Corporate American Express
Travel Card is based on the employee’s credit worthiness. Corporate travel cards must be used
solely for the cardholder’s allowable travel expenses related to official university travel.
Nontravel expenditures are prohibited.
Applications for the Corporate American Express Travel Card are available online. Visit the
Office of Business Services - Purchasing Department to learn more about the general purpose
and issuance of the Corporate American Express Travel Card. Corporate travel cards are issued
in the name of the individual employee, who is responsible for all charges.

8.2.4 Advance Travel Payments
A travel advance is prepayment for travel expenses incurred for a scheduled future trip. Athletic
teams and students are eligible for a travel advance while on travel status.
Georgia State University’s travel advance guidelines are not in keeping with Georgia’s Statewide
Travel Regulations. Georgia State University will only authorize travel advances to faculty and
staff that must travel for their job, but are unable to obtain a Corporate American Express Travel
Card.
According to the Board of Regents University System of Georgia Business Procedures Manual,
the purpose of a travel advance is to minimize the financial burden on employees while traveling
on behalf of the state. This objective is accomplished through use of an American Express
Travel Card or travel advance to employees and faculty.
Employees of the university may only receive a travel advance if they are denied a Corporate
American Express Travel Card after submitting an application for credit. The Corporate
American Express Travel Card application is available online at the Office of Business Services.

8.3 Reimbursement of Travel Expenses
All travel related forms require approval by a department’s business manager or other designee.
The department business manager and budget authority are responsible for ensuring that the
purpose of the trip is valid, the cost of the trip is within budget and reasonable, and expenses are
charged to the appropriate account.
Travel reimbursement is paid on a per diem basis. The U.S. General Services Administration
publishes the per diem rates for the continental United States and foreign travel. The per diem
rate table includes separate lodging, plus meals and incidental expenses (M&IE) followed by the
combined daily rate.
Within 30 days upon return from the travel engagement, the traveler is responsible for submitting
the Travel Expense Statement for reimbursement of travel expenditures related to official university business. Attach all applicable receipts and other supporting documentation as required.

**8.3.1 Reimbursable Expenses**

Employees requesting reimbursement of travel expenses are required to submit their claim on a Travel Expense Statement. Travelers are required to submit original receipts for the following expenses:

- Meals (only those purchased in lieu of meals provided at a conference/training event)
- Lodging
- Airline and railroad fares
- Car rentals
- Gasoline purchased for rental vehicles
- Supplies
- Visa/Passport fees
- Miscellaneous (if approved)
- Receipts for parking, tolls, mass transit, taxi, airport vans and telecommunication expenses are recommended. However, if receipts are not available, travelers are required to include an explanation of the expenses on the Travel Expense Statement. Receipts for meals are not required, except as noted above.

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**8.3.2 Non-Reimbursable Expenses**

The following expenses are not reimbursable:

- Laundry (reimbursable only when overnight travel exceeds seven consecutive days)
- Tipping for maid services
- Valet services for parking, when self-parking options are available
- Theater
- Entertainment
- Alcoholic beverages

**8.3.3 Miscellaneous Expenses**

A miscellaneous travel expense is a necessary and reasonable expense incurred while traveling on university business. Miscellaneous expenses do not apply to meals, lodging, mileage or transportation costs. Certain miscellaneous expenses associated with travel may be reimbursed. Such reimbursable expenses include:

- Business telecommunication expenses
- Internet usage charges
- Stationary, supplies and postage expenses
- Baggage handling services
- Registration fees
- Visa/Passport fees

For more detailed information, review Chapter 7 of the Statewide Travel Regulations.

**8.3.4 Receipts**

An original paid receipt with a description of the item purchased is the traveler’s supporting documentation and proof of reimbursable expenses. Original receipts must accompany the

- Travel Expense Statement for:
- Airline and railroad tickets
• Car rentals
• Gasoline purchased for rental vehicles
• Lodging

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• Visa/Passport fees
• Supplies
• Meals (Only required for meals purchased in lieu of meals provided at a conference/training event, when the meal does not accommodate the traveler’s dietary needs/restrictions. Justification for the meal purchase must be indicated on the Travel Expense Statement.)
• Miscellaneous expenses (if approved)
• Receipts for parking, tolls, mass transit, taxi, airport vans and telecommunication expenses are recommended. However, if receipts are not available, travelers are required to include an explanation of the expenses on the Travel Expense Statement.

8.3.5 Registration Fees
Registration fees are paid to attend conferences, workshops and seminars. Charges for registrations can be paid in advance or reimbursed upon completion of the trip. The registration payment account code is 727101 (registration fees). Refer to the How to Pay Registration Fees to Attend Conferences, Workshops and Seminars (page 41) procedure for more information.

8.3.6 Meals
Employees traveling overnight are generally eligible for per diem amounts designed to cover the cost of three meals per day for all days on travel status, other than the day of departure and the day of return. Meals included as part of the cost of conference registration are not eligible for per diem reimbursement, except in cases where the meal does not accommodate the traveler’s dietary restrictions.
To request a per diem reimbursement for the meal purchase, in lieu of a meal provided:
• Attach the receipt documenting the meal purchase to the Travel Expense Statement
• Explain the reason for the meal purchase on the Travel Expense Statement
Employees may only receive per diem for meals occurring while officially on travel status. For example, if an employee departs at 3:00 p.m., the employee is not eligible for breakfast or lunch per diem amounts for the day of departure.

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Per Diem Allowance for Day of Departure/Return

<table>
<thead>
<tr>
<th>Day of Departure</th>
<th>Time of Departure/Return</th>
<th>Day of Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>12:00 a.m. to 6:30 p.m.</td>
<td>D</td>
</tr>
<tr>
<td>L D</td>
<td>6:30 a.m. to 11:00 a.m. B</td>
<td>D</td>
</tr>
<tr>
<td>D</td>
<td>11:00 a.m. to 1:30 p.m. B</td>
<td>D L</td>
</tr>
<tr>
<td>D</td>
<td>1:30 p.m. to 5:30 p.m. B L</td>
<td>5:30 p.m. to 7:30 p.m. B L</td>
</tr>
<tr>
<td>D</td>
<td>7:30 p.m. to 12:00 p.m. B L D</td>
<td></td>
</tr>
</tbody>
</table>

Per Diem Meal Rates in Georgia

<table>
<thead>
<tr>
<th>Eligible Meals</th>
<th>Per Diem Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>$6.00</td>
</tr>
<tr>
<td>Lunch</td>
<td>$7.00</td>
</tr>
<tr>
<td>Dinner</td>
<td>$15.00</td>
</tr>
</tbody>
</table>

Employees are considered traveling to high cost areas of Georgia when their official
responsibilities must be performed at a location designated as a high cost area or when lodging is obtained at a location designated as a high cost area. High cost areas of Georgia are limited to the following counties: Chatham, Cobb, DeKalb, Fulton, Glynn and Gwinnett. Per diem rates applicable to high cost areas are outlined below:

**Per Diem Meal Rates for High Cost Areas in Georgia**

**Eligible Meals Per Diem Amount**

<table>
<thead>
<tr>
<th>Meal</th>
<th>Per Diem Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>$7.00</td>
</tr>
<tr>
<td>Lunch</td>
<td>$9.00</td>
</tr>
<tr>
<td>Dinner</td>
<td>$20.00</td>
</tr>
</tbody>
</table>

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Per diem meal rates associated with travel to high cost out-of-state areas should be approved by the traveler’s budget authority prior to the trip in order that the employee may plan meals accordingly.

Use the following Web sites to obtain the per diem rates for lodging, meals and incidentals.

- Travel within Georgia
- Travel outside Georgia, but within the continental United States
- Foreign travel

### 8.3.7 Lodging

Employees traveling more than 50 miles from their home office, residence or headquarters may be reimbursed for lodging expenses associated with approved overnight travel. Overnight travelers are responsible for ensuring the most reasonable lodging rates are obtained. To accomplish this, employees should: (1) make reservations in advance, whenever practical; (2) utilize minimum rate accommodations; (3) avoid “deluxe” hotels and motels; (4) and obtain corporate rates, if available.

Whenever possible, a traveler should reserve lodging arrangements in advance. Employees will be reimbursed for the actual lodging expenses, provided the expenses are reasonable. Refer to the federal per diem rates for the continental United States and foreign travel, and then follow the instructions for prepay lodging expenses (page 38).

Employees are considered traveling outside of Georgia when their official responsibilities must be performed from an out-of-state location. Employees working in-state, but spending the night in out-of-state lodging are not considered as traveling outside of Georgia to perform official business on behalf of the university.

When paying for in-state lodging, Georgia State University, as a state agency is exempt from taxation. This exemption includes state, local and occupancy tax. When a traveler pays a hotel or motel directly using their own funds, they should present the establishment with the Hotel/Motel Excise Tax Exemption form. This form exempts the traveler from paying local and/or occupancy tax only.

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**Note:**

Travelers are required to pay state taxes. Reimbursement for the state tax may be requested on the Travel Expense Statement.

### 8.3.8 Transportation

Travelers may use their personal motor vehicle for university business related travel. Visit the Office of Disbursements Web site to view the current mileage rates. Refer to your department travel guidelines, for specific use and approval of car rental, rail or air transportation.

Employees should utilize commercial air transportation when it is more cost effective and
efficient to travel by air than by vehicle. State agencies may reimburse employees for expenses incurred for air travel, provided these expenses were approved prior to the date of travel. Travelers with approved travel authorizations who book air travel through AAA will have the advantage of not using their personal credit card or other funds to purchase tickets. The arrangement between Georgia State University and AAA allow for direct billing of air travel. Employees officially on travel status may be reimbursed for the necessary costs of transportation by bus, taxi or airport vans for the following situations:

- Between the individual’s departure point and the common carrier’s departure point
- Between the common carrier’s arrival point and the individual’s lodging or meeting place
- Between the lodging and meeting places if at different locations

It is expected that airport vans will be utilized when available and practical, and when they are the lowest cost alternative.

Travelers may use commercially leased vehicles as permitted by their travel authority. Leased vehicles may be obtained through the state contracted rental agency. Contact AAA Travel for the lowest rates available.

Traveler’s using rented motor vehicles are covered by the state’s liability policy; therefore, liability coverage may be declined when renting a motor vehicle. Loss damage waiver/collision damage waiver (LDW/CDW) insurance is included in the statewide contract at no additional cost.

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Employees requiring the use of commercially leased vehicles will be reimbursed for gasoline purchases associated with the business use of such vehicle, provided appropriate receipts are included.

Travelers may receive reimbursement for the cost of rail transportation as permitted by their travel authority. There is no statewide contract for transportation by rail. Travelers are encouraged to obtain the lowest possible fare.

### 8.3.9 Study Abroad

Faculty-led study abroad programs require approval from the traveler’s designated budget authority and submission of a Study Abroad Program Approval form. For more information, visit the Board of Regents Web site to read the procedure manual for study abroad programs.

### 8.4 Travel Expense Reporting

Immediately upon return from a trip, travelers are required to submit their claims for travel reimbursement on a Travel Expense Statement. The Travel Expense Statement may only include those items that are approved as reimbursable expenses. The following items should be included on the Travel Expense Statement:

- Itemized expenses for authorized meals, lodging, mileage, transportation and miscellaneous expenses. In lieu of vehicle odometer readings, a MapQuest printout is an acceptable form of documentation to substantiate mileage reimbursement. The departure and destination points and the number of miles between travel points should be clearly marked on the printout.
- All supporting documentation of expenditures.
- Explanation of expenses that exceed the established limits or are considered irregular.
- Explanation of the purpose of the trip.
- Description of the type(s) of transportation used.
- Signature approval followed by the printed name from a department superior.
- Travel authorization/voucher number.
Amount of funds advanced for travel related expenses.

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In cases where a traveler accepts advanced funding to cover the cost of a trip, the traveler must complete a Deposit Remittance/Closing Advance form to settle funds advanced prior to the trip. If the amount of the travel expenditure is less than the travel advance, complete a Deposit Remittance/Closing Advance form and return the excess amount to the cashier’s office (Sparks Hall, 1st Floor). Be sure to indicate the speed type and account number (employees: account #132300; students: account #132400) on the Remittance/Closing Advance form. Attach the Remittance/Closing Advance form to the Travel Expense Statement. If the amount of the expenditure is greater than the travel advance, the traveler will receive a net reimbursement after the Travel Expense Statement is processed.

After official notification, the Payroll Office will deduct the amount of the travel advance from an employee’s paycheck if the travel advance is not settled in a timely manner. In this situation, the traveler will not be permitted to receive advances in the future. Timely processing is defined as 14 days after completion of the trip for athletic staff and 30 days after completion of the trip for all other employees. Students who fail to settle a travel advance within 30 calendar days after returning from the trip will have a hold placed on their account.

Obtain all the necessary approvals and submit the Travel Expense Statement and applicable receipts to the Office of Disbursements.

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9 Frequently Asked Questions

1. **WHO IS ENTITLED TO TRAVEL REIMBURSEMENT?**

   Faculty, staff, athletic staff and students are eligible for reimbursement of travel related expenses when traveling on official university business. A travel authorization is an official approval of the travel engagement. The Georgia Statewide Travel Regulations require pre-approval (pre-authorization) of business travel prior to the engagement. Refer to page 2.1 (Authorization for Employee Travel) of the Georgia Statewide Travel Regulations for more information.

   Pre-authorization from a department head or designated official is required prior to the travel. Each department establishes written policy designating persons/positions that may authorize and approve business travel.

2. **HOW DO I REQUEST AUTHORIZATION FOR TRAVEL?**

   The traveler is responsible for seeking supervisory and budget authority approval in their department or area for all business related travel.

   When the budget authority is the traveler, he/she must seek authorization from a higher authority, such as a Dean, Education Chair, Vice President or College Administrative Officer. Under no circumstances can the budget authority signature be the same as the traveler. Furthermore, a subordinate cannot authorize a traveler’s expense. Travel authorizations for Deans and Vice Presidents should be approved by the Office of the Provost.

3. **WHAT IS THE DIFFERENCE BETWEEN A TRAVEL VOUCHER AND A TRAVEL...**
REQUISITION?
A travel voucher pre-authorizes a single travel engagement for travel expenses settled in the current fiscal year. A travel requisition pre-authorizes multiple travel engagements for one person.

Note:
A travel requisition is also used at fiscal year-end for a single travel engagement. This occurs when travel will not be completed until the next fiscal year or when the Travel Expense Statement cannot be submitted to the Office of Disbursements by the fiscal year-end deadline.

4. WHEN AND HOW SHOULD THE TRAVEL VOUCHER OR REQUISITION BE ENTERED INTO SPECTRUM?
Departments should create travel vouchers and requisitions in Spectrum (1) after the travel authorization is approved; (2) and before the start of the trip.
In order to prepare a travel voucher or requisitions, the traveler must complete the Employee Travel Authorization or Student Travel Authorization form. Each department has an established approval level hierarchy responsible for ensuring that authorization forms adequately summarize the extent and purpose of the trip prior to the commitment of university funds. Department heads are solely responsible for the pre-authorization of travel, thus all authorizations are to remain on file in the department’s ownership.
Once the travel authorization is approved, the department representative will use the details provided on the authorization to create a travel voucher or requisition in Spectrum. A travel voucher or requisition generally includes the estimated expenses for airfare, lodging, meals per diem, ground transportation, mileage and other miscellaneous expenses (regardless of whether the expenses are billed to Georgia State University, paid in advance or charged at the point of service). Once the voucher or requisition is submitted, it will follow the automated routing and approval process resulting in an encumbrance of funds from the department’s budget.
Follow the Spectrum online procedures for help with creating:
- Travel Vouchers (approval of a single engagement occurring in the current fiscal year)
- Travel Requisitions (approval of multiple travel engagements for a single traveler)

5. WHICH TRAVEL EXPENDITURES ARE COVERED FOR REIMBURSEMENT?
Faculty, staff, athletic staff and students may be reimbursed for travel related expenses incurred while on official business for the university with proper approval, receipts and documentation. The following expenses are typically authorized for reimbursement:
- Lodging (receipt required)
- Airline and railroad fares (copy of e-ticket or ticket stub required, showing amount paid and method of payment)
- Car rentals (receipt required, showing amount paid and method of payment)
- Gasoline purchased for a rental vehicle (receipt required)
- Mileage for use of a personal motor vehicle (mileage log or MapQuest printout required)
- Meals per diem (no receipt required)
- Miscellaneous expenses associated with travel (receipt for shuttle or taxi fare over $25 required)
- Business phone, fax and Internet charges (no receipt required)

Specific policies and limits are outlined in the Georgia Statewide Travel Regulations.

6. WHICH TRAVEL EXPENDITURES ARE NOT COVERED FOR REIMBURSEMENT?
The following expenses are not reimbursable:
- Laundry (only reimbursable when overnight travel exceeds seven consecutive days)
- Tipping for maid services
- Valet services for parking, when self-parking options are available
- Theater
- Entertainment
- Alcoholic beverages
- ATM withdrawal fees

Specific policies and limits are outlined in the Georgia Statewide Travel Regulations.

7. WHEN DO I SUBMIT A TRAVEL EXPENSE STATEMENT FOR REIMBURSEMENT?
Best practice dictates submission of the Travel Expense Statement for reimbursable expenses immediately upon return from the engagement, but no later than 30 days from the return date. Justification by memo should be provided when filing an expense report beyond 60 days. Travel Expense Statements submitted more than 60 days from the traveler’s return date may be reported as taxable income on the employee’s W-2 after official notification.

8. WHEN DO I SUBMIT A TRAVEL EXPENSE STATEMENT FOR REIMBURSEMENT?
IRS regulations state that employees must reconcile business expenditures within a reasonable period of time not to exceed 60 days (depending on the facts and circumstances). For that reason, verification of expenses within 60 days after expenses are paid or incurred generally qualifies as reasonable.

If employees do not meet the IRS requirements (accounting for travel expenses within 60 days after the expenses are paid or incurred), the employer must treat travel advances or reimbursements as having been made under an unaccountable plan (Georgia State University operates under an accountable plan), and include the amount of any reimbursement in box 1 of the employee’s W-2. The employee may then complete Form 2106 to deduct his/her business expenses, subject to the 50% limit for meals and the 2%-of-adjusted-gross-income limit that applies to most miscellaneous itemized deductions.

9. AM I ELIGIBLE FOR A TRAVEL ADVANCE?
Georgia State University students and student travel groups are eligible to receive travel

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advances pending departmental approval. Submit travel advance requests with signatory approval to the Office of Disbursements (Sparks Hall, 400-A) at least 10 business days in advance of the travel.

A travel advance approved for a student travel group will be issued to the advisor of the group. Upon return from the trip, the advisor must submit a Travel Expense Statement indicating how the advance was used and listing the names of students involved in the travel engagement.

Faculty and staff are not eligible to receive travel advances from Georgia State University. An exception may be made only after an individual can prove they have been denied a Corporate American Express Travel Card. The American Express statement of denial must be attached to the Travel Advance Request from and approved by the department head.

Applications for the Corporate American Express Card is available online and at the Office of Business Services – Purchasing Department.

Notes:
- All travel must be authorized and approved through workflow prior to requesting the advance.

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- Travel advance requests are submitted to the Office of Disbursements and entered into Spectrum by the Disbursements staff.
- Student travel advance payments not reported on the Travel Expense Statement will result in a hold being placed on the student’s account.
- Advisor and employee travel advance payments not reported on the Travel Expense Statement will result in the travel advance amount being deducted from payroll following official notification.

10. WHAT FORMS ARE USED FOR TRAVEL REIMBURSEMENT?
Travel Expense Statement (Travel Expense Statement for travel prior to 4/01/2008) – This form should be completed by the traveler to record travel advances and reimbursable travel expenses. Following departmental approval, the Travel Expense Statement and all applicable receipts should be submitted to the Office of Disbursements for payment processing. Attachments include receipts for lodging, airfare, car rental, miscellaneous expenses over $25, or receipts for any reimbursable expense over $25. Allow 5-10 business days for processing depending on volume.

Travel Advance – This form should be completed by travelers requesting advanced funding to cover travel related expenses. A travel advance requested for fund code 20 (restricted funds) must be signed and approved by the Office of Research Financial Services. Faculty and staff must attach the American Express denial letter to become eligible for a travel advance.

Deposit Remittance/Closing Advance – This form should be completed by returning travelers who are issued a cash advance prior to the start of the trip. If the amount of the
advance is greater than the actual expense, the traveler must remit the difference to the cashier’s office (Sparks Hall, 1st Floor) by completing the Deposit Remittance/Closing Advance form. Indicate the speed type and account number (employees: account #132300 and students: account #132400) on the form. Attach the cashier’s receipt for the return of excess travel funds to the Travel Expense Statement before it is submitted to the Office of Disbursements.

11. WHAT INFORMATION IS REQUIRED ON THE TRAVEL EXPENSE STATEMENT?
Complete the Travel Expense Statement form to properly document allowable travel expenses and travel advances. The Travel Expense Statement requires signature approval from the traveler and appropriate budget authority. The authorized approver from the Budget Unit cannot be a subordinate of the traveler. Attach the necessary supporting documents (i.e. lodging receipts, airfare receipts, receipts for miscellaneous expenses over $25 and the method of payment for each) to the Travel Expense Statement. Submit the statement to the Office of Disbursements for processing.

Notes:
- Submit a travel statement for each travel engagement.
- Indicate the date of departure and date of return.
- Indicate the time of day of departure and time of day of return.
- Submit odometer readings. A MapQuest printout, indicating the points of departure and destination of the trip is acceptable in lieu of odometer readings. The printout will reveal the number of miles traveled.
- The Travel Expense Statement must contain legible authorized signatory approval from an approver who is not a subordinate to the traveler.
- Indicate the authorization or voucher number used to pre-authorize travel.

12. HOW DO I MAKE PAYMENTS TO A SERVICE PROVIDER IN ADVANCE OF MY TRAVEL?
Departments are encouraged to arrange prepayment of airfare and lodging on behalf of the traveler using AAA Travel Services. Follow the How to Prepay Travel Expenditures (page 38) procedure for more information.

13. WHAT ARE THE REIMBURSEMENT RATES FOR MEALS AND LODGING?
Travel reimbursements are paid on a per diem basis. The U.S. General Services Administration publishes the per diem rates for the continental United States and foreign travel. The per diem rate table includes separate lodging, plus meals and incidental expenses (M&IE) followed by the combined daily rate.

As a rule, travelers are expected to travel in the most cost effective manner. However, in certain situations, perhaps as it relates to a conference package, the attendee is offered to stay at the conference host hotel. In this situation, if lodging costs exceed the per diem rate for the location, travelers may request written pre-approval for reimbursement amounts in excess of the allowable limits (within reason) from a Dean, Education Chair, Vice President, Administrative Officer or Director. By signing the memo pre-approving reimbursement in excess of the maximum amount, the authority deems the travel
expenditure to be accurate and reasonable. The memo signed by the approving authority must be attached to the Travel Expense Statement when submitted for reimbursement.

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14. WHAT ARE THE MILEAGE REIMBURSEMENT RATES?
The mileage reimbursement rates are published by the State Accounting Office. Visit the Office of Disbursements Web site to view the current mileage reimbursement rates.

15. HOW DO I CONVERT CURRENCY FOR FOREIGN TRAVEL?
Oanda.com provides currency conversion for 164 currencies. A traveler seeking expense reimbursement must use the exchange rate in effect the day expenses were incurred. However, if the traveler obtained a travel advance for the engagement, use the exchange rate in effect the day funds were exchanged into foreign currency. Attach a copy of the exchange rate to the Travel Expense Statement.

16. WHICH AIRLINE SHOULD I USE?
There are advantages to using AAA, our preferred travel agent. Customer service is available 24 hours per day by calling (404) 413-9696. Normal business hours are from 8 a.m. until 5 p.m. Telephone support after normal business hours is provided by live customer service agents. Agents will carefully explain the rules involving the fare and assist with change orders. When booking Delta flights (only) through AAA, travelers will be quoted the state rates for both refundable and non-refundable fares.

Georgia State University travelers with approved travel authorizations may book air travel through AAA and have the advantage of not using their personal credit card or other funds to purchase tickets. This arrangement between Georgia State University and AAA allows for direct billing of air travel. Another option is to find the lowest fare on the Internet.

**Note:** Air travel booked by services other than AAA may contain costly change fees and nonrefundable fares.

17. HOW DO I MAKE AIRLINE RESERVATIONS?
There are advantages to using AAA, our preferred travel agent. Customer service is available 24 hours per day by calling (404) 413-9696. Normal business hours are from 8 a.m. until 5 p.m. Telephone support after normal business hours is provided by live customer service agents. Agents will carefully explain the rules involving the fare and assist with change orders. When booking Delta flights (only) through AAA, travelers will be quoted the state rates for both refundable and non-refundable fares.

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Georgia State University travelers with approved travel authorizations may book air travel through AAA and have the advantage of not using their personal credit card or other funds to purchase tickets. The arrangement between Georgia State University and AAA allows for direct billing of air travel. Another option is to find the lowest fare on the Internet.

**Note:** Air travel booked by services other than AAA may contain costly change fees and nonrefundable fares.
18. HOW DO I PAY FOR MY TICKET?
Georgia State University travelers with approved travel authorizations may book air travel through AAA and have the advantage of not using their personal credit card or other funds to purchase tickets. This arrangement between Georgia State University and AAA allows for direct billing of air travel.

Employees and faculty may pay for travel arrangements by credit card or check. Travelers may also use their Corporate American Express Travel Card for travel arrangements. Upon return from the trip, submit a Travel Expense Statement for reimbursement of travel related expenses.

When airfare is purchased by the traveler in advance of the trip, a traveler may request reimbursement by submitting a Travel Expense Statement with the ticket receipt showing method of payment. The Travel Expense Statement should reference the travel authorization number.

When reimbursement is requested in advance of the engagement, the traveler should note on the bottom of the Travel Expense Statement, “Partial Reimbursement”.

19. WHEN CAN I LEAVE AND RETURN?
Overnight travel is limited to the day before and the day after a travel event. The Georgia Statewide Travel Regulation requires that all travel be planned according to the least cost and what is most advantageous to the university.

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20. WHEN SHOULD I USE MY PERSONAL CAR, CAR POOL OR RENTAL CAR?
Travelers must defer to their department head or designated representative for ground travel authorization. The Georgia Statewide Travel Regulation requires that all travel be planned according to the least cost and what is most advantageous to the university.

21. WHICH CAR RENTAL COMPANY SHOULD I USE?
AAA Travel is available to faculty, staff, athletic staff and students by calling (404) 413-9696. Car rental reservations can be made via AAA or direct by calling one of the state contracted vendors.

- Enterprise Rent-A-Car
  (404) 463-6384 (Capitol Hill Location)
  (800) Rent-A-Car
  www.enterprise.com/stateofgeorgia
- National Car Rental
  (800) Car-Rent

22. WHICH CAR RENTAL INSURANCE SHOULD I USE?
While travelling on official university business, travelers using rented motor vehicles from state contracted vendors (National Car Rental or Enterprise Rent-A-Car) are covered by the state’s liability policy. As a result, liability coverage should be declined. Loss damage waiver/collision damage waiver (LDW/CDW) insurance is included in the statewide
contract at no additional cost.

Travelers will need to select collision coverage when renting a **non-contracted** state vehicle, but may opt out of liability coverage, since liability insurance is automatically provided by the State of Georgia.

23. WHEN ARE MEALS COVERED FOR REIMBURSEMENT?
While travelling on official university business, meal reimbursement is available to faculty, staff, athletic staff and students when meals are not included in the event. Day trip travelers are eligible for meal reimbursement when traveling more than 30 miles from their home office or Georgia State University campus (including satellite offices). Overnight travelers are eligible for reimbursement of three meals per day while on travel states, other than the day of departure and the day of return. Refer to page 16 for more information on per diem meal eligibility.

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24. WHEN CAN I RECEIVE FULL REIMBURSEMENT FOR LODGING?
To be eligible for lodging reimbursement, the lodging destination must be at least 50 miles from the traveler’s home office or Georgia State University campus (including satellite offices).

As a rule, travelers are expected to travel in the most cost effective manner. However, in certain situations, perhaps as it relates to a conference package, the attendee may receive an offer to stay at the conference host hotel. In this situation, if lodging costs exceed the per diem rate for the location, travelers may request written **pre-approval** for reimbursement amounts in excess of the allowable limits (within reason) from a Dean, Education Chair, Vice President, Administrative Officer or Director. By signing the memo pre-approving reimbursement in excess of the maximum amount, the authority deems the travel expenditure to be accurate and reasonable. The memo, signed by the approving authority, must be attached to the Travel Expense Statement when submitted for reimbursement.

25. IS FOREIGN TRAVEL COVERED FOR REIMBURSEMENT?
Faculty, staff, athletic staff and students are eligible for reimbursement of foreign travel related expenses when traveling on official university business. Pre-authorization from a department head or designated official is required prior to performing the travel. Each department establishes written policy designating persons/positions that may authorize and approve travel.

26. CAN I TAKE A PERSONAL SIDE TRIP DURING MY OFFICIAL BUSINESS TRAVEL?
When mixing personal and business travel, be sure to document your personal time by indicating the duration and destination of that portion of the trip. Travel expenses charged to the university must be related to **official university business only**.

27. HOW DO I APPLY FOR A CORPORATE AMERICAN EXPRESS CARD?
Faculty, staff and athletic staff may apply for the Corporate American Express Travel
28. WHAT IS THE STUDENT TRAVEL PROCESS?
Students who travel must obtain pre-authorization from the appropriate approver in the sponsoring department. The department pre-authorizes the travel by completing a Student Travel Authorization form. Student travel is expensed to account code 650100. Student travelers must adhere to the State of Georgia Statewide Travel Regulations.

Notes:
- Students are eligible for travel advances with approval from their department.
- Students should submit Travel Expense Statement forms upon return from the engagement. If a travel advance was issued, the advance must be documented on the Travel Expense Statement. Failure to note the advance on the Travel Expense Statement may result in a hold being placed on the student’s account and may be subject to other collection processes.
- Students should settle travel expenditures within 30 days of returning from the travel engagement.
- If an advisor/chaperone accompanies students on a trip, the advisor may obtain a travel advance in their name on behalf of the students. When this is the case, upon returning from the trip, the advisor should submit the Travel Expense Statement detailing how the travel advance was used and the names of each student in attendance. Travel advances that remain unsettled will be deducted from the employee’s payroll following official notification.

29. HOW IS TRAVEL AT THE END OF THE FISCAL YEAR PROCESSED?
At fiscal year-end, all departments must 1) cancel or close-out all travel authorizations and 2) submit Travel Expense Statements to the Office of Disbursements no later than the published deadline. This allows the office sufficient time to properly audit and approve travel by the Fiscal Year deadline on June 30.

Unsettled travel authorizations that remain in Spectrum after the deadline will be deleted. Expense statements received after the deadline will be returned to the department for reentry in the next fiscal year. Additional information regarding the fiscal year-end processing guideline is available online.

30. HOW SHOULD TRAVEL EXPENSES FOR THE NEXT FISCAL YEAR BE PROCESSED IN THE CURRENT FISCAL YEAR?
When travel expenses (airfare and lodging) and registration fees are to be paid prior to June 30 for events that occur in the next fiscal year, an express voucher must be set up as a prepaid expense. This can be accomplished in Spectrum by using the E-Travel template to create an Express Voucher. Account code 132100 is set up for prepaid expenses. Use this account code and the departmental chart field when processing
prepaid items on vouchers. In the new fiscal year, the Office of Disbursements will transfer prepaid expenses from the prepaid account to the appropriate expense account.

31. ARE REGISTRATION FEES CONSIDERED TRAVEL?
Registration fees are not considered a part of travel. Payment of registration fees requires proper approval. To request registration fee reimbursement:

- Submit a Payment Request form. Attach the completed registration form when requesting direct payment. Attach a second copy of the registration form to be mailed along with the check.

- OR -
- Submit a Payment Request form. Attach proof and method of payment for reimbursement of a paid registration.

Registration fees are charged to account #727101. A meal may be included in the registration fee. When a meal is charged in addition to the registration fee, a determination must be made as to the necessity of the expense.

When attendance at the meal or banquet is “required” the meal can be paid along with the registration; both are charged to account #727101. Required meal attendance should be noted as required on the Payment Request form. Registration forms that bill separately for a meal and fail to specify the business necessity of the meal will be adjusted by the meal expenditure, and the meal will be unpaid.

When attendance at the meal or banquet is “optional” the meal will not be paid as part of the registration expense. Attendees may pay for the meal and request reimbursement on the Travel Expense Statement. The meal will be subject to the per diem rate.

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32. I AM SHARING A ROOM WITH ANOTHER GUEST. HOW CAN I BE REIMBURSED FOR LODGING?
Preferably, the establishment will list the room in the name of both guests. However, when the invoice or confirmation is listed in the name of one guest, attach a brief memo to the Travel Expense Statement indicating the names of all occupants. The Travel Expense Statement must indicate that the room was shared. For reimbursement purposes, divide the expenditure equally amongst all parties.

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10 Procedures for Faculty, Staff, Athletic Staff and Students

1. HOW TO REQUEST A TRAVEL AUTHORIZATION
Contact your business manager or designated department representative for mandatory travel pre-authorization.

2. HOW TO OBTAIN A TRAVEL ADVANCE
Employees of the university may only receive a travel advance if they are denied a Corporate American Express Travel Card after submitting an application for credit. The Corporate
American Express Travel Card application is available online at the Office of Business Services. The following travel advance procedure applies to students, coaching staff and employees who are not eligible for the Corporate American Express Travel Card.

1) Complete the Travel Advance or Project Advance form and include the voucher number in the Travel Authorization/Voucher Number field. Fund 20 advances require signature approval from the Office of Research Financial Services, prior to submission to the Office of Disbursements.

2) Verify that the amount of the travel advance request is in compliance with the daily per diem rates authorized and/or published by the NCAA (athletic teams only).

3) Attach a copy of the denial letter from American Express (university employees only).

4) Obtain the appropriate approval signature from a Dean, Education Chair, Vice President, College Administrative Officer or other designee as appropriate.

5) Submit the Travel Advance or Project Advance form to the Office of Disbursements (Sparks Hall, 400-A) at least 5 business days in advance of travel.

6) Travel advance funds will be deposited directly into the designated payroll account for employees and athletic staff.

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3. **HOW TO APPLY FOR A CORPORATE AMERICAN EXPRESS TRAVEL CARD**

The purpose of a travel advance is to minimize the financial burden on travelers working on behalf of the university. Faculty and staff requesting a travel advance must first apply for the Corporate American Express Travel Card and return the completed application to the Office of Business Services – Purchasing Office.

4. **HOW TO OBTAIN REIMBURSEMENT OF TRAVEL EXPENDITURES (NO TRAVEL ADVANCE INCLUDED)**

1) Complete the Travel Expense Statement immediately upon return from the trip. Attach all applicable receipts and a MapQuest printout to substantiate mileage. Record the preauthorization/voucher number directly on the Travel Expense Statement.

2) Forward the Travel Expense Statement and receipts to a business manager or designated representative for approval.

3) Department representative or business managers must forward the Travel Expense Statement and attached receipts to the Office of Disbursements (Sparks Hall, 400-A). Payments are usually generated within 5 business days of receipt of the documentation by the Office of Disbursements. However, travel expense reimbursements may take 5-10 business days for payment processing.

5. **HOW TO OBTAIN REIMBURSEMENT OF TRAVEL EXPENDITURES (TRAVEL ADVANCE INCLUDED)**

1) Complete the Travel Expense Statement immediately upon return from the trip. Attach all applicable receipts and MapQuest printout to substantiate mileage, if applicable. Record the pre-authorization/voucher number directly on the Travel Expense Statement.

2) Prepare a Deposit Remittance/Closing Advance form and deposit any unused funds with the university cashier (Sparks Hall, 1st Floor) within 14 days of completing the trip.

3) Attach the deposit receipt to the Travel Expense Statement.
4) Forward the Travel Expense Statement and receipts to a business manager or
designated representative for approval.
5) Department representatives or business managers must forward the Travel Expense
Statement and receipts to the Office of Disbursements (Sparks Hall, 400-A)
Payments are usually generated within 5 business days of receipt of the documentation by the
Office of Disbursements. However, travel expense reimbursements may take 5-10 business
days for payment processing.

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A student who fails to settle a travel advance within 30 days of returning from a trip will have a
hold placed on the student’s account. Any net reimbursement due to an employee/coach will be
deposited directly into the employee/coach’s designated bank for payroll payments. After official
notification, Payroll will deduct the amount advanced from the pay check of any employee/coach
who does not settle a travel advance in a timely manner.

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**11 Procedures for Business Managers and
Other Designated Representatives**

1. **HOW TO PREPAY TRAVEL EXPENDITURES**

When possible, department business managers or designated representative may arrange for
prepayment and direct billing of airfare and lodging on behalf of the traveler.

**HOTEL/LODGING**

1) Travelers should contact the hotel, make lodging arrangements and request that a
confirmation be sent by fax or e-mail. The confirmation must include the name of the
traveler, dates of stay and amount due.
2) Using the confirmation, the business manager will create an express voucher in
Spectrum made payable to the hotel.
3) Use account code 640100 for employee travel and 650100 for student travel.
4) Note the name of the traveler in the comments section of the express voucher entry
panel.
5) Attach the reservation confirmation to the Payment Request form.
6) Forward the express voucher documentation to the Office of Disbursements. At least 10
days of advanced notice is required for payment processing and mailing.

**Note:**

Advance payment to hotels should not be recorded on the Travel Expense Statement, which
must be submitted upon completion of the travel engagement.

When paying for in-state lodging, Georgia State University (state agency) is exempt from
taxation. This exemption includes state, local and occupancy tax. When a traveler pays a
hotel/motel directly using their own funds, they should present the establishment with the
Hotel/Motel Excise Tax Exemption form. This form exempts the traveler from paying local
and/or

occupancy tax. However, the traveler will be responsible for paying the state tax. The traveler
may seek reimbursement for the state tax payment upon submitting the Travel Expense
Statement to the Office of Disbursements.

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**AIRFARE**

1) Contact AAA Travel at (404) 413-9696 or 1(800) 284-1222 to make arrangements for
travel by air.
2) Obtain a quote and make the reservation. AAA will only reserve seats for a limited time; therefore, business managers must create an express voucher and provide AAA with the express voucher number.
3) When creating an express voucher in Spectrum, make it payable to AAA for the amount of the airfare and the service fee. Indicate the name of the traveler in the comments section of the express voucher entry panel in Spectrum. Express voucher documentation should be sent to the Office of Disbursements, but kept on file with the department.
4) AAA will charge airfare expenses to the university travel P-Card. Disbursements will prepare a journal entry to record the expense against the department’s budget.
5) Departments must provide AAA with the express voucher number generated in Spectrum. AAA will confirm the purchase.

Notes:
Airfare may also be purchased directly from a carrier. Submit a Travel Expense Statement for reimbursement.
Travelers should use the Travel Expense Statement to request reimbursement of airfare paid out of pocket. For reimbursement requested in advance of the travel, indicate “Partial Reimbursement” on the bottom of the Travel Expense Statement. Attach the airfare receipt showing the amount paid and method of payment.

2. HOW TO SUBMIT A TRAVEL AUTHORIZATION FOR FACULTY, STAFF, ATHLETIC STAFF AND STUDENTS
1) Obtain a valid pre-authorization form from the budgetary authority.
2) Enter a voucher or authorization for the estimated travel expense.
Travelers may obtain advance payment of certain travel expenditures. If the traveler chooses to prepay their airfare, lodging or registration fees, request payment no less than 10 days prior to the engagement to allow time for check processing, mailing and/or arrangements for check distribution (pick-up). Refer to the Check Hold Policy. Check pick-up must be authorized in advance of submission of the payment request.

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3. HOW TO SUBMIT A TRAVEL STATEMENT FOR FACULTY, STAFF, ATHLETIC STAFF AND STUDENTS
1) Obtain a completed Travel Expense Statement from the traveler for approval.
2) Confirm that the voucher number on the Travel Expense Statement matches the voucher number on the pre-authorization record in Spectrum.
3) Forward the Travel Expense Statement and all supporting documentation to the Office of Disbursements (Sparks Hall, 400-A) for payment processing.
Payments are usually generated within 5 business days of receipt of the documentation by the Office of Disbursements. However, travel expense reimbursements may take 5-10 business days for payment processing.
4. HOW TO MANAGE UNPAID VOUCHERS IN SPECTRUM
Query reports are available through the inquiry panels of Spectrum and easily converted to Excel spreadsheets for easier formatting and manipulation of data.
To run a query for unpaid vouchers:
1) Log-in to Spectrum.
2) From the Go menu, select People Tools > Query.
3) From the File menu, select Open.
4) In the Query window, key the search criteria to locate an existing query.
Real-time listings of all vouchers against your department budget are listed under the following
queries. Type your department number when prompted.
   - Acct_Pay_Vouchers_Outstanding
   - Sug_Voucher_Aging_Report_All
   - Voucher_Travel_Aging_Report

5. HOW TO MANAGE PURCHASE ORDERS FOR TRAVEL IN SPECTRUM
Query reports are available through the inquiry panels of Spectrum and easily converted to
Excel spreadsheets for easier formatting and manipulation of data.
To run a query for unpaid vouchers:
1) Log-in to Spectrum.
2) From the Go menu, select People Tools > Query.

Last Update: July 2, 2008 Page 41 of 42
3) From the File menu, select Open.
4) In the Query window, key the search criteria to locate an existing query.
Use the following queries to view remaining balances and purchase order details. Type your
purchase order number when prompted.
   - Encumb_By_Po (View general payment activity associated with the purchase order)
   - Po_Bal_Inquiry (View specific activity associated with the purchase order)
   - Po_Payment_Detail (View details associated with the purchase order)
For help beyond the purchase order queries, contact the following:
   - Debbie Housworth or Frankie Dumas - to close or adjust purchase orders.
   - Trennye Blackburn – for employee/student invoice related questions.
   - Alvena Jefferson – for consulting or independent contractor invoice questions.

6. HOW TO PAY REGISTRATION FEES TO ATTEND CONFERENCES, WORKSHOPS
AND SEMINARS
Registration fees are paid to attend conferences, workshops and seminars. Charges for
registration fees can be paid in advance or reimbursed upon completion of the trip. The
registration payment account code is 727101 (registration fees).
ADVANCE PAYMENT TO AN ORGANIZATION OR INSTITUTION
1) A business manager or authorized representative must create an express voucher in
Spectrum, made payable to the conference. Indicate the conference attendee’s name in
the comments section of the express voucher.
2) Complete a Payment Request form made payable to the conference. The form should
include the vendor’s name, address, speed type, account code, amount and signature of
an authorized approver from the budget unit.
3) Attach the completed conference registration form to the Payment Request form. The
department must also provide a remittance copy to be mailed directly to the conference.
4) Forward the required payment forms to the Office of Disbursements (Sparks Hall, 400-A)
for payment processing. Allow 7-10 days for payment processing prior to the date of the
conference.

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REIMBURSEMENT OF REGISTRATION EXPENSE TO AN INDIVIDUAL
1) A business manager or authorized representative must create an express voucher in Spectrum, made payable to the individual.
2) Complete a Payment Request form made payable to the individual. The form should include the individual’s name, address, speed type, account code, amount, signature from payee and signature from an authorized approver of the budget unit.
3) Attach proof of the conference registration payment to the Payment Request form. Acceptable forms of proof include a credit card statement, cancelled check or receipt. A receipt should clearly indicate that the conference was “Paid”.
4) Forward the required payment forms to the Office of Disbursements (Sparks Hall, 400-A) for payment processing. Allow 7-10 days for payment processing prior to the date of the conference.
APPENDIX E1a: Leadership Program Completers
Comparison of performance (standardized test scores) with students in peer programs at other universities.

The chart below represents Program Completer test information from years 2008 – 2009 and 2009 – 2010, based on results from the Educational Leadership Assessment portion of the Georgia Assessments for the Certification of Educators (GACE). In order to receive leadership certification program completers were required to pass both leadership assessments.

The Educational Leadership Assessment is designed to assess knowledge and skills needed by educational leaders in Georgia public schools. The assessment is composed of two tests; each test consists of selected-response questions and constructed-response assignments.

The charts below provide comparison information between Georgia State University’s leadership program completers and leadership program completers at other state leadership preparation programs.

### 2008 – 2009 Test Results
Test 1 – Focus: Facilitation of Change, Shared Educational Vision, School Culture, and Effective Instruction

<table>
<thead>
<tr>
<th>ENTITY</th>
<th>PERCENT PASSAGE</th>
<th>MEAN SCALED SCORE</th>
<th>NUMBER TESTED</th>
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<tr>
<td>Georgia State University</td>
<td>100%</td>
<td>252</td>
<td>23</td>
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<tr>
<td>Statewide Preparation Program Results</td>
<td>96%</td>
<td>246</td>
<td>202</td>
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### 2008 – 2009 Test Results
Test 2 – Focus: Organization, Operations & Resources, Stakeholders & Ethical/Legal Leadership

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<th>NUMBER TESTED</th>
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</thead>
<tbody>
<tr>
<td>Georgia State University</td>
<td>100%</td>
<td>247</td>
<td>23</td>
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<tr>
<td>Statewide Preparation Program</td>
<td></td>
<td></td>
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</table>
### 2009 – 2010 Test Results

**Test 1** – Focus: Facilitation of Change, Shared Educational Vision, School Culture, and Effective Instruction

<table>
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<tr>
<th>ENTITY</th>
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<tbody>
<tr>
<td>Georgia State University</td>
<td>100%</td>
<td>253</td>
<td>32</td>
</tr>
<tr>
<td>Statewide Preparation Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td>98%</td>
<td>248</td>
<td>408</td>
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</table>

### 2009 – 2010 Test Results

**Test 2** – Focus: Organization, Operations & Resources, Stakeholders & Ethical/Legal Leadership

<table>
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<th>NUMBER TESTED</th>
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</thead>
<tbody>
<tr>
<td>Georgia State University</td>
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<td>247</td>
<td>32</td>
</tr>
<tr>
<td>Statewide Preparation Program</td>
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<td></td>
</tr>
<tr>
<td>Results</td>
<td>99%</td>
<td>248</td>
<td>417</td>
</tr>
</tbody>
</table>
APPENDIX E1b: Job Placements of EPS Graduates, FY 2009-2011*

Institutional Effectiveness Specialist, Technical College System of Georgia
Science Teacher, Temima High School, Atlanta, GA
Assistant Professor, University of Georgia
Principal, Cross Keys High School
Director of Post-Doctoral Affairs, University of North Carolina, Chapel Hill
Instructor, Georgia State University
Research Associate, Pacific Research and Evaluation
Research Associate, Atlanta Public Schools
Project Director, Educational Opportunity Office, Georgia State University
Director of Institutional Research, Gordon College, Gainesville, GA
Assistant Professor, Salem State College, School of Social Work, Salem MA
Academic Professional, Undergraduate Studies, Georgia State University
Dean of Academic Affairs, DeVry University
Director of Assessment, College of Pharmacy at the University of Georgia
Assistant Commissioner, Technical Education, Technical College System of Georgia
Assistant Vice Chancellor for Academic Programs, University System of Georgia
Assistant Principal, Russell Elementary School, Cobb County
Assistant Principal, Woodward Academy
Administrative Manager, Department of Physics, Georgia Tech
Research Scientist, Emory University
Assistant Professor, Clayton State University
High School Teacher, Henry County Schools
Vice President for Enrollment Management, Georgia Southwestern State University
Assistant Dean of Students, Georgia Southwestern State University
Assistant Dean of Students & Director of Student Activities, Reinhardt University, Waleska, GA
Vice President of Economic Development, North Metro Technical College
Research Scientist and Lead Evaluator, CEISMC, Georgia Tech
Elementary School Principal, Wauka Mountain Elementary School, Gainesville, GA
Principal, Chestnut Mountain Elementary, Flowery Branch, GA
Assistant Superintendent, Curriculum and Instruction, Barrow County Schools
Assistant Principal, Pinney Grove Middle School, Cumming, GA
Lecturer, Queens College, City of New York
Assistant Superintendent, Dalton County Schools
Emory University, Research Specialist
School Improvement Specialist, Georgia Department of Education, Atlanta, GA
Principal, North Forsyth High School, Forsyth County Schools, Cumming, GA
Science Teacher, Hall County GA
Principal, St. Martins Episcopal School
Director of Educator Evaluation Systems, Governor's Office of Student Achievement

* Job placements of EPS masters and specialist graduates are not tracked since most already have employment sites. However, a small number are admitted into doctoral programs. Past graduates have attended GSU, the University of Georgia, and University of North Carolina, Chapel Hill.
APR F1: COE Policy in Graduate Faculty

Georgia State University
College of Education

Policy on Graduate Faculty Membership (DRAFT 04-19-10)

These guidelines describe the professional activities, criteria, and procedures for the appointment of Graduate Faculty in the Georgia State University College of Education.

The Committee on Research and Scholarship, with the advice of the Dean of the College of Education, establishes standards for membership in the Graduate Faculty, monitors their implementation, and retains responsibility for appointments to the Graduate Faculty.

Receipt of the doctoral degree represents the minimum qualification for appointment to the Graduate Faculty.

Graduate Faculty members appointed to departments offering programs leading to graduate degrees (a) meet the highest standards of their discipline in research and scholarship; and (b) meet the highest standards of their discipline for graduate education.

There are two categories of membership of the Graduate Faculty: Full Members and Associate Members. All members of the Graduate Faculty will be affiliated with an academic department in the College of Education. Consistent with University policy, membership in the Graduate Faculty will be renewed at most every five years.

Full Members

Full Members of the Graduate Faculty are tenured or tenure-track Assistant, Associate, Full, Regents, or Endowed faculty members at Georgia State University.

Nomination Procedures for Full Members

Initial appointment is automatically conferred upon the hiring of new tenured and tenure-track faculty members who meet the minimum qualification. Membership is automatically renewed for a five-year term upon the granting of tenure or promotion to Associate Professor or Professor.

Nomination for reappointment will include a letter of support from the Chair of the academic department, confirmation of approval of the Full Members of the Graduate Faculty in the department, and a completed Graduate Faculty Status Nomination Form. At a minimum, the department’s Chair and Full Members of the Graduate Faculty must review the candidate’s Curriculum Vitae and Student Evaluations of Instruction. Re-appointment is by approval of the Committee on Research and Scholarship.
Tenured faculty members awarded *Emerita/Emeritus* status serve as Full Members of the Graduate Faculty until their current term expires. They may be reappointed thereafter, subject to nomination by the home department to the Committee on Research and Scholarship.

Full Members of the Graduate Faculty who terminate their employment at Georgia State University under honorable circumstances (and who do not have *Emerita/Emeritus* status) may extend their appointment to the Graduate Faculty for up to 12 months following their termination.

**Criteria for Full Graduate Faculty Membership**

Full Graduate Faculty status is determined based on both quantitative and qualitative analysis of activities characteristic of a research university. These activities are characterized by:

- Research and scholarship that is of high quality as exhibited by:
  - a) publications such as peer-reviewed journal articles, books, and book chapters,
  - b) presentations at international, national, and regional conferences and meetings,
  - c) service as editor, associate editor, editorial board member and/or reviewer for high quality publications such as peer-reviewed journals, monographs, book series, and conference proceedings,
  - d) scholarly service to the field at the national/international level (e.g., external reviewer for tenure, service on a national research or scholarly committee, etc.)

- Graduate-level teaching and graduate student mentorship that are of high quality as exhibited by:
  - a) peer and/or student reports and recognition of teaching and/or mentorship through awards,
  - b) presentations and publications with student coauthors,
  - c) chairing and serving on doctoral committees and specialist and masters theses/projects.

**Associate Members**

Associate Members of the Graduate Faculty are research-active clinical faculty or research scientists at Georgia State University, including Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor, Research Scientist, and Senior Research Scientist. Faculty in other ranks with appropriate terminal degree qualifications, expertise, and experience may be nominated for Associate Membership in the Graduate Faculty.

**Nomination Procedures for Associate Members**

Nomination for appointment to Associate Member of the Graduate Faculty is made by the Chair of the academic department, on the recommendation of the Full Members of the Graduate Faculty in the department. Each nomination will include a letter of support from the Chair of the academic department, confirmation of approval of the Full Members of the Graduate Faculty in the department, and a completed Graduate Faculty Status Nomination Form. At a minimum, the department’s Chair and Full Members of the Graduate Faculty must review the candidate’s Curriculum Vitae and Student Evaluations of Instruction. Appointment is by approval of the Committee on Research and Scholarship. The term of appointment is five years and is renewable.
upon re-nomination by the Chair of the academic department after appropriate review by Full Members of the Graduate Faculty in the department and subsequent review and approval by the Committee on Research and Scholarship. The appointment is terminated upon resignation or retirement.

**Criteria for Associate Graduate Faculty Membership**

Associate Graduate Faculty status is determined based on a holistic analysis of activities characteristic of a research university. These activities are characterized by:

- Research and scholarship that is of high quality as exhibited by a) publications such as peer-reviewed journal articles, books, and book chapters; b) presentations at international, national, and regional conferences and meetings; c) service as editor, associate editor, editorial board member and/or reviewer for high quality publications such as peer-reviewed journals, monograph and book series, and conference proceedings; and/or d) scholarly service to the field at the national/international level (e.g., external reviewer for tenure, service on a national research or scholarly committee, etc.)

- Graduate-level teaching and graduate student mentorship that are of high quality as exhibited by a) peer and/or student reports and recognition for teaching and/or mentorship through awards; b) presentations and publications with student coauthors; and c) mentoring and/or advising graduate students through projects and program requirements.

*[The Nomination to the Graduate Faculty Form is available here.]*

**Privileges and Responsibilities of Membership by Category**

**Full Members**

Full Members of the Graduate Faculty are eligible to teach 9000-level courses and other graduate courses; serve on program graduate committees; direct and chair master's theses and examining committees; direct doctoral dissertation research and scholarship; participate in and chair doctoral dissertation examining committees; and vote to determine Graduate Faculty Membership. The maximum number of dissertation committees that can be chaired by Graduate Faculty member is set by the “Workload Policy for Full-time Faculty” (College of Education, Georgia State University, 2008, p. 6). Full members of the Graduate Faculty are eligible to direct Ed.D. projects and chair Ed.D. program and examining committees.

**Associate Members**

Associate Members of the Graduate Faculty are eligible to serve on graduate program committees; direct and chair master's theses and examining committees; serve as a member of dissertation and examining committees, and co-direct doctoral dissertation and examining committees with a Full Member of the Graduate Faculty, but not be sole chair of doctoral
dissertation or examining committees. Associate members of the Graduate Faculty are eligible to
direct Ed.D. projects and chair Ed.D. program and examining committees.

Termination Policies

A Graduate Faculty member may resign from the Graduate Faculty voluntarily by submitting a
letter of resignation to the Committee on Research and Scholarship and Dean of the College of
Education.

An academic unit may request the Committee on Research and Scholarship to have a member
removed from the Graduate Faculty if the member has been grossly neglectful of or grossly
inefficient in the performance of responsibilities as a member of the Graduate Faculty. The
written request for removal must be made by the respective department Chair to the Committee
on Research and Scholarship and must state reasons for the requested termination. The faculty
member under consideration for removal may provide a written statement requesting continued
membership. The department’s request and the faculty statement, if submitted, will be
considered by the Committee on Research and Scholarship, which shall make a recommendation
to the Dean of the College of Education. The Dean shall make the decision on removal, which
may be appealed to the Provost and Vice President for Academic Affairs.

Resolving Conflicts with Past Practice:

1) Any extant Graduate Faculty appointments that do not meet these criteria will terminate by
end of the academic year 2016, five years from the date of implementation of this policy.
Reappointment to the appropriate category will follow the nomination procedure given above for
that category.

2) The cycle of nomination to the Graduate Faculty will, as much as possible, coincide with pre-
tenure, tenure, and post-tenure reviews. Promotion and tenure may result in automatic renewal
for Full Members, even if the 5-year term has not yet expired.

3) Consistent with the University policy on Graduate Faculty Membership, a “dissertation
committee may include one member who is not of the Graduate Faculty in order to accommodate
researchers and other professionals who may bring special expertise to the committee.”1
Members of the Graduate Faculty should be aware of this stipulation in University policy.

---

1 Georgia State University, “Graduate Faculty Membership,” 3, n2. Underline in original.
# APPENDIX F2: List of Graduate Faculty in EPS

## Spg ’09 Educational Policy Studies

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deron Boyles, Ph.D.</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Phil Gagne, Ph.D.</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Carlos McCray, Ed.D.</td>
<td></td>
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</tr>
<tr>
<td>Donna Breault, Ph.D.</td>
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<tr>
<td>Sheryl Gowen, Ph.D.</td>
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<tr>
<td>Chris Oshima, Ph.D.</td>
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</tr>
<tr>
<td>William Curlette, Ph.D.</td>
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<tr>
<td>Philo Hutcheson, Ph.D.</td>
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<tr>
<td>Hayward Richardson, Ed.D. (prov)</td>
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<tr>
<td>Jennifer Esposito, Ph.D.</td>
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<tr>
<td>Jodi Kaufmann, Ph.D.</td>
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</tr>
<tr>
<td>Susan Talburt, Ph.D.</td>
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<td>10</td>
</tr>
<tr>
<td>Janice Fournillier, Ph.D. (prov)</td>
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<tr>
<td>Joyce King, Ph.D.</td>
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<tr>
<td>Eric Freeman, Ph.D.</td>
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<tr>
<td>Richard Lakes, Ph.D.</td>
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## Spg ’10 Educational Policy Studies

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<td>15</td>
</tr>
<tr>
<td>Raymond Hart, Ph.D. (prov)</td>
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<td>14</td>
</tr>
<tr>
<td>Carlos McCray, Ed.D.</td>
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<tr>
<td>Donna Breault, Ph.D.</td>
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<tr>
<td>Sheryl Gowen, Ph.D.</td>
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<tr>
<td>Chris Oshima, Ph.D.</td>
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<tr>
<td>William Curlette, Ph.D.</td>
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<td>Philo Hutcheson, Ph.D.</td>
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<tr>
<td>Hayward Richardson, Ed.D. (prov)</td>
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<td>Jodi Kaufmann, Ph.D.</td>
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<td>Susan Talburt, Ph.D.</td>
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<td>Janice Fournillier, Ph.D.</td>
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<tr>
<td>Joyce King, Ph.D.</td>
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<tr>
<td>Bryan Williams, Ph.D.</td>
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<td>Phil Gagne, Ph.D.</td>
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<tr>
<td>Philo Hutcheson, Ph.D.</td>
<td></td>
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<tr>
<td>Bryan Williams, Ph.D.</td>
<td></td>
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<tr>
<td>William Curlette, Ph.D.</td>
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<tr>
<td>Jodi Kaufmann, Ph.D.</td>
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<tr>
<td>Jennifer Esposito, Ph.D.</td>
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<td>Chris Oshima, Ph.D.</td>
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<tr>
<td>Susan Talburt, Ph.D.</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
APPENDIX F3: Current CVs of Full-time Faculty
VITA
Jami R. Berry, Ph.D.
8281 Wood Street
Covington, Georgia 30014
(H) 678-625-2946   (C) 404-668-5106
Email: Jamiberry@me.com

EDUCATION

Doctorate of Education in Administration and Supervision (2007)  Georgia State University
Specialist of Education in Administration and Supervision (2001)
Master of Education in Administration and Supervision (1998)  Morehead State University
Bachelor of Music in Education (1992)

PROFESSIONAL EXPERIENCES

Georgia State University - Faculty, Graduate Assistant and Teaching Assistant
1999 to present
- Coordinated, supervised, and taught in educational leadership program
- Coordinated, supervised, and taught in teacher leadership program
- Served on departmental, college, and statewide committees
- Secured partnership agreements with local public and private schools
- Complied, and reported assessment data for SACS, NCATE, and the PSC
- Co-wrote leadership portion of Net-Q grant
- Named Outstanding Teaching Assistant 2007
- Named Outstanding Doctoral Student 2004

Henry County Board of Education 1995 to 2000
Ola Elementary School – School Administrator
- Assisted in opening a new elementary school
- Hired, supervised, and evaluated certified and non-certified staff members
- Coordinated scheduling, student support team, and discipline procedures
- Served as member of leadership team, Parent/Teacher Organization Board, and county reading committee

Oakland Elementary School - Music Instructor
- Served as chairperson of the school leadership team
- Established a school-wide awards and recognition program
- Named Teacher of the Year for the 1996 – 1997 school year
- Served as site coordinator for the United Way drive, Relay for Life, and Kids Helping Kids campaign
- Provided music instruction to 625 students on a weekly basis and coordinated assemblies and special programs
Clayton County Board of Education  1991 to 1993 and 1994 to 1995

*Fountain Elementary School and Mount Zion High School* - Music Instructor/Assistant Band Director
- Originated music curriculum for pre-kindergarten program
- Served as chairperson of Olympic committee
- Provided music instruction to 700 students on a weekly basis
- Instructed individual and small group lessons
- Assisted with marching band instruction
- Facilitated the coordination of trips

*Forest Park Middle School* - Music Instructor
- Instructed 6th through 8th grade students in exploratory music
- Coordinated recitals and programs
- Served as yearbook coordinator

*Smoky Mountain Mental Health*  1993 to 1994

*Smoky Mountain Day Treatment Program* – Educational Developmental Instructor
- Taught 6th through 10th grade students who were classified severely emotionally disturbed
- Coordinated elementary summer program
- Developed a music unit and taught social studies and science classes

**PROFESSIONAL ACTIVITIES**

**MEMBERSHIPS**
University Council for Educational Administration (UCEA)
Georgia Association of Educational Leaders (GAEL)
Georgia Educational Leadership Faculty Association (GELFA)
Georgia Association of Elementary School Principals (GAESP)

**HONORS AND AWARDS**
Named Outstanding Teaching Assistant 2007
Named Outstanding Doctoral Student 2004
Named Teacher of the Year for the 1996 – 1997 school year

**GRANT**
Co-wrote the educational leadership portion of the Net-Q grant for the College of Education, Georgia State University (2009).

**PUBLICATION**
PAPER PRESENTATIONS
National Conference Presentations—Refereed


SERVICE
Served as Georgia State University’s Representative to UCEA (University Council for Educational Administration) Plenum Committee (2010 - present)

Served as Ed.S., M.Ed. (Educational Leadership) and M.S. (Urban Teacher Leader) Coordinator (2008-present)
- Coordinated Unit Meetings
- Put semester schedules together
- Filled out various reports
- Answered questions via email and telephone from students and potential students

Recruited for DeKalb County PL-6 certification group (2010)
- Met with school system personnel
- Put together presentations
- Conducted recruiting sessions

Fulton and Cobb County PL-6 certification groups (2009)
- Met with school system personnel
- Put together presentations
- Conducted recruiting sessions

Recruited for Rockdale County PL-6 certification group (2008)
- Met with school system personnel
- Put together presentations
- Conducted recruiting sessions

Recruited for DeKalb County NL-5 certification cohort (2008)
- Met with school system personnel
- Put together presentations
- Conducted recruiting sessions

Recruited and Coordinated Two Rockdale County L-5 certification groups (2007-2008)
- Met with school system personnel
- Put together presentations
- Conducted recruiting sessions

Recruited and Coordinated Henry County L-5 certification group (2007)
- Met with school system personnel
- Put together presentations
- Conducted recruiting sessions

Served as President-Elect of Georgia Educational Leadership Faculty Association (GELFA), (2011)

Served as Program Reviewer for Professional Standards Commission (PSC) Informal Ed.S. Review, Mercer University, (September, 2009)

Served as Program Reviewer for Professional Standards Commission (PSC) Informal Ed.S. Review, Albany State University, (October, 2009)

Served as discussant and session chair at University Council for Educational Administration (UCEA) Annual Conference, Orlando, FL, (October, 2008)

Participated in England Study Abroad, (June 2008)
- Created recruitment video from the study abroad
- Met with colleagues to determine ways to revamp experience in future years

Assisted with Principal’s Center New Principal Celebration at the Carter Center, (2007-2008)

Served on the statewide steering committee and as Georgia State University’s faculty member on Georgia Educational Leadership Faculty Association (GELFA) (2008-present)

Reviewed proposals for American Association of Colleges for Teacher Education (AACTE) (2009-2011)


Secured MOUs (Memorandums of Understanding) with Griffin RESA (8 school systems), Paideia, Rockdale County, Fulton County, Cobb County, DeKalb County, NE Georgia RESA (13 school systems)

<table>
<thead>
<tr>
<th>VOLUNTEER AND RELATED EXPERIENCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Presbyterian Church’s Early Learning Center – Music Instructor</td>
<td>2006 to 2008</td>
</tr>
<tr>
<td>Scholastic Book Fairs – Warehouse Sale Volunteer</td>
<td>2003 to present</td>
</tr>
<tr>
<td>George Walton Academy – Room Mother and K4 Music Instructor</td>
<td>2005 to 2011</td>
</tr>
<tr>
<td>Daisy and Junior Girl Scout Troop 11, Monroe, Georgia – Troop Co-leader</td>
<td>2006 to present</td>
</tr>
<tr>
<td>Tara Winds Community Band - Personnel Director</td>
<td>1996 to 2000</td>
</tr>
</tbody>
</table>
PROFESSIONAL REFERENCES

Keith Batchelor, Principal (Retired), Henry County Schools
Keithb25@bellsouth.net
678-410-0926 (Cell), 770-957-6018 (Home)
1580 Lake Dow Road
McDonough, Georgia 30252

Randy Dobbs, Ed.D., Associate Professor, Georgia State University
404-413-8275 (Work), 404-406-3063 (Cell)
P.O. Box 3977
University Plaza
Atlanta, Georgia 30303

Sheryl Gowen, Ph.D., Associate Professor, Department Chairperson, Georgia State University
epssag@langate.gsu.edu
404-413-8031 (Work)
P.O. Box 3977
University Plaza
Atlanta, Georgia 30303

Deana Graham, Director, First Presbyterian Church’s Early Learning Center
Graham.deana@gmail.com
678-231-6369 (Cell), 678-342-3663 (Home)
1169 Clark Street
Covington, Georgia 30014

David Gregory, Ph.D., Associate Professor, Reinhardt College
Assistant to the Superintendent (Retired), Clayton County Schools
MDG@reinhardt.edu
770-720-9207 (Work), 770-632-1626 (Home)
113 Ashton Park
Peachtree City, Georgia 30269

Al Orendorff, Custodial Supervisor, Henry County Schools
Principal (Retired), Henry County Schools
aorendorff@henry.k12.ga.us
678-776-5905 (Work), 770-957-8126 (Home)
3043 Norwell Court
Locust Grove, Georgia 30248

Hayward Richardson, Ed.D., Assistant Professor, Georgia State University
hrichardson@gsu.edu
404-413-8261 (Work)
P.O. Box 3977
University Plaza
Atlanta, Georgia 30303

Werner Rogers, Ed.D., Visiting Professor, Georgia State University
Former State Superintendent of Schools
rogersw@gsu.edu
404-413-8296 (Work), 404-375-1438 (Cell)
P.O. Box 3977
University Plaza
Atlanta, Georgia 30303
Curriculum Vitae
DERON BOYLES

SCHOOLING

Ph.D. Vanderbilt University, May 1991
Dissertation: “Progressivism and Neo-Conservatism in Education: Implications for Democratic Participation”

M.Ed. Peabody College, Vanderbilt University, August 1989


AREAS OF SPECIALIZATION

Philosophy of Education
Commercialism/School-Business Partnerships
Epistemology
Critical Theory

ACADEMIC EXPERIENCE

2006-present Professor, Department of Educational Policy Studies, Georgia State University

1998-2006 Associate Professor, Department of Educational Policy Studies, Georgia State University

1993-1998 Assistant Professor, Department of Educational Policy Studies, Georgia State University

1992-1993 Assistant Professor, Department of Foundations of Education, Georgia State University

1991-1992 Visiting Assistant Professor; Research Associate, Center for Education and Cultural Studies, Miami University (OH)

1990-1991 Graduate Scholar in Residence, Vanderbilt University

COURSES TAUGHT

Philosophy of Education
Epistemology and Learning
Methods of Inquiry
Intro to Educational Issues
Critical Pedagogy
Philosophical Analysis and Method
Curriculum Foundations for the Educational Leader
Social and Cultural Foundations of Education
Seminar: Corporations and Schools
Seminar: John Dewey
Investigating Critical and Contemporary Issues
BOOKS/CHAPTERS/MONOGRAPHS


Deron Boyles, ed., The Corporate Assault on Youth: Commercialism, Exploitation, and the End of Innocence (New York: Peter Lang, 2008).


**REFEREED ARTICLES**


Deron R. Boyles, “Against the Status Quo: Educational Policy and the Three ‘Ps’ (Positivism,


**BOOK REVIEWS/EDITORIALS**


DICTIONARY/ENCYCLOPEDIA ENTRIES


GRANTS


REFEREED PAPERS


Alison Happel and Deron Boyles, “Structural Adjustments: Queering Privatization, Framing Disaster,” accepted for presentation at the Southeastern Women’s Studies Association, Atlanta, GA, March 24-26, 2011.


Deron Boyles, “Dewey and Ecology: Historical and Contemporary Debates over Dewey’s Naturalism and Realism,” presented to the Democratic Education in the Spirit of John


Deron Boyles, “Extending Lorraine Code to U.S. Schooling: Epistemology as Pedagogical


Deron Boyles, “Imagining Opportunities for Engagement: Epistemic Community Development,” paper presented to the American Educational Research Association, San
Francisco, California, April 7-12, 2006.


Deron Boyles, “‘9/11’: On Film, Interpretation, and Humanity,” presented to the Ohio Valley Philosophy of Education Society, Dayton, Ohio, September 27, 2002.


Deron R. Boyles, “Whither Vocational Education?: Reform It! Radicalize It! Scrap It!,” paper presented to the American Educational Studies Association, Montreal, Quebec, Canada, November 6-10, 1996.


Deron Robert Boyles, “Considering Hermeneutics and Education,” paper presented to the American


INVITED ADDRESSES


Deron Boyles, “Historical and Philosophical Purposes of Education/Schooling/Training: Propositional Knowing or Non-Propositional Knowing in American Schools?” Education’s Leadership Georgia Conference, Georgia Department of Education, Helen, Georgia, December 9, 1996.


Deron R. Boyles, “Corporate Takeovers of American Schools,” American Association of University Women, Cobb County Chapter, Marietta, Georgia, January 12, 1996.

INVITED ARTICLES/RESPONSES/FORWARDS


Deron Boyles, “Exploiting Business by way of Object Lessons,” a response to Alex Molnar’s presidential address, Division B of the American Educational Research Association, San Francisco, California, April 7-12, 2006.


Deron Boyles, “Introduction,” *The Sophist’s Bane* 1, no. 1 (Fall, 2002), x.


**INVITED TALKS**


Deron Boyles, “John Dewey and Experience,” guest lecture in Dr. Philo Hutcheson’s “History of American Education,” Georgia State University, February 27, 2008.


Deron Boyles, “Neoclassical Economics,” guest lecture in Dr. Doug Davis’ “Economics of Education” seminar, Georgia State University, March 22, 2006.

Deron Boyles, “John Dewey,” guest lecture in Dr. Philo Hutcheson’s “History of American Education” course, Georgia State University, March 15, 2006.


Deron Boyles, “How Can We Understand ‘Experience?’” seminar for parents, Chrysalis Experiential Academy, Roswell, Georgia, September 18, 2005.


Deron Boyles, “Experience and Experiment: Differences and Similarities for Progressive Teaching and Learning,” seminar for new and continuing teachers, Chrysalis Experiential

Deron Boyles, “Experiential Education: Doing Dewey,” interactive seminar with parents,
teachers, and leaders at the Chrysalis Experiential Academy, Roswell, Georgia, November 18, 2003.


Deron Boyles, “John Dewey’s *Experience and Education*: Considering Educative Experiences, Learning by Doing, and Habits of Mind in Deweyan Ways,” symposium at the Chrysalis Experiential Academy, Roswell, Georgia, August 5, 6, and 7, 2003.


Deron Boyles, “Philosophical Analysis and Method,” a guest lecture for Dr. Ben Baez and Dr. Philo Hutcheson’s EPS 9820: Methods of Educational Inquiry, Georgia State University, April 22, 2001, February 12, 2002, and February 18, 2003.


Deron Boyles, “School-Business Partnerships and Music Educators,” guest lecture in Dr. David Myers’ seminar, Georgia State University, School of Music, November 12, 1998.


**INVITED INSTITUTE**


**DISSERTATIONS DIRECTED**


Judy Block, “Benefits or Harms of No Child Left Behind,” Summer, 2006.


**THESES DIRECTED**


**COMMITTEE MEMBERSHIPS**


Svetoslava Dimova, “Foreign Language Instruction at the Secondary Level: Aiming to Develop Lifelong Learning Habits through Content Area Learning,” Spring, 2011


Susan Ferrell, “Desegregation in the South,” in progress.


RuAnn Keith, “Constructing Professionalism: Reifying the Historical Inevitability of Commercialization in Mass Media Communication,” Spring, 2009 (Department of Communications).

Leslee Gray, “Multiple Selves, Fractured (Un)Learnings: The Pedagogical Significance of Drag Kings’ Narratives,” Fall 2009

Sabrina May, “The Visibility of Deweyan Inquiry in an International Baccalaureate Elementary School,” Fall 2009


Mary McPherson, “Organizing Women: Women’s Clubs and Education in Georgia, 1890-1920,” Fall, 2009

Barry Shildnek, “Female Students and Achievement in Secondary School Mathematics,” Fall 2009


Darin Harris, “Polishing Cornerstones: Tift College, Georgia Baptists’ Separate College for Women,” Spring, 2008


Yuehong Chen Foley, “Cross Generational Personality Variables and Stress Coping Resources among Mainland Chinese,” Spring, 2005

EXTERNAL PROMOTION AND TENURE REVIEWS

Dr. Aaron Schutz, University of Wisconsin, Milwaukee, 2010
Dr. JoVictoria Goodman, Penn State University, Harrisburg, 2010
Dr. Julie H. Carter, St. John’s University, 2010
Dr. Youngjoo Kim, Oakland University, 2010
Dr. Lisa Scott, City University of New York, 2008
Dr. Kathy Hytten, Southern Illinois University, 2008
Dr. Andrew McKnight, University of Alabama-Birmingham, 2008
Dr. Matthew Davis, University of Missouri-St.Louis, 2007
Dr. Linda O’Neill, Northern Illinois University, 2006
Dr. Jaylyne Hutchinson, Ohio University, 2004

EXTERNAL DISSERTATION COMMITTEES

EXTERNAL GRANT REVIEWS
Social Sciences and Humanities Research Council of Canada, 2009

MEMBERSHIPS
Philosophy of Education Society, 1992-present
Site Coordinator/Hospitality Chair, 2006-2007
Program Committee, 2004
Fellow, 1997-present
The John Dewey Society
President, 2011-2013
Fellow, 2004
Reviewer, Education and Culture, 2005-2007
AERA Reviewer Committee, 2009-present
American Educational Research Association, 1992-present
Secretary-Treasurer, Philosophical Studies SIG, 2000-2010
Member, Division F: History and Historiography
Proposal Reviewer, Division B, 2001
Philosophy SIG, 1993-present
Dewey Studies SIG, 2010-present
Biography SIG, 1998-1999, 2002-present
American Educational Studies Association, 1991-present
Past President, 2010-2011
President, 2009-2010
President-Elect, 2008-2009
Vice-President, 2007-2008
Treasurer, 2001-2007
Managing Editor, Educational Studies, 2005-2007
Executive Committee Member, 1996-1999
R. Freeman Butts Lecture Committee, 1994-1995
Proposal Reviewer, 1994, 1997
Ohio Valley Philosophy of Education Society, 1989-present
President, 1998-1999
President Elect, 1997-1998
Nominating Committee, 1999-2002

Southeast Philosophy of Education Society, 1989-present
President, 1996-1997
President-Elect, 1995-1996
Program Chair, 1994-1995
Acting Treasurer, 2000-2002

Curriculum and Pedagogy Conference, 2001-2006
Site Coordinator, 2001-2002
Reviewer, 2003

Society for the Advancement of American Philosophy, 2010-present
American Philosophical Association, 2000-2010
Southern History of Education Society, 1995-present
Professors of Curriculum, 2009-present
Phi Mu Alpha Sinfonia, 1984-present

**EDITORIAL REVIEW BOARDS**

*Educational Theory*, 2009-2014
*Academy for Educational Studies*, 2008-2010
*Classic Edition Sources: Education*, 2008
*Educational Policy*, 2005
*Philosophy of Education*, 2004-2005
*Curriculum and Pedagogy*, 2003
*History of Education Quarterly*, 2003

**AWARDS/HONORS**

Critics’ Choice Award from the American Educational Studies Association for *The Politics of Inquiry: Education Research and the “Culture of Science,”* 2010.
James and Helen Merritt Award for Distinguished Service to Philosophy of Education, 2010.
CHOICE Outstanding Academic Title for *The Politics of Inquiry: Education Research and the “Culture of Science,”* 2009.
Outstanding Faculty Teaching Award, College of Education, 2007-2008.
Bruce and Patty Wilson Oarsman Award for Leadership of Georgia State University Crew,
Atlanta Rowing Club, 2007.
Critics’ Choice Award from the American Educational Studies Association for American
College of Education Nominee for Regents Teaching Excellence Award, 1998
Nominee, Distinguished Honors Professor, 1996
1st Honors, Outstanding Research in the Humanities, Vanderbilt University, 1991
Shenandoah Distinguished Service Award, 1988
Shenandoah National Alumni Association Outstanding Graduate Award, 1988
Red Cross National Certificate of Merit for Saving Human Life, 1984

SERVICE
  Community
  President, Advisory Board, Chrysalis Experiential Academy, Roswell, GA, 2003-present
  Member, Advisory Board, Chrysalis Experiential Academy, Roswell, GA, 2001-2003
  Member, Board of Advisors, METSouth High School Charter, 2008-2010
  Board Member, Advisory Council, RECOVERY, Atlanta Public Schools, 1997-1998
  Atlanta Project, 1992-1994
  Hands on Atlanta, 1994-2007
  Help the Hooch, 1995-1996; 2000-2005
  Atlanta-Vanderbilt Club Volunteer, 1992-present

  University
  Chair, Senate Library Committee, 2007-2011
  Member, Senate Library Committee, 2005-2011
  Member, Senate Committee of Chairs, 2007-2011
  Member, Triennial Evaluation of the Dean of Students, 2008-2009
  Chair, Senate Budget Subcommittee on ADA and MRRF, 2008
  Member, Dean of Libraries Search Committee, 2007-2008
  Member, Triennial Evaluation of the Vice President for External Affairs, 2006-2007
  Member, Senate Library Institutional Repository Subcommittee, 2006-2007
  Member, Major Repairs and Renovation Funding Committee, 2006-2008; 2009-2011
  Member, Administrative Support Unit Review Committee, 2006-2007
  Chair, Senate Budget Subcommittee on Budget Priorities, 2005-2006
  Coach, Georgia State University Crew, 2006-present
  Assistant Coach, Georgia State University Crew, 2000-2004
  Faculty Advisor, Georgia State University Crew, 1992-present
  Member, Perspectives Courses Review Committee, 2005-2008
  Member, University Senate, 2004-present
  Member, Senate Budget Committee, 2004-present
  Member, Senate Budget Priorities Subcommittee, 2004-2007
  Member, Honors Director Search Committee, 2003
  Faculty Sponsor, The Secularist Club, 2002-present
  Volunteer, Summer INCEPT Faculty Panel Member, 1999-2004
  Member, Academic Group for the Strategic Plan, 1999-2000
Member, College of A&S Triennial Evaluation of the Honors Director Committee, 1997
Member, Honors Council, 1993-2005
Chair, Honors Paper Competition Scholarship Committee, 2004
Chair, Honors Professor of the Year Subcommittee, 1995
Member, Honors Professor of the Year Subcommittee, 1994, 1997, 2001
Member, Honors Council Scholarship Selection Committee, 1996
Member, Presidential Scholarship Selection Committee, 1994-2005

College
Chair, Committee on the Triennial Evaluation of the Dean, 2010
Chair, Committee on Research and Scholarship, 2007-present
Member, Ad Hoc Subcommittee on the Doctoral Core, 2009-2011
Member, Ad Hoc Field Experience Committee, 2009-2010
Member, Associate Dean for Research and Scholarship Search Committee, 2008-2009
Member, Dean’s Faculty Advisory Committee, 2007-present
Member, MSIT Mathematics Education Search Committee, 2006-2007; 2008-2009
Member, MSIT Science Education Search Committee, 2006-2007; 2007-2008
Member, Faculty Affairs Committee, 2005-2006
Member, Appeals Panel, 2005
Chair, State Area F Committee on Contemporary Issues in Education, 2005-2006
Member, Area F Committee, 2005
Member, Advisory Committee to the Dean on Research, 2005-2006
Member, Committee for the Cumulative Review of Tenured Faculty, 2004-2006
Co-Director, School and Society Freshman Learning Community, 2002
Chair, Dissertation Quality Review Committee, 2001-2003
Chair, Faculty Appeals Committee, 2001-2002
Chair, Promotion and Tenure Committee (ACFPT), 2000-2001
Member, Promotion and Tenure Committee (ACFPT), 1999-2000
Member, Counseling and Psychological Services Search Committee (School Counseling), 1997-1998; 1998-1999
Member, Counseling and Psychological Services Search Committee (School Psychology), 1997-1998
Member, International Education Committee, 1996-1997
Representative to Honors Program, 1994-2005
Member, Dissertation Quality Review Committee, 1994-2003
Chair, Professional Education Council Subcommittee--Honors Program, 1993-1994
Member, Academic Affairs Subcommittee--Doctoral Core, 1993-1994

Department
Member, EPS Business Manager II Search Committee, 2009
Member, Committee for the Formation of the Ed.D., 2008-2009
Member, ex officio, Committee on Research and Scholarship, 2007-present
Chair, Urban Education Policy Search Committee, 2006-2007
Chair, Ad Hoc Committee on Renovations, 2005-2008
Member, Academic Affairs Committee, 2006-2011
Member, Faculty Affairs Committee, ex officio, 2005-2006
Chair, Faculty Affairs Committee, 2004-2005
Member, Third-Year Review Committee, 2003-2005
Member, Leadership Search Committee, 2001-2002
Member, Student Affairs Committee, 1996-1998; 2001-2004
Member, APACE Committee, 1999-2000
Member, Dan Sweat Chair Exploratory Committee, 1999-2000
Member, Promotion, Tenure, and Graduate Faculty Committee, 1999-2010
Member, Leadership Search Committee, 1999-2000
Member, Leadership Self-Study Committee, 1998-1999
Chair, Academic Affairs Committee, 1997-1998
Member, Curriculum Search Committee, 1994-1996
Member, Advisory Committee, 1993-1995; 1997-2000
Member, Mission and Strategic Planning Committee, 1993-1994
Co-Chair, By-laws Committee, 1993

REFERENCES

Dissertation Committee
Jack Conrad Willers (Major Professor), Department of Educational Leadership,
Peabody College at Vanderbilt University, Emeritus; deceased
John Lachs, Centennial Professor of Philosophy, Department of Philosophy, Vanderbilt
University (615) 343-0321; (614) 343-7259 (fax); john.lachs@vanderbilt.edu
Kathleen Hoover-Dempsey, Department of Psychology and Human Development,
Peabody College at Vanderbilt University (615) 343-4962; (615) 343-9494 (fax);
Kathleen.v.hoover-dempsey@vanderbilt.edu
Otto Bassler, Department of Teaching and Learning, Peabody College at Vanderbilt
University, Emeritus; deceased
Henry A. Giroux, Global Television Network Chair, McMaster University
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Other References
Barbara S. Stengel, Department of Teaching and Learning, Peabody College at
Vanderbilt University (615) 343-6376; (615) 322-2291 (fax);
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Richard Quantz, Department of Educational Leadership, Miami University (OH)
(513) 529-6825; quantzra@muohio.edu
Alex Molnar, Department of Educational Leadership and Policy, Arizona State
University (480) 965-1886; (480) 965-0303 (fax); alex.molnar@asu.edu
Susan Talburt, Women’s Studies Institute, Georgia State University
(404) 463-0857; stalburt@gsu.edu
CONTACT INFORMATION
9785 Coleman Road
Roswell, GA 30075
404-413-8270 (office)
404-413-8033 (fax)
dboyles@gsu.edu (email)
ACADEMIC APPOINTMENTS AND EDUCATION

2011-Present
GEORGIA STATE UNIVERSITY
Educational Policy Studies
Assistant Professor of Educational Policy and Reform

Expertise and Research
- Critical Theory and Critical Race Theory
- Cultural Studies
- Educational Policy and Reform in Urban Contexts
- History Curriculum
- Educational Movements
- Schooling in US South and Global South

Urban South Grassroots Research Collective for Public Education
Director and Cofounder

Research Collective's Mission
- Initiative dedicated to defending public schools in the South through critical research and bottom-up organizing
- Produces and disseminates research on educational reform through leading scholars and grassroots partners focused on:
  - Government transparency, policy, and public education
  - Democratic curriculum, pedagogy, and assessment
  - Grassroots school improvement and community engagement
- Highlights the concerns and experiences of racially and economically dispossessed communities to counter educational privatization and reinvigorate public schools for all students

Distinguished Scholar-Activist Award
Recognition for Outstanding Scholarship and Community Activism,
Critical Educators for Social Justice
American Educational Research Association
2006-2011  
**EMORY UNIVERSITY**  
Division of Educational Studies  
Assistant Professor of Culture, Curriculum, and Urban Educational Policy

**Teaching Award**  
Recognition for Excellence in Teaching,  
Phi Beta Kappa Society of Emory University

2002-2006  
**UNIVERSITY OF WISCONSIN-MADISON**  
Department of Curriculum and Instruction  
Doctorate in Curriculum and Instruction

**Fellowship**  
Wisconsin-Spencer Research Fellow

**Dissertation Committee**  
Michael Apple, Gloria Ladson-Billings, Diana Hess, William Reese, and Simone Schieber

1998  
**UNIVERSITY OF WISCONSIN-MADISON**  
Department of Curriculum and Instruction  
Master of Science in Curriculum and Instruction

**Department of History**  
History Major Coursework

1993  
**LOYOLA UNIVERSITY-NEW ORLEANS**  
College of Arts and Sciences  
Bachelor of Arts in Sociology and Psychology

**Scholarship**  
Loyola University Merit Scholarship

**Academic Award**  
Department of Sociology *Dux Sociologicus Award*

---

**GRANTS AND FELLOWSHIPS**

2011-2012  
Open Society Institute  
*Transparency and Integrity* Grant Application (under review)

2009-2010  
**Summary: $91,500**

W. K. Kellogg Foundation  
*Healing America* Grant Co-Author ($90,000)
Emory University
Presidential Research and Travel Grant ($1,500)
2008-2009
Summary: $3,900

Emory University
Institute for Comparative and International Studies Travel Grant ($2,400)

Emory University
Presidential Research and Travel Grant ($1,500)
2007-2008
Summary: $30,000

Emory University
University Research Committee Grant ($30,000)
2003-2006
Summary: $45,000

University of Wisconsin-Madison
Wisconsin-Spencer Fellowship ($15,000/year)
2002
Summary: $15,000

University of Wisconsin-Madison
Teaching Assistantship (Tuition Remission)

PUBLICATIONS

BOOKS


- Reviewed in Teachers College Record
- Recognized for "Outstanding Contribution to the Field" by Curriculum Studies Division of the American Educational Research Association, 2011


- Reviewed in Radical Teacher

- Reviewed in *Teachers College Record* and *Radical Teacher*

**BOOK TRANSLATIONS**


**BOOK SERIES**


- New Times in Education, an international book series co-edited by Kristen Buras (US) and Ivor Goodson (UK), focuses on education and its relationship to shifts in the world economy, transformations in modes of identity and knowledge production, and the role of global movements in such change.


**BOOK CHAPTERS**


**PEER-REVIEWED JOURNALS**


**POPULAR MEDIA**


**MANUSCRIPTS UNDER REVIEW OR IN PREPARATION**


**SYMPOSIA**

2011, April  
**American Educational Research Association**, New Orleans, Louisiana  
- Freedom dreaming in the urban South: Education research, public policy, and the powers of imagination (Presidential Spotlight Session)  
- We have a charge to keep: Revisiting the agenda of the Commission on Research in Black Education, 2000-2010 (Presidential-Invited Session)  
- "Visions of new teachers danced in their heads": Getting policymakers to rethink the role of veteran educators in the Age of Teach for America (Symposium)  
- Placing the oil flow and the earth in the curriculum (Symposium)  
- Black education, environmental health, and grassroots organizing: Testimonies from the Lower Ninth Ward of New Orleans (SIG-Sponsored Community Event)  
- "It's all about the dollars": School reform and the assault on New Orleans Public Schools and Teachers Union (SIG-Sponsored Community Event)
- Teaching "Where Ya At": Historians, artists, and veteran teachers talk about making local culture and consciousness matter in the curriculum (Division- and SIG-Sponsored Community Event)
- Recruiting global ambassadors for the public good? International teachers in US urban schools (Discussant)

2010, October  
**American Educational Studies Association**, Denver, Colorado  
- Critical perspectives (pro and con) on charter schools: Treetops versus grassroots charters (Symposium)

2010, May  
**Critical Race Studies in Education**, Salt Lake City, Utah  
- A post-racial urban South? Interrogating the evidentiary record of New Orleans, Salt Lake City, Haiti, and beyond (Symposium)

2010, May  
**American Educational Research Association**, Denver, Colorado  
- From New Orleans to Haiti: Educational research and response to disaster (Presidential-Invited Session)  
- Teaching and the impact of non-state actors: Examining our working futures (Presidential-Invited Session)  
- New Orleans as neoliberal landscape: Schooling, race, and the urban space economy of the South (Symposium)  
- New Orleans, race, and the "revitalization" of urban educational space: Unearthing the destructive ecology of neoliberalism in cities (Town Hall Meeting)

2009, May  
**Critical Race Studies in Education**, Tucson, Arizona  
- “We’re not going nowhere”: Keeping Civil Rights Elementary School on the map (Symposium)  
- Counterstories on pedagogy, policy, and the privatized city: Urban youth speak out, critical educators speak back (Workshop)

2009, April  
**Sources of Urban Educational Excellence**, Atlanta, Georgia  
- A teach-in on race, research, and resistance: Series of sessions organized with Joyce King for annual conference at Georgia State University  
- “Who’s holding the gun now?”: Critical race counterstories on urban educational reform (Symposium)  
- “Trouble the water”—The racial cleansing of schools and cities: We shall not be (re)moved (Film and Panel)

2009, April  
**American Educational Research Association**, San Diego, California  
- Rightist multiculturalism as the new hegemony (Symposium)  
- “We have to tell our story”: Neo-Griots, racial resistance, and schooling in the other south (Symposium)  
- “We’re not going nowhere”: Keeping Civil Rights Elementary School on the map (Symposium)
- Drowning yellow buses: New Orleans, “benign neglect,” and racial reconstruction (Symposium)
- Rightist multiculturalism: The Core Knowledge Foundation and neoconservative school reform (Symposium)
- The subaltern speak: Curriculum, power, and educational struggles (Panel)

- Benign neglect? Drowning yellow buses, racism, and disinvestment in the city that Bush forgot (Symposium)
- Toward a subaltern cosmopolitan multiculturalism (Symposium)

2006, November  **National Council for the Social Studies**, Washington, DC
- Core knowledge and the new old history (Symposium)
- Toward a subaltern cosmopolitan multiculturalism: Reinventing multicultural education in a global and unjust world (Symposium)

2006, April  **American Educational Research Association**, San Francisco, California
- Unpacking the hurricane: What K-12 students should be debating after Katrina (Presidential-Invited Session)

2005, April  **American Educational Research Association**, Montreal, Canada
- E. D. Hirsch's vision of culture and curriculum: A critique of core assumptions (Symposium)

**INVITED ADDRESSES AND ENGAGEMENTS**

2011, April  **Critical Educators for Social Justice–AERA**, New Orleans, Louisiana
- Graduate Student Forum on "Responding to the Moment through Activist Scholarship"
  - The Urban South Grassroots Research Collective for Public Education: Critical Reflections from New Orleans (Panel)

2010, September  **University of New Orleans**, New Orleans, Louisiana
- Five Years of Post-Katrina Educational Reform Conference
  - Race, charter schools, and conscious capitalism in New Orleans (Keynote Address)
  - Pedagogy, policy, and the privatized city: Stories of dispossession and defiance from New Orleans (Symposium)

2010, March  **Tulane University**, New Orleans, Louisiana
Before and After Katrina: Black Education in New Orleans Forum
▪ Schooling, race, and urban space: A word on the master's plan
  (Keynote Address)

2009, September  National Association for Multicultural Education, Atlanta, Georgia
Annual Meeting of Georgia Chapter
▪ A commitment to change through social justice and equity: Advancing the work (Panel)

2009, January  MLK Center for Non-Violent Social Change, Atlanta, Georgia
Martin Luther King Service Summit
▪ Trouble the Water (Film and Panel)

Annual Conference
▪ Critical race counterstories on urban educational reform: New Orleans in global perspective (Address)

2008, April  Georgia State University, Atlanta, Georgia
Annual Benjamin E. Mays Research Forum
▪ Rightist multiculturalism: Core lessons on neoconservative school reform (Address)

2006, October  Emory University, Atlanta, Georgia
Subaltern Citizens and Their Histories Conference
▪ Race, caste, and nation (Discussant)

2003, November  University of Wisconsin-Madison, Madison, Wisconsin
American Education Week
▪ Two decades of cultural literacy: A critical tracing of the core knowledge movement (Address)

PROFESSIONAL SERVICE AND AFFILIATIONS

JOURNALS

Editor
2011-Present  Associate Regional Editor for North America
  Journal of Education Policy

Editorial Board Member
2007-Present  International Studies in Sociology of Education
  ▪ Editorial Board Member
  ▪ Book Review Editor for North America
Guest Editor
2011- Critical Studies in Education
  ▪ Coeditor of Forthcoming Special Issue on Grassroots Educational Organizing in an Era of Global Capital
2010- Race Ethnicity and Education
  ▪ Standing Invitation to Guest Edit a Special Issue

Peer Reviewer
2008-Present Race Ethnicity and Education
2007-Present International Studies in Sociology of Education
2007-Present Critical Studies in Education
2009-2011 Journal of Education Policy
2007-2008 Review of Educational Research

BOOK PUBLISHERS
2010-Present Book Series Editor
  Coeditor of International Book Series "New Times in Education" with Ivor Goodson, Routledge
Peer Reviewer
2009-Present Teachers College Press
2005-Present Routledge

PROFESSIONAL ASSOCIATIONS
2010-Present American Educational Studies Association
  ▪ Voting Member
2009-Present Critical Race Studies in Education Association
  ▪ Charter Member
1997-Present American Educational Research Association
  ▪ Voting Member
  ▪ Review proposals for annual meeting
  ▪ Assisted with piloting new proposal review system for Division G - Social Context of Education, 2009
  ▪ Division memberships:
    Division B-Curriculum Studies
    Division F-History and Historiography
    Division G-Social Context of Education
  ▪ Special Interest Group memberships:
    Research Focus on Black Education
    Paulo Freire, Critical Pedagogy, and Emancipation
    Marxian Analysis of Society, Schools, and Education
Teaching History
Critical Educators for Social Justice
Grassroots Youth and Community Organizing
Charter School Research and Evaluation
Teachers' Work/Teachers Unions

2005-2007
National Council for the Social Studies
- Member of College and University Faculty Assembly

TEACHING

2011-Present
Georgia State University
Educational Policy Studies
Assistant Professor

Courses
Politics and Policy in Education

2006-2011
Emory University
Division of Educational Studies
Assistant Professor
Doctoral Student Advisement and Dissertation Committees
- Advised 5 doctoral students
- Served on 14 dissertation committees
- Number of doctoral students in Educational Studies: 30-35

Courses and Evaluations
- *Education and Cultural Diversity* (PhD Foundations Course)
  Per Semester Average of Student Evaluations (Scale of 1–6): 5.25, 5.09
- *Critical Race Theory and Urban Education* (PhD Elective Course)
  Per Semester Average of Student Evaluations (Scale of 1–6): 5.87, 5.70
- *Socio-Cultural Context of Teaching* (MAT Foundations Course)
  Per Semester Average of Student Evaluations (Scale of 1–6): 5.49, 5.71, 5.68
- *Education and Cultural Diversity* (Foundations Course for Majors)
  Per Semester Average of Student Evaluations (Scale of 1–9): 8.48, 7.28, 8.25, 8.39, 8.55

2002
University of Wisconsin-Madison
Department of Curriculum and Instruction
Supervisor and Instructor in Elementary Education Program
- Conducted observations and conferences with student teachers and cooperating teachers in Madison Metropolitan School District
- Taught undergraduate seminar in *Elementary School Teaching*

2000-2002

**Parkville High School**  
**Baltimore County Public Schools, Maryland**  
Full-Time Social Studies Teacher  
- 9th grade American Government  
- 11th grade United States History  
- Founded and advised Social Action Club

1999-2000

**Metropolitan Corporate Academy**  
**New York City Public Schools, New York**  
Full-Time Humanities Teacher  
- 10th grade Humanities—interdisciplinary course in literature and world history  
- Facilitated student collectives for 9th-12th grades

1993-1995

**Andrew Jackson Elementary School**  
**New Orleans Public Schools, Louisiana**  
Volunteer Teaching Assistant

1992-1994

**Kingsley House**  
**New Orleans, Louisiana**  
Full-Time Educator and Case Manager  
- **Adult Services Program**  
  Acted as case manager for low-income elderly adults in community center  
- **Children's Crisis Management Program**  
  Counseled youth and families in crisis in various settings, including hospitals, homes, and schools  
- **Youth Program**  
  Taught adolescents in summer camp, after-school program, and Saturday program

1992

**Gaudet Elementary School**  
**New Orleans Public Schools, Louisiana**  
Volunteer Teaching Assistant

1992

**Loyola University-New Orleans**  
**Department of Sociology**  
Teaching Assistant  
- Undergraduate course *Development of Social Thought*
Vita

Patricia Anne Carter

OFFICE: 486 College of Education, Georgia State University, 30 Pryor Street Atlanta GA 30303, 404-413-8293. pcarte@gsu.edu

Academic Training:
Bachelor and Master Degrees, Education (CODAC) 1974 and 1983 (Educational Administration/Educational Foundations), University of Cincinnati.


Academic Positions:

2010-current: Georgia State University Clinical Associate Professor and Coordinator of Social Foundation Masters Program. College of Education, Social Foundations of Education.

2006-2010: Georgia State University: Full-time Temporary Assistant Professor and Coordinator of Social Foundation Masters Program. College of Education, Social Foundations of Education.


1998-2001 Oglethorpe University: Director, Academic Services for University College and Part-time Instructor in Women's Studies. University College, a liberal arts college offering undergraduate and graduate degrees in Liberal Studies, Business, and Education. Planned and implemented faculty development services; coordinated student curricular, registration and advising needs; scheduled courses, developed administrative resource materials including biannual College Catalog, Schedule of Classes (three times a year) and the Faculty Handbook. Taught undergraduate level courses in Women's Studies and Learning Success classes.

1988-1998 University of Connecticut: Associate Director and core faculty member in Women's Studies. Taught introductory and graduate level courses. Supervised and participated in student recruitment and retention, budget planning and operations; planned and coordinated annual multi-campus research conference; assisted in faculty development and teaching technology; served on executive committee and curriculum & courses committee; administered WS scholarships; advised WS majors & minors and graduate students on courses and research; and directed campus curriculum transformation project. Taught undergraduate and graduate courses in WS.
1983-1988  University of Cincinnati: Coordinator, Women’s Studies Research & Resources Institute and Assistant Professor (Field Service) in Dept. of Educational Foundations, College of Education.; grant writing, supervised research fellows program and endowed chair; developed materials and in-service programs for K-12 teachers in Women's Studies; developed Cincinnati Women's History Archives, edited supplementary women's history texts for 8th grade and 11th grade students; produced/edited films/videos on women's history; liaison between WS program and North Central Women’s Studies Association and National Women’s Studies Association.

1985-88 (Concurrently held) Adjunct Associate Professor, Sociology/Women's Studies, Clermont College.

1978-83  University of Cincinnati: Graduate research associate to the Women's Studies Program.

Fields of Teaching & Specialization: Ed. Foundations, History of U.S. Education, Gender and Education

PUBLICATIONS:

Books:


Editor, Textbook


Articles, chapters, etc.


Biographical entries for: Henrietta Rodman (p. 316), Grace Strachan p. 352), Sarah Winnemucca (p. 385-6), and Estelle Reel (p. 311-2) for *Historical Dictionary of American Education*, Richard J. Altenbaugh, editor (Greenwood Press, 1999).


"Cincinnati Women Defining Communities of Their Own," Queen City Heritage 43 (Winter 1985).


"Women's History as a Link Between Research and Practice," Queen City Heritage 42 (Winter 1984).

"Returning to U.C.: The Reentry Student at the University of Cincinnati, The Women's Studies Forum, 6 (May-June, 1980).

**Documentary Film Projects:**

Project Scholar, “Only a Teacher,” (3 one-hour segments documentary film series) directed by Claudia Levin, 2001. PBS.


**Conference and Other Public Presentations:**


“Disincentives to Employment: Family and Educational Policies in Unified Germany.”


"I'm not who I was when I started this journey”: Schoolteachers and Cultural Dissonance on the Western Frontier (US) 1880-1920.” Fourth International Interdisciplinary Congress on Women, June 2-7, 1990, Hunter College.

"Handmaidens to Women Studies? The Status of Women's Studies Support Staff," National
**Women's Studies Association Conference**, June 14-18, 1989, Towson, MD.


"Women's Organizations and Historical Change in Cincinnati," Chair and Presenter, **North Central Women's Studies Association**, Miami University, Oct. 12, 1985.


Courses Taught:

Cultural Studies in Education: Film, Georgia State University, masters/doctoral level

Cultural Studies in Education: Gender, Georgia State University, masters/doctoral level

Multicultural Education, Georgia State University, masters level.

Social & Cultural Foundations of Education, Georgia State University, masters level.

Politics and Policies of Education, Georgia State University, masters and doctoral level.

Women & American History, Oglethorpe University, lower division undergraduate.

Feminism and Political Change (political science, law and feminist theory), Oglethorpe University, upper division undergraduate.

Women and the Silent Film Era, Oglethorpe University, upper division undergraduate.

Women and the Arts, (US survey course from indigenous groups to contemporary artists), Oglethorpe University, upper division undergraduate.

Women and Film: Classic Hollywood (historical overview from 1930s to 1950s Hollywood), Oglethorpe University, upper division undergraduate.

Women at Work (socio-economic assessment of women's place in the US labor force along with cross-cultural comparisons), Oglethorpe University, upper division undergraduate.

Women & American Education, (social, philosophical, political, and historical foundations), U. of Connecticut, upper division undergraduate level.

Women & American Film, U. of Connecticut, upper division undergraduate level.


Introduction to Women’s Studies in the Arts, U. of Connecticut, lower division level.

Education and Sex Role Stereotyping, Grad. level, U. Cincinnati, Educational Foundations Dept.

Math, Science and Sex, Grad. level, U. of Cincinnati, Educational Foundations Dept.

Women's Choices, Women's Realities: Theory & Women's Studies, U. of Cincinnati, lower division.

Special Topics in Women's History: Methodology & Local History, Co-taught with Dr. Laura Struminger, History Dept. University of Cincinnati. Upper level undergraduate/graduate course.
University and Professional Service:
Reviewer, History of Education Society, 2011
Currently reviewer for: History of Education Quarterly, History of Education Society Conference Program
Past reviewer: University of Connecticut media contact for issues related to women and film.
President's Commission on the Status of Women 1993-97.
Steering Committee of the New England Women's Studies Association, 1988-1997
Advisory Board University of Connecticut Women's Center 1988-97
Balanced Curriculum Task Force of the University of Connecticut Faculty Senate.
University of Cincinnati Women's Studies Executive Committee.
Association of Women Faculty, University of Cincinnati, 1982-88.

Community Service:
Organized Annual Fundraiser for Atlanta Feminist Women’s Health Center, February 2006.
Talks to local organizations on various topics.
Artist contributor for fund raisers to Metro Atlanta Furniture Bank and the University of Connecticut Women’s Center.
Founding member, Northeastern Connecticut Professional Women's Network, 1991
Cincinnati Metro History Fair, 1984-88.

Honors and Awards:
University of Cincinnati Research Travel Award, Autumn 1986.
University of Cincinnati Award for Outstanding Dissertation of the Year, 1985.
University Research Council Award, 1984. Funded research on women teachers and suffrage.
University Graduate Fellowship, 1983-84, 1984-85.
University Research Council Award, 1982. Funded research for article “The 'Woman's Peril' as Barrier to the Rise of Women Teachers.”
VITA

WILLIAM L. CURLETTE

1255 Mohican Trail
Stone Mountain, GA
30083-5259

Department of Educational
Policy Studies
Department of Counseling
and Psychological Services
College of Education
Georgia State University
Atlanta, GA 30303-3083

Diplomate in Adlerian Psychology

Office Telephones: 404-413-8030 Educational Policy Studies
                     404-413-8289 Educational Policy Studies
                     404-413-8033 FAX Educational Policy Studies

Cell Telephone: 404-729-6298

Home Telephones: 404-296-8681 Voice, FAX

E-mails: wcurlette@gsu.edu
curlette@mindspring.com

BIOGRAPHICAL DATA

Born Albany, New York.
Married to Catherine Tolan.

Three children (36 years old, 33 years old, 17 years old).

FORMAL EDUCATION

A.B., Political Science, Syracuse University, 1964-1965 academic year.


EMPLOYMENT

1993-present Professor, Department of Educational Policy Studies, Georgia State University. Teaching graduate courses in statistics, measurement, and research design.
1987-present  Professor, Department of Counseling and Psychological Services, Georgia State University.

1999-present  Member of the Graduate Faculty, College of Education, Georgia State University.

1999-2004  Director of Research, College of Education, Georgia State University.

1986-2004  Director, Educational Research Bureau (and Center for Educational Research), Georgia State University. The Education Research Bureau provided grant pre-award services and research methodology consulting to approximately 150 faculty members and 500 graduate students in the College of Education each year.

1999-2002  Director of Graduate Studies, College of Education, Georgia State University. I was one of four administrators who met every morning for a briefing by the NCATE accreditation team when all programs successfully passed.

1987-1993  Professor, Department of Educational Foundations, Georgia State University. Teaching graduate courses in statistics, measurement, and research design.

1979-1987  Associate Professor, Research Section of Department of Educational Foundations, and Department of Counseling and Psychological Services, Georgia State University.

1985-1987  Associate Professor, Department of Counseling and Psychological Services, Georgia State University.

1984-1987  Faculty Member, Educational Micro- computer Laboratory.

1974-1979  Assistant Professor, Research Section of Department of Educational Foundations, Georgia State University.

1977 Visiting Faculty Member (Summer), Statistics, Measurement, and Evaluation, Department of Psychology and School of Education, Syracuse University.

1969-1974  Graduate Student, Statistics, Measurement, and Evaluation, Syracuse University. Awarded a H.E.W. Title IV Fellowship for three years and held a teaching assistantship for one year.

1971-1973  Captain, 403rd Civil Affairs Company, United States Army Reserve.
1968-1971  Lieutenant, 403rd Civil Affairs Company, United States Army Reserve.

1968 Employment Interviewer, New York State Department of Labor. Organized and worked with the Youth Employment Summer Program.

1965-1967 Lieutenant, United States Army, Fort Sill, Oklahoma. Duties ranged from platoon leader to headquarters battery commander of over 200 men.

PROFESSIONAL EXPERIENCES


Chairperson, Ad Hoc Committee on Nature of Educational Foundations, Department of Educational Foundations, 1974.

Executive Officer, Southeastern Society for Multivariate Experimental Psychology, 1978.


Member, Academic Affairs Committee, Georgia State University, 1981, 1982.

Member, Subcommittee I, Academic Affairs Committee, Georgia State University, 1981.

Liaison, University Academic Affairs Committee to College of Education Academic Affairs Committee, 1981.


Member, Subcommittee on Interpretation of College of Education Bylaws,
1980.

Member, Admissions Committee, Department of Educational Foundations, 1974.

Chairperson, Student Affairs Committee, Department of Educational Foundations, 1975, 1976.

Member, Georgia State University Financial Resources Committee, 1975, 1976.


Moderator, conference on grading at Georgia State University, 1976.


Chairperson, Curriculum Committee, Department of Educational Foundations, 1977.


President-Elect, Georgia Educational Research Association, 1981.

(Approximately 300 members in organization.)

Plaque from Georgia Educational Research Association given for my "leadership and commitment as 1981-82 GERA President."

Reactor, Symposium I of the "Minimum Competency Assessment and Standard Setting," Georgia State University, 1981.

Member, Senate Library Advisory Committee, 1982.
"Correlation of Registered Nurse State Board Examination Scores With Other Variables: A Quantitative Synthesis," (with

Chair, Microcomputers in Education paper session, Georgia Educational Research Association, November 19, 1982.


Member, Committee on Microcomputers in the College of Education, 1983.

Member, FED Academic Affairs Committee, 1985.

Member, Evaluation Committee for Grant on Computer Assistance to Undergraduate Science Education (National Science Foundation grant to GSU Chemistry Department), 1982, 1983, 1984.


Workshop on SPSS-X at Georgia State University (with Jane Leonard and Dick Holland), 1985.

Member, Advisory Committee on Faculty Promotions, College of Education 1985, 1988.

Member, NCATE Committee Number 9, 1985.

Member, Advisory Committee for FED 790 (CPS representative), 1985.

Member, Ad Hoc Committee on Faculty Evaluation, 1985.

Directed Joe Rau's dissertation which received FED Distinguished Dissertation Award, 1985.


Plaque, "The Southern Education Foundation Acknowledges with Appreciation The Professional and Personal Services of William
Curlette, Member of the SEF Higher Education Program Research Task Force, 1984-1986."

Plaque, "Dr. Curlette-Your degree of belief in us has given us a greater belief in our degrees. Stat. Students, 1986-1987."

Planning and Program Committee for Regional Meeting for Division G (Social Contexts of Education) of AERA, 1986.

Chairperson, FED 790 Advisory Committee, 1986.

Member, FED 790 Advisory Committee, 1987-1993.
Chairperson, FED Academic Affairs Committee, 1987.

Member, University Senate Committee on Research, 1987, 1988.
Chairperson, Advisory Committee on Faculty Promotions Committee, College of Education, 1989.


Chair, Subcommittee of Academic Affairs on the expansion of the Center for Educational Research, 1992.

Co-Chair, FED Faculty Affairs Committee.

Program Chair, AERA Special Interest Group on Occupational Stress and Health, 1990.

Chair, Distinguished Papers Awards Committee, Georgia Educational Research Association, 1985-94.

Listed in Who's Who in American Education

Discussant, paper session at AERA, 1990-91.

Member, Doctoral Quality Review Committee, 1993, 1994, 1995 (Spring Quarter).


Directed Lynda Idleman's dissertation which received the EPS Distinguished Dissertation Award, 1994.

Organized a presentation for the College of Education Faculty by Dr. Ganga Persaud on grantsmanship.
Coordinator, Research Methodology Cognate in Counseling Psychology, 1988-present.

Chair, Symposium: Introducing the BASIS-A Inventory at the annual meeting of the Society for Personality Assessment, 1995.


Member, Cumulative Review Committee for Tenured Faculty, 1995, 1996.

Directed Richard Lambert’s dissertation which received the Educational Policy Studies Outstanding Dissertation Award, 1995.

Directed Theresa Sipe’s dissertation which received the Educational Policy Studies Outstanding Dissertation Award, 1995.

Directed Lynda Idleman’s dissertation which was the basis of a paper which received the Georgia Educational Research Association Distinguished Paper Award, 1994.

Directed Lynda Idleman’s dissertation which received the Educational Policy Studies Outstanding Dissertation Award, 1994.

Member, Administrative/Operational Technology Organization Review committee, Atlanta Public Schools, 1995.

Received a certificate from Professeur Kanvaly Fadiga, the Director of Teacher Education, for my teaching at the Ecole Normale Superieure d’Abijan in the Cote d’Ivore (with the statement: “To Doctor Curlette With my best wishes to a competent and serious researcher”), 1995


Member, Faculty Executive Advisory Committee, 1998.
Chair, Academic Affairs Committee, College of Education, 1998.

Member, Y2K Academic Committee for Georgia State University, 1999.

Ex-officio Member representing the Dean’s office, Academic Affairs Committee, College of Education, 1999-2002.


Member, Research Associate Dean’s Group, Georgia State University, 2001-2004.

Member, Curriculum Design Advisory Board, DeKalb County School System, 2002.

Member, Assessment Committee, 2002-2004, College of Education.

Presenter, New Faculty Orientation, College of Education, Georgia State University, 2001-2003.

Ex-officio Member representing the Dean’s office, Scholarship Reconsidered Ad Hoc Committee, College of Education, 1999-2002.

Member, Dean’s Group, 1999-2004.


Member, Grievance Panel of the Faculty Affairs Committee of the College of Education, 2005-2006.

Member, CoE Advisory Committee on Faculty Promotions and Tenure, 2005.

Chair, Coe Advisory Committee on Faculty Promotions and Tenure, 2006.

Ex Officio Member, Doctoral Quality Review Committee, 1999-2004.


Member, Blue Ribbon Committee for Institutional Review Board, Georgia State University, 2003-2004.

Plaque from North American Society of Adlerian Psychology, “This certificate is given in appreciation to William Curlette for dedicating your service and expertise as co-editor of the Journal of Individual Psychology”, 52 Annual Conference, June 3-6, 2004.

Plaque from the Staff of Educational Research,“Given in Appreciation to William L. Curlette for many years of leadership, service, and friendship to the Educational Research Bureau Staff”, 2004.


Member, Educational Policy Studies Faculty Affairs Committee, 2004-present.

Member, CoE Academic Affairs Committee, 2005 (elected to substitute for Chris Oshima).

Member, CoE Promotions and Tenure Committee, 2005.


Chair, CoE Promotions and Tenure Committee, 2006.

Directed Susan Ogletree’s dissertation which received the Educational Policy Studies Outstanding Dissertation Award, 2007.

Member, EPS Promotion, Tenure, and Graduate Faculty Committee, 2007.

Member, Search Committee for Assistant Professor, Department of Educational Policy Studies, 2007.

Member, Search Committee for Clinical Associate Professor and Executive Director of the Principal’s Center, 2007.
Member, CoE Faculty Appeals Committee for Promotion and Tenure Appeals, 2007.

Chair, EPS Promotion, Tenure, and Graduate Faculty Committee, 2008.

Member, PDS Joint University and Site-Based Coordinators / PEF Advisory Committee, 2008 present.

Member, PEF Assessment Committee, 2007, 2008.

Member, Search Committee for Associate Dean for Research and Scholarship, 2008, 2009.

Member, Professional Development Schools Design Team, 2004-2010.


Member, EPS Research and Scholarship Committee, 2008.

Member, CoE Advisory Committee on Faculty Promotions and Tenure, 2009-2010.

Member, Search Committee for two faculty positions in EPS, 2009 – 2011.

Member, EPS Academic Affairs Committee, 2009 - present.

Member, CoE Academic Affairs Committee, 2010 – present.

Member, NET-Q Coordinating Council, 2009-present.

Member, EPS Promotion, Tenure, and Graduate Faculty Committee, 2011 – present.

**REVIEWER**


Reviewer, conference on "Demythologizing the Inner City Child", 1975.


Reviewer, National Science Foundation (1 proposal), 1984.


Reviewer, grant proposals and manuscripts for the Southern Education Foundation, 1984-1986.


Reviewer, Educational Statistics Special Interest Group of AERA, 1989.


Reviewer, Occupational Stress and Health Special Interest Group of AERA, 1989-1994.

Reviewer, Educational Statistics Special Interest Group of AERA, 1995.


External Reviewer, External Reviewer for a candidate seeking (full) Professor at the University of Kansas, 1996.

Member, Fulbright Screening Committee for Michele Carlson, 1997.

Reviewer, Georgia State University Dissertation Grant Program, 1997.

Member, Office of Research and Sponsored Programs Self-study Group, 1997.

Chair, Review Committee for College Wide Grant Program with a name I coined “Anchor Action Research” where awards of approximately $2000 were made to GSU faculty-K12 teacher teams, awards across two years, 2007, 2008.

Reviewer, Educational Statisticians SIG of AERA, 2008.


CONSULTANT SHIPS


Consultant, Office of Naval Research, Psychological Sciences Division, 1976.

Consultant, Technical Assistant Consortium to Improve College Services, 1974, 1975.

Consultant, Atlanta Assessment Project, 1977, (with John Neel).

Consultant, Fulton County Civil Service Test Development, 1977 (with John Neel).

Consultant, Evaluation of Middle Schools in Fulton County, 1979, 1980, 1981.

Consultant, Psychological Services of Floyd County Board of Education, 1983.

Consultant, American Heart Association, 1983.

Member, Southern Education Foundation's Research Task Force, 1984-1986. (Consultantship involved all aspects of the grant process from writing RFP's to approval of final report).


Consultant, Emory University School of Nursing, 1993.


Consultant, Veterans Administration Hospital, Atlanta, 2000 - 2002.


Consultant, DeKalb County Schools, 1984-2006.

Consultant, Early College Grant (met with external evaluator to suggest improvements in evaluation plan), 2007.

Consultant, Board of Regents of the University System of Georgia, 2006-2008.
Consultant, SLIDER, Georgia Institute of Technology. 2010-2011.

Member, Advisory Committee for the 2010 Southern Education Leadership Initiative, 2010.

**AFFILIATIONS**

American Educational Research Association

North American Society for Adlerian Psychology

South Carolina Society of Adlerian Psychology

Council of Editors of Psychoanalytic Journals

Educational Statisticians Special Interest Group of AERA

Stress and Coping in Education Special Interest Group of AERA

School/University Collaborative Research, Special Interest Group of AERA

Professional Development School National Organization

Theory, Research, and Teaching Section Special Interest Group of NASAP

Professional Development School Research Special Interest Group of AERA

Professors of Educational Research Special Interest Group of AERA

Research on Evaluation Special Interest Group of AERA

Survey Research in Education Special Interest Group of AERA

**PAST MEMBERSHIPS**

American Psychological Society

Syracuse Chapter of the American Statistical Association

Atlanta Chapter of the American Statistical Association

American Statistical Association

American Evaluation Association

National Council on Measurement in Education
Southeastern Society for Multivariate Experimental Psychology

Learning Initiatives International

Atlanta Adlerian Society

Society for Personality Assessment

Georgia Educational Research Association

Southeastern Psychological Association

<table>
<thead>
<tr>
<th>COURSES TAUGHT</th>
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<tbody>
<tr>
<td>PSY 556 Statistical Methods in Education and Psychology I, Syracuse University</td>
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<tr>
<td>EDU 655 Educational Tests and Measurements, Syracuse University</td>
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<tr>
<td>PSY 654 Aptitude Tests and Measurement (lab section), Syracuse University</td>
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<td>FED 790 Methods of Research in Education, Georgia State University</td>
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<td>PSY 850 Seminar in Advanced Statistical Topics, Syracuse University</td>
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<td>FED 853 Educational Statistics I, Georgia State University</td>
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<td>FED 855 Educational Statistics III, Georgia State University</td>
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<td>FED 955 Multivariate Analysis, Georgia State University</td>
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<td>FED 753 Educational Measurement, Georgia State University</td>
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<td>EPRS 8820 Advanced Research, Georgia State University</td>
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<tr>
<td>FED 881 Directed Readings (Multivariate Statistical Classification Techniques, Test Theory), Georgia State University</td>
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<tr>
<td>EPRS 8830 Survey Research, Questionnaire Design, and Sampling Principles, Georgia State University</td>
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<tr>
<td>EMC 411/611 Educational Microcomputer Programming, Georgia State University</td>
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<tr>
<td>EPS 9820 Methods of Educational Inquiry, Georgia State University</td>
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EPRS 8840 Meta-Analysis, Georgia State University

EPRS 9670 Practicum in Educational and Psychological Research, Georgia State University

EPS 8800 Bayesian Statistics (seminar format), 2007, Georgia State University

EPRS 8660 Bayesian Statistics, Georgia State University

### NATIONAL AND REGIONAL WORKSHOPS

"Discriminant Analysis in Behavioral Research (Director, Carl Huberty; Instructor, Maurice Tatsuoka; Instructor, William Curlette). This was a two-day American Educational Research Association Preession which was given first at AERA in San Francisco in 1979. It was very successful. The two-day AERA presession was again submitted to AERA and accepted. The second time the presession was presented at AERA in Boston in 1980.


"Current Multivariate Statistical Tests and their Interpretation," (with Stan Mulaik). Invited workshop presented at the National Pre-conference of the National Association for the Education of the Young Children, Atlanta, Georgia, November, 1983.


"Developing Networks for Institutional Research"
on Desegregation Related Equity Issues," (with Wiley Bolden, James Blackwell, Anne Pruitt, Cameron Fincher, and Edgar Epps). I participated in planning the workshop and presented part of Plenary Session IV. People attending the workshop (4 graduate students, 24 professors, and 21 directors of research, university vice presidents, or deans). Atlanta, Georgia, April, 1986.

"Clinical Use of the Coping Resources Inventory for Stress (CRIS)" (with Kenneth Matheny, David Aycock, Kathleen Cannella, Jim Pugh, and Floyd Taylor). Workshop presented at the annual meeting of the American Psychological Association, Atlanta, Georgia, August 15, 1988.


"Improve Coping with Stress by using the CRIS". Organized and led session for the Annual Conference of Learning Initiatives International, Atlanta, Georgia. (1 1/4 hour national workshop).


“The Base is the BASIS-A” (with Mary Wheeler and Roy Kern). Eight hour Workshop presented at the international meeting of the North American Society for Adlerian Psychology, Baltimore, MD, June, 1996.


“Use of the BASIS in Practice, Schools, and Organizations” (with Kern). Workshop presented at the annual meeting of the North American Society for Adlerian Psychology, Dallas, TX, May, 1998.


“Evaluation of the PDS2 Partnership Grant” (with Benson, Taylor, Ogletree) (invited participation in a proposal which was peer reviewed entitled “A Framework for Research on Professional Development Schools” as an AERA 2007 Professional Development Session, Chicago, IL.

“PDS2: Standing with and Delivering Success to Partners” (with Benson, Ogletree, Feinberg, Bradley, Randolph, Hall, Foster). National Association for Professional Development Schools National

“What Makes People Tic?” (with Gary Bauman). Four hour workshop presented at the 2009 annual meeting of the South Carolina Society of Adlerian Psychology. Myrtle Beach, SC.


**OTHER SERVICE TO THE EDUCATIONAL COMMUNITY**

- Member, Planning and Program Committee for the Regional Meeting for Division G (Social Contexts of Education) of AERA, 1985-86.
- Initiated a one day workshop as a presession to the Georgia Educational Research Association annual meeting on qualitative research entitled "Alternative Paradigms for Inquiry" presented by Dr. Egon Guba and sponsored by Georgia State University and the University of Georgia, 1989.
- Organized the first meeting of the Research Council of the Metropolitan Regional Educational Service Agency ever held at GSU, 1990-91.
- Facilitator, attended a four day retreat of the Early Childhood Department of Georgia State University to advise on research design, May, 1991.
- Organized a presentation for the College of Education Faculty by Dr. Curt Sears on grantsmanship, 1993.
- Proposed, organized, and conducted the first E-mail services at the national meeting of AERA in Atlanta (1993) for an international meeting with 9,000 participants. This involved coordination with the GSU Computer Center and daily staffing of two to five people at all times from 8:00 am to 6:00 pm for five days at the main convention hotel. It was very well received. One SIG group spent considerable time favorably discussing this innovation.
At the request of DeKalb School System presented a talk on Curriculum Based Assessment to the upper level administrators in DeKalb School System. The objectives of the talk were to: 1. explain and comment on the technical aspects of the CBA tests, 2. comment on the interpretation of the CBA Test Reports, and 3. raise and discuss policy issues, 1993.


Revised the M.S. in Research, Measurement, and Statistics for semester conversion, Georgia State University, 1996, 1997.

**MISCELLANEOUS**


Sampling for ANOVA, Southeastern Sampling Conference, Georgia State University, Atlanta, Georgia. (1980, May). (Two hour workshop).

Reviewed the faculty evaluation form for the Department of Early Childhood Education and gave and invited talk to the ECE faculty (1989, October).


"Clinical and Training Uses of the CRIS" (with Kenneth B. Matheny). Professional Development Seminars for Counselors, sponsored by Georgia State University, Department of Counseling and Psychological Services (3 hour workshop, 1994).


Member, panel for validation and standard setting for PRAXIS1, Professional Standards Commission, 1996.
Member, Interview Panel for Hiring in DeKalb County School System, 2008.


Member, GEMS Oversight Committee, Gwinnett Public Schools (I help make curriculum decisions for approximately 160,000 students in grades K to 12 and have reviewed a system wide testing program.), 1996-present.

**COMPLETED STUDIES (selected)**


Curlette, W. L. (1977, February). Assessing the reliability of criterion-referenced tests. Conference on Innovative Education: Pre-service through In-services, Sponsored by the Association of Teacher Educators, Atlanta, GA.


Paper presented at the annual meeting of the Georgia Educational Research Association, Atlanta, GA.


Curlette, W. L. & Cannella, K. (1985). Going beyond the narrative summarization of research findings: The meta-analysis approach, Research in Nursing and Health, 8, 293-301.


Seventh Annual Southern Council on Collegiate Education for Nursing Research Conference, Atlanta, GA.


Lanier, B., Lewis, K., Matheny, K., & Curlette, W. (1989, December). Differences in certain rheumatic disease groups ascertained from stress coping resources and demographic variables. Presentation given to the Southeastern Arthritis Health Professions Association, Tampa, FL.


Research Association and Georgia School Test Coordinators, Atlanta, GA.


Curlette, W., & Cannella, K. (1990). Introducing the personal computer version of the Coping Resources Inventory for Stress. Poster session presented at the tenth Annual Southern Council on Collegiate Education for Nursing Research Conference, Atlanta, GA.


Curlette, W., & Idleman, L. (1990). Pre-professional skills test report. Center for Educational Research, Georgia State University, Atlanta, GA.


Curlette, W. (1997, April). Psychological test development using classical procedures. Paper presented to the College of Health Sciences, Georgia State University, Atlanta, GA.


Curlette, W. (1997, April). An overview of survey research. Paper presented to the College of Health Sciences, Georgia State University, Atlanta, GA.


Sipe, T., & Curlette, W. A meta-meta-analysis: methodological aspects of meta-analyses in educational achievement. In ERIC data base, ED403270.


Sipe, T. & Curlette, W. (1997, April). Quality of meta-analyses of observational studies in education. Centers for Disease Control and Prevention Workshop on Guidelines for Meta-Analyses of Observational Studies in Epidemiology, Stone Mountain, GA. (This workshop and the above presentation helped set the standards for meta-analyses in medical research sponsored by the federal government.)


Curlette, W. (1999, January). Some issues to consider in designing quantitative research. Presentation to the Doctoral Fellows in the College of Education at Georgia State University, Atlanta, GA.


lifestyle profiles and interventions for aggressive adolescents. Paper presentation to the North American Society for Adlerian Psychology. Atlanta, GA.


Matheny, K., Gfroerer, C., Curlette, W., & Harris, K. (1999, August). Work stress, burnout, and coping: An exploratory study. Accepted for Educational Resources Information Center (ERIC) for publication in their database.


Curlette, W., Kern, R., Bass, M., & McWilliams, A. (2001, October). *What is social interest?* Presentation at the South Carolina Conference of Adlerian Psychology. Myrtle Beach, SC.


Curlette, W., Aycock, D., Matheny, K., Pugh, J., & Taylor, H. (1988). *Coping Resources Inventory for Stress Manual.* Health PRISMS, Atlanta, GA.


Lanier, B., Lewis, K., Matheny, K., & Curlette, W. (1989, December). Differences in certain rheumatic disease groups ascertained from stress coping resources and demographic variables. Presentation given to the Southeastern Arthritis Health Professions Association, Tampa, FL.


Curlette, W., & Cannella, K. (1990). Introducing the personal computer version of the Coping Resources Inventory for Stress. Poster session presented at the tenth Annual Southern Council on Collegiate Education for Nursing Research Conference, Atlanta, GA.


Curlette, W., & Cannella, K. (1990). Introducing the personal computer version of the Coping Resources Inventory for Stress. Abstract published in Nursing Effectiveness Quality and Cost, Tenth Annual Southern Council on Collegiate Education for Nursing Research Conference, Atlanta, GA.

Curlette, W., & Idleman, L. (1990). Pre-professional skills test report. Center for Educational Research, Georgia State University, Atlanta, GA.


Degree Nursing Students. ERIC document number ED 372 194. (Also document is announced in the December, 1994 issue of Resources in Education).


organizational consultation skills with BASIS-A.” Twenty Third Annual North American Society for Adlerian Psychology Convention, Baltimore, MD. Distributed by Audio Archives, La Crescenta, CA.


Curlette, W., (1997, April). Psychological test development using classical procedures. Paper presented to the College of Health Sciences, Georgia State University, Atlanta, GA.


Curlette, W., (1997, April). An overview of survey research. Paper presented to the College of Health Sciences, Georgia State University, Atlanta, GA.


Sipe, T., & Curlette, W. A meta-meta-analysis: methodological aspects of meta-analyses in educational achievement. In ERIC database, ED403270.


Sipe, T. & Curlette, W. (1997, April). **Quality of meta-analyses of observational studies in education.** Centers for Disease Control and Prevention Workshop on Guidelines for Meta-Analyses of Observational Studies in Epidemiology, Stone Mountain, GA. (This workshop and the above presentation helped set the standards for meta-analyses in medical research sponsored by the federal government.)


Curlette, W. L. (1997, September). **Using the Coping Resources Inventory for Stress Program.** Paper presented to the South Carolina Conference of Adlerian Psychology. Myrtle Beach, SC.


Curlette, W. (1999, January). Some issues to consider in designing quantitative research. Presentation to the Doctoral Fellows in the College of Education at Georgia State University, Atlanta, GA.


Matheny, K., Gfroerer, C., Curlette, W., & Harris, K. (1999, August). *Work stress, burnout, and coping: An exploratory study.* Accepted for Educational Resources Information Center (ERIC) for publication in their database.


Curlette, W. (with Matheny, K., McCarthy, C., Herrington, A. (2003,


Center for NASA, Atlanta, GA. (NASA had funded research and wanted an independent critique of the research report.)


Curlette, W. (June, 2005). Research and writing for publication. Invited presentation at the annual meeting of the North American Society of Adlerian Psychology, Tucson, AZ.


Curlette, W., & Kern, R. (2005). Stress coping and Individual Psychology. Presentation at the annual meeting of the North
American Society of Adlerian Psychology, Tucson, AZ.

Curlette, W. (June, 2005). Research and writing for publication. Invited presentation at the annual meeting of the North American Society of Adlerian Psychology, Tucson, AZ.


Curlette, W., Frey, M., Kern, R., & Ogletree, S. (October, 2005). BASIS-A Inventory administered on Internet, stress interventions, and research designs. Presentation at the South Carolina Conference of Adlerian Psychology, Myrtle Beach, SC.


Curlette, W., Matheny, K., Pemberton, S. (2006). Using coping resources and Adlerian personality variables to predict emotional distress


Curlette, W., Matheny, K., Pemberton, S. (2006). Using coping resources
and Adlerian personality variables to predict emotional distress among university students. Poster presentation at the American Educational Research Association Annual Meeting, San Francisco, CA.


Matheny, K., & Curlette, W. (2007). Assessing coping using the Coping Resources Inventory for Stress. Presentation at the Association for Assessment in Counseling and Education, Atlanta, GA.

Curlette, W., & Highland, R. (2007). New interpretation approach for the BASIS-A explained using early recollections of murderers and nonviolent offenders. Presentation at the South Carolina Society of Adlerian Psychology, Myrtle Beach, SC.


Development Schools, Las Vegas, NV.

Curlette, W., (2008, October). Overview of Bayesian statistics including applications. Presentation at Georgia State University Research Wednesday Speaker Seriers, Atlanta, GA.


Curlette, W., Bauman, G., Aycock, K., & Hyun, J. (2008, September). Fifteen years of research on the BASIS-A Inventory: Implications for use. Presentation to the South Carolina Society of Adlerian Psychology, Myrtle Beach, SC.


Curlette, W. (2008, September). PDS updates and findings: IRB, protection of human subjects, and anchor action research. Presentation at the PDS Joint University and Site Based Coordinators Meeting, Cross Keys High School, DeKalb County, GA.


Minneapolis, MN.


CONTRIBUTIONS TO GRANT PROPOSALS AND GRANTS (selected)

Educational Reform in the Cote d'Ivoire: Cultural and Curriculum Linkages with Georgia State University (PIs are Drs. Carol Hansen, Karen Schultz, and Michel Gneba). I wrote the program evaluation section. Funded for 3 years from 1995-1998 by the U.S. Information Agency for approximately $120,000. I was the statistical consultant and evaluator on grant. The project was viewed by USIA as a model program for successful grant implementation.

Evaluation of Developing Technology Rich Educational Environments. (PI is Dr. William Curlette). I wrote the program evaluation section for a grant submitted by Dr. Kathy O'Neill. Grant was...
funded in April 1995. I had a separate budget of $6,000 to conduct the evaluation plus $5,000 of "in-kind" services.

**Outcomes of Pulmonary Rehabilitation in Adults with COPD: A Meta-analysis.** (Cannella, K., Aguayo, S., Curlette, W., & Roman, J. 1996). Initial proposal submitted to Nursing Research Initiative / HSR&D, Veterans Administration. (In the national competition, our initial proposal won an invitation to submit a full proposal.)

Co-Principal Investigator, **Kit and Kaboodle**, National Science Foundation Grant funded for approximately $500,000 for two years, May, 1997-May, 1999.

Member, Technical Advisory Committee, **African-American Male Research Study**, Ford Foundation Grant for approximately $250,000 to the Southern Education Foundation. (The purpose of this grant was to identify African-American adults who are making a positive and constructive contributions to communities across the United States.)

Curlette, W. Obtained and initially coordinated the $10,344 grant from **The Great Cities’ Urban Teacher Education Initiative.** 2000.

Director of Evaluation, **Cross Cultural Initiative.** I wrote the evaluation plan of the proposal for the Board of Regents of the University System of Georgia which was funded for 3 years for $750,000 by the Wachovia Foundation Teachers and Teaching Initiative. 2005-2008.

Co-Principal Investigator & Director of Evaluation and Research, **Professional Development School Partnerships Deliver Success.** I wrote 27% of the proposal which was funded for $6.1 million over 5 years by the U.S. Department of Education. The evaluation involves a major multi-site evaluation design to help document and evaluation the effectiveness of a partnership involving Georgia State University, Clark Atlanta University, four school systems, as well as other educational and community groups. In the federal government’s peer review of the evaluation section in this proposal with 30 points available, I received from the three reviewers, 30 points, 30 points, and 29 points. 2004-2009.

Co-Principal Investigator & Director of Evaluation and Research, **Network for Enhancing Teacher Quality (NET-Q).** Funded over 5 years for $13.1 million with an additional $8 million in matching for a total of approximately $22 million by the U.S. Department of Education. I had a major role in writing the grant. I named the
grant. This is the largest award ever received by Georgia State University. 2009-present.


EDITORSHIPS

The Journal of Individual Psychology, 1998-present (Published by the University of Texas Press for the North American Society of Adlerian Psychology)


EDITORS’ NOTES


**OTHER ACTIVITIES**

Member, Georgia Mountain Cloggers Exhibition Team 1982-1991.

(I have performed in shows about 15 times at Callaway Gardens, in Shows at many of the major hotels in Atlanta, at Pine Isle Hotel at Lake Lanier, and at Florida Festival (Sea World) in Florida. We also have given free benefit shows for old age homes, chamber of commerce [show at Lenox Square], and DeKalb Community College.)

Assistant Baseball Coach, Central DeKalb T-ball,
Bridget V. Dever
bdever@gsu.edu

Georgia State University, College of Education
30 Pryor St., Suite 412
Atlanta, GA  30303

Academic Positions

2011-  Assistant Professor of Research, Measurement, and Statistics
Department of Educational Policy Studies, Georgia State University, Atlanta, GA

2009-2011  Institute of Education Sciences (IES) Post-Doctoral Research Fellow
College of Education, Georgia State University, Atlanta, GA

Education

Ph.D.  University of Michigan, Ann Arbor
Combined Program in Education and Psychology (CPEP), August 2009
Dissertation Title: Intersections of Education and Resilience: How Contexts Operate in the Protection of At-Risk Adolescents

M.A.  Marywood University, Child Clinical/School Psychology, May 2004
Thesis Title: The Effects of Single-Sex Schooling on Competence of Males and Females

B.A.  University of Notre Dame, Psychology, May 2002
Education, Schooling, & Society Minor
Phi Beta Kappa, Suma Cum Laude

Honors and Awards

2010  Excellence in Education Research: Early Career Scholars and Their Work, American Educational Research Association. One of 35 researchers selected to present in this invited session for Early Career Scholars at the AERA annual meeting.

2008-2009  Institute for Social Research Graduate Assistantship, University of Michigan Funding award provided by ISR, Rackham Graduate School, and the College of Literature, Science, and Arts for interdisciplinary research within ISR.

2004-2008  School of Education Scholar Award, University of Michigan Highly competitive award (1 per year to an incoming student) to recognize excellence in research prior to beginning a doctoral program in the School of Education. Includes eight terms of full funding.
2006-2007  *Department of Psychology Teaching Honor Roll*, University of Michigan
Award for student evaluations in the top 10% of all Psychology instructors.

2006-2007  *Critical Difference Grant*, University of Michigan
Awarded by the Center for the Education of Women.

2006-2009  *Rackham Conference Travel Grant*, University of Michigan
Award for conference travel based upon evaluation of research and faculty recommendations.

2006, 2009  *Student Travel Award*, AERA Motivation in Education SIG
Award for graduate students presenting research related to the SIG’s interests at the annual AERA meeting.

2005  *Best Presentation Award*, Michigan Association for Institutional Research
Competitive award (1 per year) to recognize the best presentation at the state-level conference. The winner is invited to present at the national-level conference.

**Publications**


E.V. De Groot (Eds.), *Culture, self and motivation: Essays in honor of Martin L. Maehr*. Charlotte, NC: Information Age Publishing.


**Manuscripts Under Review and In Preparation**

* designates undergraduate student mentees
+ designates graduate student mentees


Selected Conference Presentations and Workshops

* designates undergraduate student mentees
+ designates graduate student mentees


Invited Presentations

Kamphaus, R.W., & Dever, B.V. (2011, January). School-based Universal Screening for Behavioral and Emotional Risk. Presentation to the Emory Center for Injury Control, Atlanta, GA.


Research Experience

March 2010 – present  
**Evaluation of Behavioral and Emotional Risk Among Urban Secondary Students**  
Georgia State University  
Drs. Randy W. Kamphaus and Bridget V. Dever, Principal Investigators

June 2009 – present  
**GA Measurement & Assessment Training Program, Georgia State University**  
Drs. Randy W. Kamphaus and Andrew Roach, Principal Investigators

Sept. 2004 – June 2009  
**Math-Science Partnership Motivation Assessment Program (MSP-MAP), University of Michigan**  
Drs. Stuart A. Karabenick and Martin L. Maehr, Principal Investigators

Sept. 2006 – June 2009  
**Monitoring the Future Project, University of Michigan**  
Dr. John E. Schulenberg, Co-Principal Investigator

Sept. 2003 – May 2004  
**Psychology Department, Marywood University**  
Drs. Edward J. O’Brien and Edward J. Crawley

Jan. 2000 – May 2002  
**Great Transitions Study, University of Notre Dame**  
Dr. Dawn M. Gondoli, Principal Investigator

Teaching Experience

Fall 2010  
**Instructor, Psychology of Learning and the Learner**  
Georgia State University, College of Education

Served as the primary instructor for approximately 20 students enrolled in various Graduate-level programs throughout the College of Education in a 3-credit course; designed all lectures, activities, assignments, and evaluations; conducted one 3-hour class each week.

**Invited Speaker, Advanced Issues in Educational Psychology Seminar**  
University of Michigan, School of Education  
*Professor: Dr. Elisabeth DeGroot*

Invited to speak about career paths in Educational Psychology to a class of 6 doctoral students in the Combined Program in Education and Psychology.

**Invited Speaker, Advanced Training Program**  
Georgia State University, College of Education
Invited to deliver a presentation on data documentation, management, and transformation as part of a series of faculty professional development workshops focused on strengthening skills in research methodology.

**Invited Lecturer, Exploring Learning and Teaching**  
Georgia State University, College of Education  
*Professor: Dr. Randy W. Kamphaus*

Invited to deliver two guest lectures to a class of approximately 20 students.

**Winter 2010**  
**Invited Speaker, Student Affiliates in School Psychology at GSU**  
Georgia State University, College of Education

Invited to deliver a presentation on student motivation for the practitioner to doctoral-level students in the School Psychology program.

**Fall 2008**  
**Invited Lecturer, Educational Psychology**  
University of Michigan, Department of Psychology  
*Professor: Dr. Joanne Smith-Darden*

Invited to deliver a guest lecture on Academic Motivation to the class of Approximately 100 students.

**Fall 2007**  
**Graduate Instructor and Mentor, Educational Psychology**  
University of Michigan, Department of Psychology  
*Professor: Dr. Scott Paris*

Led two discussion sections of 30 students each in a 4-credit class; managed two 1-hour/week discussion sections; designed activities and lectures to be presented during sections; created and graded writing assignments; served a mentoring and leadership role for the other graduate instructors of the course.

**Sum. 2007, Sum. 2008**  
**Instructor, Basic Statistics**  
Washtenaw Community College, Department of Mathematics

Served as the primary instructor for approximately 30 students each semester from various departments in a 4-credit course; designed all lectures, activities, assignments, and evaluations; conducted two 3-hour classes each week.

**Fall 2006, Winter 2007**  
**Graduate Instructor, Advanced Laboratory in Developmental Psychology**  
University of Michigan, Department of Psychology  
*Professor: Dr. E. Margaret Evans*
Led one discussion section of 20 students each semester in a 3-credit writing-intensive laboratory; designed activities and lectures to be presented during sections; created and graded assignments; provided feedback on paper drafts and coordinated peer reviews for students; mentored undergraduate students; delivered a guest lecture to the 60-student class; supervised data collection for course use at two local schools.

**Fall 2003, Winter 2004**

**Teaching Assistant, Psychological Application of Statistics**
Marywood University, Department of Psychology
*Professor: Dr. Edward Crawley*

Held weekly office hours to assist students with understanding and review of course material; proctored student exams; responsible for grading student assignments; delivered a guest lecture to the 30-student class.

**Other Professional Positions**

- **2005-2006**  
  **Data Analyst, Institutional Research, Washtenaw Community College**
  *Supervisor: Dr. Roger Mourad*

- **2004**  
  **Data Analyst, Head Start of Pocono Mountain**

- **2003**  
  **Data Analyst, Behavioral Health Research Institute**
  *Supervisor: Dr. Jeffrey Leitzel*

**Professional Training**

- **Item Response Theory**  
  Georgia State University, Fall 2009 & Winter 2010 (Instructor: T. Chris Oshima)

- **Categorical Latent Variable Modeling in Mplus**  
  Center for Statistical Consultation and Research (CSCAR), University of Michigan, November 2008 (Instructor: Bengt O. Muthen)

- **Latent Class Analysis With M-Plus**  
  Center for the Analysis of Pathways from Childhood to Adulthood (CAPCA), University of Michigan, May 2007

- **Teaching Writing in the Social Sciences Seminar**  
  Sweetland Writing Center, University of Michigan, Fall 2006

- **Hierarchical Linear Modeling Workshop: Multilevel Analysis of Survey Data**  
  Survey Research Center, University of Michigan, June 2005 (Instructor: Valerie Lee)
Applied Structural Equation Modeling
Center for Statistical Consultation and Research (CSCAR), University of Michigan, May 2005

University Service
2010-2011 Contributor, College of Education Advanced Training Program
2004-2008 Graduate Mentor, MSP-Motivation Assessment Program
2007-2008 CPEP Student Representative, Rackham Graduate Student Forum
2007-2008 Member, CPEP Executive Committee
2006-2008 Member, CPEP Admissions Committee
2005-2006 Chair, CPEP Recruitment Committee
2004-2005 Member, CPEP Recruitment Committee

Professional Affiliations and Activities

American Educational Research Association
Motivation in Education SIG – Reviewer
Division C (Learning and Instruction) – Reviewer

American Psychological Association
Division 15 (Educational Psychology)
Division 16 (School Psychology)

European Association for Research in Learning and Instruction
Motivation & Emotion SIG

Society for Research on Adolescence

Society for Research on Child Development

Reviewer
Journal of School Psychology, Statistical and Methodological Advisor, 2011-present
School Psychology Quarterly, Editorial Review Board, 2009-present
The International Journal of Educational and Psychological Assessment, Ad-hoc reviewer, 2011
New Directions for Teaching and Learning, Ad-hoc reviewer, 2010
Psychological Bulletin, Ad-hoc reviewer, 2005
Motivation and Emotion, Ad-hoc reviewer, 2004
RANDALL FRANKLIN DOBBS
2535 Gleneagles Drive
Tucker, Georgia 30084
Cell: 404-406-3063
AtlRandy@gmail.edu

EDUCATION

Ed.D. Vanderbilt University, 1997
M.A.T. Emory University, 1975
B.S. Carson-Newman College, 1973

PROFESSIONAL EXPERIENCES

UNIVERSITY POSITIONS

Georgia State University, Clinical Associate Professor, 2009 to present

Georgia State University on loan to the Georgia Board of Regents
2007 – 2009 Worked in the Georgia Leadership Institute for School Improvement as Senior Academic Advisor

Georgia State University, Clinical Associate Professor and Director, Principals’ Center, 2003 – 2007
Courses: Leadership in Educational Organizations
Supervision of Instruction
Legal Issues in Education
Issues of School Governance
Practicum in Leadership

Additional Responsibilities
Coordinator, Master’s and Add-on Certification Program, 2005-2006

Coordinator, Atlanta Public Schools Cohort, 2004 – 2006

Coordinator, DeKalb County School Cohort, 2005 – 2007

Clarke County School System, Led Leadership Development for all system and school leaders, 2006 – 2007 (started with two-day retreat in May, 2006)

Clarke County School System, Led New Leaders Academy, 2006 – 2007

Georgia State University, Assistant Professor, 2002-2003
Georgia State University, Part-time Instructor, 1983-2002
   Course: Exceptional Children and Youth

Piedmont College, Part-time Instructor, 2001 and 2002
   Course: Critical Thinking Skills

Vilnius Institute (Lithuania), Visiting Professor, 1994, (United States Information Agency): Collaboration and School Administrators

Hamline University Law School (Minnesota), Visiting Professor, 1992 and 1994
   Course: Mediation and Alternative Dispute Resolution

Atlanta Christian College, Part-time Instructor, 1990-1993
   Course: Mathematics for the Young Learner

**PUBLIC SCHOOL POSITIONS**

1973 - 1991  DeKalb County School System  DeKalb County, GA

**Director, Department of Special Services (1987-1991)**
Provided leadership to over 1,000 member staff in three departments: Special Education, School Social Work and Psychological Services
   ● Developed and managed $36 million dollar budget
   ● Directed special education services for over 7,000 students with disabilities
   ● Directed school psychologist and social work programs
   ● Maintained expertise in special education law; developed system position for related litigation

**Principal (1983-1987)**
   ● Provided administrative leadership to two schools with 980 students and 450 students

**Director, Metro East Center, Georgia Learning Resources System (1979-1983)**
   ● Directed operations for Center designed to support programs for students with disabilities

**Department Chairperson, Gifted Education (1977-1979)**
   ● Supervised teachers of gifted students
   ● Developed curriculum for gifted program

**Teacher (1973-1977)**
   ● Taught 7th grade students math
   ● Taught gifted students

**PRIVATE CONSULTING (Samples)**

   Varian Medical Systems
Working With Difficult Clients, August 2 – 3, 2006, San Diego, CA

Working with Difficult Clients, November 9, 2006, Atlanta, GA

DeKalb County School System
Lead Teachers for Special Education, Building Collaborative Systems to Support Student Achievement, October 23, 2006

Special Education Administrators, Effective Communication, September 8, 2006

Savannah-Chatham County Schools, Department of Special Education
Building Collaborative Systems, October 4 and 5, 2005 (Training)
Conflict Resolution, January 31, 2006 (Training)
Facilitated Strategic Planning Retreat, February 20, 2006.


Department of Applied Linguistics and ESL, Georgia State University, Egyptian Teacher Training Program- Supervisors (funded by the United States Agency for International Development) 2000-2001.

**NON-PROFIT POSITION**

1991-2002
Justice Center of Atlanta, Inc. Atlanta, GA

*Executive Director*

Directed total Center operations for management of mediation of cases, development of new alternative dispute resolution programs and training in conflict resolution techniques.

- Provided overall administrative leadership to three functions in organization
- Supervised the mediation of over 3,500 cases yearly
- Administered training programs for over 3,000 participants yearly
- Negotiated contracts for work with major federal agencies and military organizations
- Conducted mediations in high profile public and private, multi-party cases
- Provided consultation in organizational development with agencies and corporations in conflict

Created opportunities for new business

**COMMITTEE WORK**

Board of Regents, Committee for Redesign of Educational Leadership Programs in Georgia 2005-2006

GACE Committee, Committee sponsored by Georgia Professional Standards Commission to develop the new certification exam in Educational Leadership (Content Expert), 2006
Georgia Leadership Institute for School Improvement, Rising Stars Advisory Committee, 2005 to present

Georgia Leadership Institute for School Improvement, Coordinating Board, 2005 – 2007

Committee work at Georgia State University:
  Standards and Accreditation, 2004 – 2006
  Student Affairs, 2004 - 2006

GRANTS

   Board of Regents grant to support The Toolbox Series (Atlanta) on “The Eight Roles of Effective Leaders,” Seven statewide workshops

   Board of Regents grant to support The Toolbox Series (Coffee Co., Douglas, GA) on “The Eight Roles of Effective Leaders,” Seven regional workshops in Douglas, GA

NATIONAL CONFERENCE PRESENTATIONS

Supporting Leaders for Today’s Urban Schools (with Dr. Cheryl Sullivan), Association for Supervision and Curriculum Development (ASCD), Chicago, IL, April 2006.

Leadership for High-needs Schools: A Continuum of Learning Opportunities through the Principals Center at Georgia State University (with Error! Reference source not found. and Werner Rogers), National Council of Professors of Educational Administration Conference, Washington, D. C., July 2005.


CONSULTING AND TRAINING THROUGH THE JUSTICE CENTER OF ATLANTA

Specialized Training For Civilian and Military Workforce – Domestic and Foreign
   Advanced Training for AFPOA - 1996 and 1997
   U.S. National Guard Bureau (EEO) Counselors, Salt Lake City, Utah 1992
   Department of Defense, Senior Executive Service Atlanta, Georgia (8) 1994-1998
   U.S. Air Force Judge Advocate General (JAG) attorneys, 1998
Defense Intelligence Agency, HQ, Diversity, 1998
U. S. Army Europe, Grafenwoehr, Germany 1998
Military Sea Lift Command, 1998
Department of Defense, Office of Complaints Investigation, Atlanta, GA (2) 1994
Department of Defense Office of Complaints Investigation, Montgomery, AL 1998
Department of Defense Office of Complaints Investigation, Las Vegas, NV, 2000
Department of Defense Senior Executive Service Charlottesville, VA 1993-1996
Department of Defense Senior Executive Service 1993-1999
Defense Commissary, Europe, 2000
U. S. Army, Ft. Eustis, 1999
U. S. Army, Ft. Monmouth, 2000
U. S. Army, Ft. Stewart, 2000
U. S. Army, Europe, 2000
U. S. Army Material Command, 2000
Rock Island Arsenal, 1999-2000
Incirlik Air Base, Turkey, 2000

Courses for Governmental Entities
Mediation of Workplace Disputes in the Federal Sector Atlanta, GA (80+) 1993 - 2001
Health and Human Services Senior Executive Service Atlanta, GA 1993
U.S. Forest Service, St. Louis, MO 1997, 1998
U.S. Postal Service - Various Sites and Training Components 1994-1998
Administration for Children and Families, 1997
U. S. Customs Service, (3) 1999-2000
Department of Veteran Affairs, (5) 1999-2000
Department of Labor 2000
U. S. Department of Agriculture 1999-2000

Mediation in Special Education Courses
Department of Defense Dependents Schools - Sites in Asia and Europe (8) 1991-1998
Wyoming State Department of Education (5) 1983
U.S. Department of the Interior’s Bureau of Indian Affairs (3) 1982, 1984
Albuquerque Public Schools, New Mexico (2) 1985
Texas State Department of Education (2) 1992
Jefferson County Special Education Division, Kentucky 1985
Oregon State Department of Education (2) 1983, 1990
City of Atlanta Public School System, Georgia 1984
Washington State Department of Education 1984
DeKalb County Public School System, Georgia 1995
Kentucky State Department of Education 1998-2000
North Carolina Local Education System 1996
South Dakota State Department of Education 1993
Mediation and Interest Based Bargaining - Department of Defense §6 Schools 1994
Alabama Department of Education 1996-1998
Tennessee Department of Education 1997
Indiana Department of Education, 1998
Kentucky Department of Education, 1999
West Virginia Department of Education, 1999
State of Pennsylvania’s Special Education Mediation Services (SEMS) (2) 1986, 1988
Minnesota Special Education Mediation Services (MNSEMS) 1992
State of Nebraska DOE for Trained Mediators 1995

Advanced Seminars for mediators of Special Education Disputes
Albuquerque Public Schools, New Mexico 1985
Louisiana State Department of Education 1991
Pennsylvania Special Education Mediation Services 1987, 1988
U.S. Department of the Interior’s Bureau of Indian Affairs, Arizona 1988
Pennsylvania Special Education Mediation Services 1990
Oregon State Department of Education 1990
Indiana Department of Education 1998
Kentucky Department of Education 1998, 1999

Mediation in Regular Education Courses
Fulton County School System, Georgia, Assistant Principals (2) 1988, 1996
DeKalb County School System, Georgia, Assistant Principals (2) 1989
Fulton County School System, Georgia, Principals 1990, 1996

Mediation in Higher Education Courses
Board of Regents, University System of Georgia, Affirmative Action Officers 1989
Emory University, Atlanta, Georgia 1986

Other Organizations
Georgia Long Term Care Ombudsmen and Nursing Home Staff, Georgia 1991

Non-Certification Conflict Management/Experiential Courses
DeKalb County School System, L-5 Program for Future Administrators, Georgia 1989
Pennsylvania’s Special Education Mediation Services (SEMS) 1990

**Conflict Management Workshops**
Metropolitan Atlanta School Systems including Fulton County, Cobb County, DeKalb County Barrow County, Gwinnett County, Clayton County, Atlanta City, Oconee County 1991-1996
Georgia Leadership Academy (4) 1989, 1990
DeKalb County Juvenile Court Staff 1989
Special Education Intermediate Unit Directors and Staff, Pennsylvania 1990
Fulton County Animal Control, Georgia 1987
Georgia Association of Independent Juvenile Courts 1988
Georgia State Department of Education (7) 1990, 1991
Paideia School, Georgia 1991
Georgia State Board of Workers Compensations 1991
Montana Department of Education 1991
Fulton County Domestic Legal Services 1992
Dept. of Health and Human Services, Administration for Children and Families 1992
Montana Department of Education 1993
Board of Regents, University System of Georgia 1989, 1995
Department of Human Resources 1993-1997
Centers for Disease Control 1993-1996
BellSouth Telecommunications 1996
Cobb County Department of Education, 1998
Atlanta Police Department Zone Six, 1997
Florida Department of Education (12) 1998, 1999

**General Mediation Certification Courses**
Neighborhood Justice Center, Clark County Social Services, Las Vegas, Nevada 1992
Alternative Dispute Resolution Commission, Hall & Troup Counties, Atlanta, Georgia 1992

**Technical Assistance to New Programs**
Neighborhood Justice Center, Clarke County Social Services, Las Vegas, Nevada 1991
United States Air Force, Office of General Counsel, 1997

**Strategic Planning for Organization Change**
Georgia Learning Resource System 1992
Georgia LEA Planning Group 1993
City of Atlanta Empowerment Zones 1995

**PUBLICATIONS AND PRODUCTS**

School Law and the Administrator: Role Plays and Skill-Building (with Cheryl Sullivan), 2006 (unpublished)
Mediation in Special Education: The JCA Mediation Model, Justice Center of Atlanta, Inc., 2001 (Co-authored)

A Mediation Model for Workplace Disputes, Justice Center of Atlanta, Inc., 2001 (Co-authored)

Babies Can’t Wait (Video) 1999

A Study of Burnout as Perceived by Special Education Directors in the State of Georgia, Vanderbilt University (Unpublished Dissertation), Dobbs, R., 1997

The REDRESS Program (Video) 1995

A Mediation Model for Workplace Disputes in the Federal Sector, Justice Center of Atlanta, Inc., 1994, 1993 (Co-authored)

A Mediation Model for Air Force Military Equal Opportunity Programs, Justice Center of Atlanta, Inc., 1993 (Co-authored)

A Mediation Model for The Defense Logistics Agency, Justice Center of Atlanta, Inc., 1992 (Co-authored)


Grading Your School: An Administrator's Checklist (with Cheryl Sullivan), Atlanta, Georgia: Georgia Leadership Academy, 1988


"A Sense of Direction: What Supervision is all About” Georgia Educational Leadership 3:3, 1987

Dispute Resolution in Education, Justice Center of Atlanta, Inc., 1982 (Co-authored)

PRESENTATIONS

National Dropout Prevention Conference, November 2008
“Georgia’s Educational Leadership Redesign”

National Commission on Teaching and America’s Future Induction Project (Georgia State University Joint Grant)
How Professional Learning Communities Impact Student Achievement
November 2006

Georgia’s Leadership Institute for School Improvement (GLISI), Displays of Excellence,
Supporting Leadership in Urban Schools: Programs by The Principals Center at Georgia
State University, October 2, 2006

Dougherty County Schools, Albany, GA, January 3, 2006
“Working with Parents to Build Partnerships” (with Patti Solomon, Georgia Department
of Education)

Fulton County Schools, Auxiliary Personnel
“Legal Concerns and Leadership” October and November, 2005

DeKalb County School System, Instructional Technologist Specialist
“Understanding Personal Style in Leadership” October 13, 2005

Savannah-Chatham County Schools
“Conflict Resolution for School Administrators” January 31, 2006
“Conflict Resolution for School Administrators” October 4, 2005
“Conflict Resolution for Teachers” October 5, 2005

Georgia Department of Education, State Improvement Grant (SIG) Workshops
“Building Collaborative Systems with Parents and Educators”
Forsyth County Schools, September, 2001
Cherokee County Schools, October, 2001
McDuffie County Schools, November, 2001
Murray County Schools, January 2002
Paulding County Schools, January 2002
Bibb County Schools, February, 2002
Dawson County Schools, February, 2002
Lowndes County Schools, May, 2002
Catoosa County Schools, September, 2002
Dougherty County Schools, November, 2002
Chatham County Schools, March, 2003
DeKalb County Schools, April, 2003
Gwinnett County Schools, April, 2003
Fulton County Schools, October 2003
Burke County Schools, January 2004


Georgia Department of Education, Division for Exceptional Students, “Parent Mentor Project”
October, 2001

Law Related Publications (LRP), “Mediation in Special Education”
FACILITATIONS AND MEDIATIONS

Eglin Air Force Base, Facilitated Union-Management Partnership Agreement, October 1993

Georgia Department of Education, Facilitation of Superintendent’s Cabinet Retreat, October, 2000

Gainesville City Schools, Facilitation of Leadership Team Retreat, 1998 and 1999

Emory University, Mediated dispute with CVS Pharmacy, November, 1998

Environmental Protection Agency, Cincinnati, OH, Facilitation of High Performance Teams, 1997-1998

BellSouth, Fact-finding consultation for Managerial Employees, June, 1995

Blandtown Community Dispute (Chemical Co.), 1993

Five Forks Middle School, Facilitation of Student/Teacher Dispute, April 1994


Georgia Holocaust Commission, Mediated dispute between Commission and Gay/Lesbian Community, January 1999

Johnson Ferry Road Community Dispute (Mediation), January 1991

St. Mark Episcopal Church (LaGrange, GA), Mediation of Church School Dispute, 1993

Atlanta Housing Authority, Dispute of Housing Project Planning, November, 1998

Coweta County (GA) Charter School Dispute (Mediation), May, 1999

Bulloch County (GA) Charter School Facilitation, March, 2001

DeKalb County (GA) Charter School Facilitation, March 2001

Fulton County (GA) Charter School Facilitation, May 2001

Muscogee County (GA) Charter School Facilitation, June 2001

Needs Assessment of Columbia County’s (GA) Special Education Program, 2001

Mediation clients (sample)
Department of the Navy
Department of Energy
Defense Threat Reduction Agency
Department of State
United States Air Force
United States Army
United States Marines
National Park Service
Florida Department of Education
U.S. Department of Agriculture

HONORS

Humanities Fellow, Principal's Institute at Georgia State University, 1986

Outstanding Administrator of the Year, Georgia Council for Exceptional Children, 1983

Outstanding Administrator of the Year, Dogwood Chapter Council for Exceptional Children 1983
References

Deb Page, Senior Executive Director
Georgia Leadership Institute for School Improvement
760 Spring Street
Suite 217
Atlanta, Georgia 30308
404-385-4087
der.page@glisi.org

Dr. Gale Hulme, Executive Director
Georgia Leadership Institute for School Improvement
760 Spring Street
Suite 217
Atlanta, Georgia 30308
404-385-4087
gale.hulme@glisi.org

Dr. Ronda Tighe, Director of the Principals’ Center
College of Education
Georgia State University
30 Pryor Street
Atlanta, Georgia 30303
404-651-2582
epsrwt@langate.gsu.edu

Dr. Cheryl Sullivan, Consultant
2221 Fair Oaks Road
Decatur, Georgia
404-325-2065
CGS99@BELLSOUTH.NET

Dr. Joann Brown, Program Director
Rising Stars Program
Georgia Leadership Institute for School Improvement
760 Spring Street
Atlanta, Georgia 30308
404-259-3807
joann.brown@glisi.org
Curriculum Vita

JENNIFER R. ESPOSITO

1372 Gates Circle ♦ Atlanta, GA 30316 ♦ 770-500-7357 ♦
drjenniferesposito@yahoo.com

Education

Syracuse University, Syracuse, New York
Ph.D. Cultural Foundations of Education – Qualitative Methods 2002

Syracuse University, Syracuse, New York
Advanced Certificate in Women’s Studies 2002

Elms College, Chicopee, Massachusetts
M.Ed. Education 1998
Thesis- “The Relationship of Gender to Math Self-Efficacy and Math Self-Concept”

University of Massachusetts, Amherst, Massachusetts
B.A. Liberal Arts 1994
Major: Women’s Studies
Minor: Pre-med
Honors: Cum Laude

Current Position

Georgia State University, Atlanta, Georgia
Associate Professor of Educational Policy Studies 2004-Current
Affiliate Faculty of Women’s Studies
Qualitative Methods; Social Foundations of Education
Courses Taught: (Graduate) Introduction to Qualitative and Interpretive Research in Education I; Advanced Qualitative Research in Education II; Advanced Qualitative Research in Education III; Special Topics: Popular Culture as a Qualitative Text; Case Study Methods; Anthropology of Education; Action Research.

Teaching Experience

Millersville University, Millersville, Pennsylvania
Assistant Professor of Social Foundations of Education 2002-2004
Courses Taught: (Graduate) Foundations of Modern Education; Methods of Research; (Undergraduate) Foundations of Modern Education; Genetics Pedagogy Seminar.
Syracuse University, Syracuse, New York
Teaching Assistant 1998-2000
Course Taught: (Undergraduate) The American School.

Syracuse University, Syracuse, New York
Instructor 2000-2002
Courses Taught: (Graduate) Introduction to Qualitative Research; Advanced Seminar in Qualitative Research; (Undergraduate) Schooling and Diversity, The American School.

Mt. Carmel School, Springfield, Massachusetts
5th-8th Grade Math and Science Teacher 1995-1998

Edwards Junior High, Rocky Mount, North Carolina
9th Grade Science Teacher 1994-1995

Funded Research Experience
Dreams Program, Atlanta, Georgia
Program Evaluator - PI 2009

Shoot the Hoop Afterschool Program, Atlanta, Georgia
Program Evaluator - PI 2008

Syracuse University, Syracuse, New York
Graduate Research Associate 1999-2001
American Association of University Women - Vocabularies of Gender

Syracuse University, Syracuse, New York
Graduate Research Associate 1999-2001
Vision Fund – Private Documents/Public Lives

Publications – Refereed Journal Articles


---

**Publications – Book Chapters**


**Publications – Encyclopedia Entries**


**Manuscripts under Review**

Love, B., Esposito, J. and Davis, C. Pop Music & Post-Feminism: An Analysis of Beyoncé’s Discourses of Love. Feminism, Sex, and the Body issue of the *Journal of Gender Studies*, Date Submitted: 10/01/10

Esposito, J. (under review). Learning the body as a hidden curriculum: Negotiating the gaze, race, and femininities on a university campus. *Equity & Excellence in Education*. Date Submitted: 5/01/09

Esposito, J. (under review). The urban school paradox: Culturally relevant pedagogy and school reform mandates. *Journal of Educational Change*. Date Submitted: 9/01/10


**Presentations - Refereed**


Directions in Feminist Qualitative Research. Paper presented at The Fourth International Congress of Qualitative Inquiry, annual meetings, in Urbana-Champaign, IL, May 2008.


The Black Lesbians are White and The Studs are Femmes: A Cultural Studies Analysis of the L Word. Paper presented at the Southeast Philosophy of Education Society, annual meetings, Atlanta, February 2006.


---

**Presentations - Invited**


Raced and Gendered Embodiment on a College Campus. Invited paper presented at National Council of Teachers of English, annual meetings, Atlanta, November 2002.

How to conduct a qualitative interview. Invited presentation at the PDS University & GSU System Coordinators’ Meeting. October 6, 2005.

Teaching at Syracuse University. Invited presentation at The Graduate School’s orientation, Syracuse University, Syracuse, NY, August 2001.

---

**Grants**

**External**

Shoot the Hoop Afterschool Program, Atlanta, Georgia

**Program Evaluator- PI**

Amount: $10,022.
Status: Submitted. Funded.

Atlanta Public School System, Atlanta, Georgia

**Program Evaluator**

PI – Dr. Susan McClendon
Leave No Child Behind: Preparing Educators for a Successful Transition into a Single-Gender Urban School.
Amount: $145,338.00
**Internal**

Georgia State University, Atlanta, Georgia  
**Minority Mentoring Professional Development Grant Recipient** 2008  
Amount: $800  
Status: Submitted. Funded.

Georgia State University, Atlanta, Georgia  
**Minority Mentoring Professional Development Grant Recipient** 2007  
Amount: $800  
Status: Submitted. Funded.

Georgia State University, Atlanta, Georgia  
**Minority Mentoring Professional Development Grant Recipient** 2006  
Amount: $800  
Status: Submitted. Funded.

Georgia State University, Atlanta, Georgia  
**Co-PI** 2005  
Co-PI – Dr. George McMahon  
Research Initiation Grant  
Amount: $10,000  
Status: Submitted. Funded.

**Service to the Profession**

**Journals**

*Equity & Excellence in Education*  
Reviewer 2010-Current

*Urban Education*  
Reviewer 2010-Current

*Educational Foundations Journal*  
Editorial Board Member 2007-Current

*Journal of Ethnographic & Qualitative Research*  
Editorial Board Member 2007-Current

*Multicultural Learning and Teaching*  
Reviewer 2007

*Educational Studies*  
Reviewer 2009-Current
International Journal of Qualitative Research in Education
Reviewer 2009-Current

Conferences

American Educational Studies Association
Program Committee 2009

American Educational Research Association
Program Co-Chair 2008-2009
Division G- Social Contexts, Section 1- Teaching and Learning

Ethnographic & Qualitative Research Conference
Reviewer 2009
Four conference proposals

American Educational Studies Association Conference
Reviewer 2009
Twenty-four conference proposals

Ethnographic & Qualitative Research Conference
Reviewer 2008
Four conference proposals

American Educational Research Association Conference
Reviewer 2007
Twenty conference proposals
Division G

American Educational Research Association Conference
Reviewer 2006
Twenty conference proposals
Division G

American Educational Research Association Conference
Reviewer 2005
Twenty conference proposals
Division G

American Educational Research Association Conference
Reviewer 2005
Four conference proposals
Division K
Books

Sage Publications, Thousand Oaks, California
Reviewer 2006

Sage Publications, Thousand Oaks, California
Reviewer 2008

University Service

Georgia State University, Atlanta, Georgia
Member, Tenure and Promotion Departmental Committee 2010-Current

Georgia State University, Atlanta, Georgia
Chair, Student Affairs College Committee 2009-Current

Georgia State University, Atlanta, Georgia
Member, Student Affairs College Committee 2005-2009

Georgia State University, Atlanta, Georgia
Member, Social Foundations Search Committee 2006-2007

Georgia State University, Atlanta, Georgia
Member, Research, Measurement and Statistics Search Committee 2005-2006

Georgia State University, Atlanta, Georgia
Co-Coordinator of Research, Measurement and Statistics Program 2004

Georgia State University, Atlanta, Georgia
Member, Student Affairs Departmental Committee 2005-Current

Georgia State University, Atlanta, Georgia
Chair, Student Affairs Departmental Committee 2004-2005

Millersville University, Millersville, Pennsylvania
Member, NCATE Assessment Committee, 2003-2004

Millersville University, Millersville, Pennsylvania
Educational Foundations Library Liaison 2003-2004

Millersville University, Millersville, Pennsylvania
Member, Educational Foundations Faculty Search Committee 2002-2004
Millersville University, Millersville, Pennsylvania  
**Member, The Color of Teaching**  
2002-2004

Millersville University, Millersville, Pennsylvania  
**Member, Urban Education Task Force**  
2002-2004

Millersville University, Millersville, Pennsylvania  
**Member Educational Foundations Faculty Search Committee**  
2002-2003

Millersville University, Millersville, Pennsylvania  
**APSCUF Departmental Representative**  
2002-2003

Syracuse University, Syracuse, New York  
**Student Representative for Faculty Meetings**  
1999-2001

---

**Completed Doctoral Students’ Dissertations - Chair**

- Qiana Cutts (EPS-SF-2009). *To be African or not to be: An autoethnographic content analysis of the work of Dr. Asa Grant Hilliard, III.*


---

**Completed Doctoral Students’ Dissertations - Methodologist**


- Sujatha Bhagavati (EPS-RMS-2009). *Phenomenology and Bayesian statistical analysis: Where the twain meet in the context of international students’ health care experiences.*


- Dennis Attick (EPS-SF-2008). *Experience, knowledge, and democracy: Television through a Deweyan lens.*


Mary Janie Heisner (EPSE-2008). *Meeting the professional development needs of early childhood teachers with child development associate training.*

Entrenda Dillon (HE-2007). *The role of education in the rise and fall of Americo-Liberians in Liberia, West Africa*

Desha Williams (MSIT-2007). *Student teaching in an urban context: Student teachers' views and identity construction*

Antje Barabasch (SF-2006). *Risk and the school-to-work transition in Germany and the United States.*


---

**Completed Master’s Students’ Projects - Chair**


Terri Seay (SF-2008). *Action research study.*


---

**Completed Master’s Students’ Theses- Methodologist**

Katie Mayer (SF-2005). *Creating alternative models: Young adult fiction and grrrrl culture.*

---

**Professional Affiliations**

- American Educational Research Association (AERA)
- American Educational Studies Association (AESA)
- Southeast Philosophy of Education Society (SEPES)
- Institute for Popular Culture, Media Literacy, and Education (Syracuse University)
**Awards**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Award Description</th>
<th>Year</th>
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<tbody>
<tr>
<td>Syracuse University, Syracuse, New York</td>
<td>Syracuse University Graduate School’s Doctoral Prize</td>
<td>2002</td>
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<tr>
<td>Syracuse University, Syracuse, New York</td>
<td>College of Education’s Dissertation Fellowship</td>
<td>2001</td>
</tr>
<tr>
<td>Syracuse University, Syracuse, New York</td>
<td>Outstanding Teaching Assistant</td>
<td>2001</td>
</tr>
</tbody>
</table>
Curriculum Vitae
Janice Bernadine Fournillier

Address: Georgia State University
         Educational Policy Studies
         P.O. Box 3977
         Atlanta, GA 30302-3977

Phone: 404/413-8262
Email: jfournillier@gsu.edu
Web page http://education.gsu.edu/jfournillier/index.html

PROFESSIONAL PREPARATION

2005  Ph.D.  Educational Psychology, University of Georgia
       Dissertation: Every year you re-make yourself: An ethnography of
teaching-learning practices in Trinidadian Carnival mas’ camps

2005  Certificate of Interdisciplinary Qualitative Studies, University of
       Georgia

2000  M.A.(Ed.)  Curriculum and Instruction, The University of the West Indies, St.
         Augustine, Trinidad and Tobago.
         Thesis: The achievement orientation of 3 form three students at an
         assisted girls’ secondary school in Trinidad and Tobago

1995  Diploma (Ed.)  Language Arts Teaching, The University of the West Indies, St.
         Augustine, Trinidad and Tobago. Curriculum Study: R^4: Read,
         Respond, wRite, Right?
         Unpublished dissertation: Fiscal crisis and educational development

1979  B.A.  English, Spanish, The University of the West Indies, St. Augustine,
         Trinidad and Tobago

AREAS OF SPECIALIZATION:
Methods of research in education: Anthropology and Education, Ethnography, Action Research,
Visual Research Methods; Teacher Education and Program Evaluation.

HONORS AND AWARDS

2002  Educational Testing Service (ETS) Summer Internship Award
2004  Outstanding Graduate Student Advisor, College of Education,
       University of Georgia, Athens, GA
2006  New Scholar Travel Award, American Anthropological Association
2008  American Educational Research Association (AERA) Division K
       Early Career Professional Seminar Award
2003  AERA Division H Mentorship Award
2008  Georgia State University Center for Teaching and Learning, Research
       Fellow award
Refereed Scholarly Journal Articles


An impact factor of 1.3 and ranks 12/68 in Social Sciences, Interdisciplinary. This journal is situated in SAGE that publishes more than 630 journals, including those of more than 245 learned societies and institutions. SAGE has forged strong partnerships with societies and associations for nearly half a century. The journal is uniquely positioned between the big commercial publishers and small university presses to provide worldwide distribution of knowledge with a personal touch.


ETEN (European Teacher Education Network) was founded in 1988 and aims to promote a wide range of cooperation, exchange, research and publication possibilities for: Universities and institutions engaged in Higher Vocational Education; Local education and social authorities; relevant associations of teacher and social educators.


The journal, which is to be published biannually, is the work of The Academy of Arts, Letters, Culture and Public Affairs of the University of Trinidad and Tobago. This first edition is based on aspects of Trinidad Carnival and contains essays by Dr Hollis Liverpool, Ray Funk, Sat Balkaransingh, Gil Figaro, Queen Macoomeh, Dr Jeannine Remy, Barbara Temple-Thurston and the late Brian Honore—artists and scholars with an interest in issues related to Trinidad Carnival.


The journal comes out of Australia where the discipline of education does not use impact factors as these have been generally regarded as inappropriate in this area. All international journals are ranked on a scale of A, B and C. *Studies in Continuing Education* is an A ranked journal which means that all papers are regarded as meeting full international standards. It is in the top group for adult education journals. The editorial
board includes experienced scholars in adult education from the USA, New Zealand, Canada, UK, South Africa, Singapore, Scotland and The Netherlands.

Fournillier, J. B. (2010). Plus ça change, plus c’est la même chose: The more things change, the more they remain the same. Creative Approaches to Research, 3 (2), 52-62.

Creative Approaches to Research (CAR) has been listed in the recent Excellence in Research for Australia journal list as a recognized peer reviewed publication. CAR is aggregated chiefly on Informit in Australia, but also via EBSCO and Gale Cengage databases around the world. CAR is a trans-disciplinary journal for creative research. It reflects the convergences between epistemology, pedagogy, and technology. It incorporates multiple forms of text including academic and creative writing, sound, images, and multimedia. CAR questions what research is, what it might become, and how a journal might best reflect that evolution.


The Qualitative Report (TQR) is the ninth highest ranked web page when searching for "qualitative research". Over 2,160 sites worldwide link to the home page of TQR. Even though TQR accepts more than 90% of the authors who submit papers for inclusion in the manuscript development process, they end up publishing slightly more than 44% of the papers in the journal. The lower publication rate reflects the rigorous editorial development program each author must successfully complete before the editors and board deem the papers ready for publication. http://www.nova.edu/ssss/QR/numbers.html


This peer reviewed online journal hosted by Research and Practice began publishing in 2005. The editorial advisory board is made up of a team of scholars in different Universities across the globe. It includes scholars like Michael Burawoy, University of California, Berkeley, USA and Peter McLaren, University of California, Los Angeles, USA.

The objective is to give teachers, researchers, as well as practitioners, an academic space for scholarly dialogue. The journal provides a venue for such scholars and scholarly works that allows the "subaltern" and "subjugated knowledge(s)" to speak. The belief is
that all knowledge is public knowledge, and that everyone should not only have access to knowledge, but also be able to contribute to it.

Books/Monographs/Chapters


Autoethnographic study.

http://www.sussex.ac.uk/education/research/cie/rprojects/muster/trinidad

Data based study on teacher education in Trinidad and Tobago

http://www.sussex.ac.uk/education/research/cie/rprojects/muster/trinidad

Data based study on teacher education in Trinidad and Tobago

Work In progress


Book Review

Non-refereed or Other Journal


*Ethnography, Poetry, & the Documentary Experience... an exhibition space for socially descriptive art and text.*

Data based evaluation study from grant.

Data based evaluation study from grant

Data based evaluation study

S. Skelton, E. Cochran-Jackson, & Q. Stubbs are doctoral students working on the grant.

Fournillier, J. (2000). *HIV/AIDS and Religion in Trinidad and Tobago.* Report done for UNAIDS based on interviews with members of Religious Communities in Trinidad and Tobago (25 pp.).
Data based study

Published Proceedings (Refereed conference paper)


Smith is a graduate and a recipient of the Robert Noyce Scholarship.


PRESENTATIONS

Invited Papers


Fournillier, J., Cachaper, C., Freeman, M., & Siegusmund, R., (January, 2007). Qualitative approaches to program evaluation in education: Deconstructing the meanings and practices
within the framework of the conservative challenge. Paper presented at the Qualitative Inquiry Conference (QUIG) in Athens, GA.  (National)

Fournillier, J. (December, 2006). *Make or break? Stewardship and academic citizenship. Invited speaker at Looking Inward.* Paper presented at the Qualitative Inquiry conference at University of Georgia, Athens.  (National)


**Photographic Exhibition**

Fournillier, J. (2008). *Do you see what I see: An ethnographer’s journal.* Photography exhibition at International DocuFest, High Museum, Atlanta, Georgia.  (National)

**Peer-reviewed Conference Presentations**


Fournillier, J. (2009, October 29-31). Guess who’s coming to dinner: A “native ethnographer’s” reconstructive account of the data collection and analysis process. First Biennial Conference of the Qualitative Inquiry in the Caribbean, Mona, Jamaica. (International)

National; L. Logdson was a doctoral student in EPS-Social Foundations. She recently completed her PhD.


National; R. Baker is a doctoral student in Arts and Sciences


National; Dissemination of research from NSF UMEP Grant. [R. Costen and J. Bragelman are graduate student scholars in UMEP]


National; Data based study (Dissertation)


National; Data based evaluation study of Georgia Department of Human Resources Youth Initiative Program.


National; Data based study--PhD. Dissertation.


National


National; Data based study from ETS mentorship program.

National; Data based study.

George, J., Quamina-Aiyejina, L. Fournillier, J., & Kallon, M. (2000, July). Exploring the professional images of beginning teacher trainees. Paper presented at the fifth Biennial Cross-Campus Education conference, School of Education, The University of the West Indies, St. Augustine. International; Data based study from the MUSTER project


Discussant/Chair

Fournillier, J. (2010, May 26-29). Intellectual Affairs. Sixth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign. (National)


Fournillier, J. (2004). A view from the islands: Colonization and Post-Colonial Education. Annual meeting of the American Educational Studies Association, Kansas City, MO (Chair)

**SPONSORED PROJECT ACTIVITY**

**External**


**Submitted and awaiting decision**

March, 2011

Thomas, C. D., (PI); Junor, P., (Co PI); Vidakovic, D., (Co PI); & **Fournillier, J., Co PI.** (2010). *Robert Noyce: Urban Mathematics Educator Program Phase II Monitoring and Evaluation.* National Science Foundation. Co-author and research team leader. $150,000.00.

Not Funded


2010 Not funded but given high reviews and suggestions for resubmission

Thomas, C. D., PI; Stenson, D., P., Co PI; **Fournillier, J., Co PI;** & Vidakovic, D., Co PI (2010). Proposal for Partnership for Student Achievement in Mathematics (PSAM) award. ($1,000,000.00). Research Team Leader

**Internal Grant Awards**

2010 Minority Mentoring Professional Development Grant Recipient. Office of Underrepresented Faculty, GA State University ($800)

2009 Minority Mentoring Professional Development Grant Recipient Office of Underrepresented Faculty, GA State University ($800)

2008 Minority Mentoring Professional Development Grant Recipient. Office of Underrepresented Faculty, GA State University ($800)

2007 Minority Mentoring Professional Development Grant Recipient Office of
Underrepresented Faculty, GA State University ($800)

2007  
*Award for the development of Spencer Foundation award proposal.* College of Education, Georgia State University. ($6,000)

**TEACHING**

2006-Current  
Georgia State University, Atlanta, GA  
*Graduate*

<table>
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<tr>
<th>Course Title</th>
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<tr>
<td>Action Research Methodology (EPRS 7910)</td>
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<td>Methods of Research in Education (EPRS 7900)</td>
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<td>Introduction to Qualitative and Interpretive Research in Education I (EPRS 8500)</td>
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<td>Advanced Qualitative Research in Education II (EPRS 8510)</td>
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<td>Advanced Qualitative Research in Education III (EPRS 8520)</td>
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<td>Visual Research Methods (EPRS 8700)</td>
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<td>Seminar in Educational Policy Studies (EPS 8970)</td>
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</table>

*Undergraduate:*

Field based research in urban education (EDUC 4660)

Spring 2008  
Qualitative Computer Software, Atlas-Ti, workshop/seminar for graduate students in College of Education

Summer 2009  
The University of the West Indies, St. Augustine, Trinidad and Tobago. The Faculty of Humanities and Education.  
Advanced Qualitative Research Methods Doctoral Seminar.

2000-2002  
Virginia Polytechnic Institute and State University, Blacksburg, VA USA  
Graduate Teaching Assistant, Multicultural Education  
Supervisor of Student Teachers

1995-2000  
The University of the West Indies, St. Augustine, Trinidad and Tobago, The Department of Liberal Arts and Humanities  
Instructor, Undergraduate: English for Academic Purposes

2000  
School of Education, Instructor, Developing literacy abilities

1970-1998  
Ministry of Education Trinidad and Tobago  
Elementary and secondary classroom teacher, English Language  
English Literature  
Spanish  
General Paper (Advanced Level students)
Completed Doctoral Students’ Dissertation - Chair
2011  Dhanfu Elston, Georgia State University (Educational Policy Studies, Educational Leadership). *The Diversity Threshold: A Qualitative Case Study Of White College Student (Dis) Engagement In Traditional Student Organizations*

Completed Doctoral Students’ Dissertation – Methodologist


2009  Audrey Ambrosino (Educational Psychology) Adult Learning In Nonformal Settings: Cultural Festivals As Spaces For Socially Situated Cognition.

2008  Belinda Edwards (MSIT-Mathematics Education) The Interplay Among Prospective Secondary Mathematics Teachers’ Affect, Metacognition, And Mathematical Cognition In A Problem-Solving Context. Assistant Professor, College of Mathematics and Science, Kennesaw State University,

Completed Master’s Students’ Projects – Chair

Completed Master’s Students’ theses – Committee member
Internship and Mentoring

2010 Eric Appiah (Undergraduate Student, Arts and Sciences). Summer Internship McNair Program, Georgia State University

Research Experience

2006 University of Georgia, Athens, GA
Reseach Associate: External Evaluation of the Georgia School Performance Review Field Test

2002-2005 College of Education, University of Georgia, Athens, GA
Graduate Research Assistant: Learning Performance Support Lab
Program Evaluator
Clarke County School District (CCSD)-Athens Community Partnership for Community of Learning Centers—My School and Me Project

1996-2000 The University of the West Indies, St. Augustine, Trinidad and Tobago
Multisite Teacher Education Research Project (MUSTER), Associate Researcher

1998-2000 Curriculum Department, Mt. Hope Medical Sciences, Mt. Hope, Trinidad and Tobago, Research Assistant, Research Assistant
UNAIDS, Trinidad and Tobago

Service to the Profession

Journals

2007-Current Editorial Board Member, Journal of Ethnographic and Qualitative Research
2008-Current Editorial Advisor Caribbean Vistas: Quarterly Critiques of Caribbean Arts and Cultures
2008-Current Reviewer, The Teacher Educator
2007 Reviewer, Comparative Studies in Education
2006 Reviewer, Special Edition, Qualitative Studies in Education

Conferences

American Educational Research Association
2010-2012 Elected Chair, Caribbean and African Studies in Education (CASE) Special Interest Group (SIG)
2008-2010 Elected Co-Chair, Caribbean and African Studies in Education (CASE) Special Interest Group (SIG)
2007-2008 Program Chair, Caribbean and African Studies in Education (CASE) Special Interest Group (SIG)
2006-2007  Incoming Program Chair, Caribbean and African Studies in Education (CASE) Special Interest Group (SIG)
2003-CURRENT  Reviewer, conference proposals

American Anthropological Association Conference
2009  Reviewer conference proposals Council for Anthropology and Education, Division of American Anthropological Association

Ethnography and Qualitative Research Conference
2008-CURRENT  Reviewer conference proposals

American Evaluation Association Conference
2007  Reviewer, conference proposals

Conference of Interdisciplinary Qualitative Studies (QUIG)
2007  Co-Coordinator of annual conference
2007  Individual consultation with doctoral students at the conference
2003-2006  Reviewer conference proposals

University Service

Georgia State University, Atlanta, GA
2010-CURRENT  Member, College of Education COE/PEF Diversity Committee
2010  College of Education representative at the Board of Regents Diversity Summit
2009  Member of the College of Education committee for the proposed Minor in Urban Education
2009  Designed research methodology course EDUC 4660 for Minor in Urban Education
2010  Co-host, Dr. June George, Professor, The University of the West Indies, Faculty of Humanities and Education, St. Augustine, Trinidad and Tobago.
2010  Member, RMS proposal committee online MS Educational Research Course

2007-CURRENT  Member, Educational Policy Studies Faculty Affairs Committee
2009-CURRENT  Member, College of Education, ad hoc committee on International Education
2010  Member, Social Foundations Search Committee
2008  Member, Research Measurement Evaluation and Statistics Search Committee
2008  Member of College of Education STEM Committee
2007  Member of the Jury Committee

2011  The University of the West Indies, Mona, Jamaica External Examiner, Masters in Communication; Student Cooperative learning as a means of reducing disruptive behaviour: Comparative study of two grade 4 Jamaica classrooms
PROFESSIONAL MEMBERSHIPS

<table>
<thead>
<tr>
<th>Year</th>
<th>Association</th>
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<tr>
<td>2008-Current</td>
<td>International Society for the Scholarship of Teaching and Learning</td>
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</table>
CURRICULUM VITA

SHERYL ANN GREENWOOD GOWEN

EDUCATION:

Ph.D. 1990  Georgia State University
Curriculum and Instruction

M.Ed. 1969  Goucher College, Education

B.A. 1968  Queens College, Philosophy

PROFESSIONAL EXPERIENCE:

8/2005 – present  Chair
Department of Educational Policy Studies
College of Education
Georgia State University

1/2000 - present  Associate Professor
Department of Educational Policy Studies
College of Education
Georgia State University

1/1996-12/1999  Chair
Department of Learning Support Programs
College of Arts and Sciences
Georgia State University

9/1995-12/1999  Associate Professor
Department of Learning Support Programs
College of Arts and Sciences
Georgia State University

1991-1995  Assistant Director
Center for the Study of Adult Literacy
Georgia State University

1989-1995  Assistant Professor
Division of Developmental Studies
Georgia State University
K-12 Teaching Experience

1973-1978 Middle Grades Language Arts
Clayton and DeKalb County Public Schools, Atlanta, Georgia
1969-1970 Middle Grades
American Consulate School, Dhahran, Saudi Arabia

HONORS AND AWARDS:

1988 Kappa Delta Pi Honor Society
1991 1990 Outstanding Dissertation Award
Department of Curriculum & Instruction
College of Education
Georgia State University
Promising Researcher Award Finalist

PROFESSIONAL ORGANIZATIONS:

American Anthropological Association
American Educational Research Association
American Evaluation Association
Atlanta Area Evaluation Association

SCHOLARLY WORK

FUNDED PROJECTS


PUBLICATIONS

Refereed Scholarly Journal Articles:


Books and Monographs


Technical Reports


Gowen, S. (1990). Literacy for the nineties: Discovering empowerment or instructing basic skills? Center for the Study of Adult Literacy, Georgia State University: Atlanta, GA


**Articles, Essays, and Chapters in Books**


Gowen, S. (1997). This is a School. We want to go to school. In Jean-Paul Hautecoeur, (Ed.), *ALPHA 97: Basic Education and Institutional Environments*. Quebec: UNESCO Institute for Education.


**Reviews of Scholarly Work of Others**


**PRESENTATIONS**

**Invited papers**


Gowen, S. (October, 2002). Predatory Lending Practices and Adult Literacy: Presentation to Doctoral Seminar: The Adult Learner, Department of Educational Psychology, College of Education, Georgia State University.


Gowen, S. (April, 1995). "Friends in the Kitchen" Keynote Address Louisiana State Adult Basic Education Conference, Louisiana State University, Baton Rouge, LA.

Gowen, S. (May, 1994). "Issues in Adult Literacy" Adult Literacy Special Interest Group, International Reading Association, Toronto, Canada.


Gowen, S. (November, 1991). We just team up and get it done. Paper presented at the National Center of Adult Literacy's Literacy and Work Round table, Portland, OR. November.


Contributed papers


Gowen, S. & Deming, M. (1989). Women and academic literacy: Some issues in teaching basic writing. Southeastern Women's Studies Association Conference, Emory University, Atlanta, GA.


Gowen, S. (1988). It just doesn't sound like me: An ethnographic study of a developmental writing class. Georgia Council for Teachers of English Annual Conference, University of Georgia, Athens, GA.

Gowen, S. (1984). Inter-rater reliability and Personality Type as measured by the Myers-Briggs Type Indicator. Georgia Developmental Studies Conference. University of Georgia, Athens, GA.
Discussant/commentator


EDITORIAL ACTIVITIES:

1993-2001 Consulting Editor, Adult Basic Education Quarterly
1994-2000 University of Pennsylvania, Consulting Editor, National Center for Adult Literacy
Publications

COURSES TAUGHT:

(* = also developed course)

In the Department of Educational Policy Studies, College of Education

*EPEL 8910 Research and Research Methods in Educational Leadership
EPRS 7910 Action Research
*EPRS 7975 Seminar for Graduate Assistants
EPRS 8500 Ethnographic Approaches to Educational Research, Part I
EPRS 8510 Ethnographic Approaches to Educational Research, Part II
*EPRS 8620 Educational Evaluation
*EPRS 8640 Case Study Methods
*EPRS 8820 Institutional Research
EPRS 9670 Practicum in Educational and Psychological Research
EPRS 9980 Advanced Research Seminar
EPRS 9990  Dissertation hours

In the Department of Curriculum and Instruction, College of Education

EDLA 746  Oral and Written Compositions for the Middle School Child

In the Department of Anthropology, College of Arts and Sciences

*ANTH 4900  Special Topics: Literacy across Time and Space

*ANTH 8900  Special Topics: Issues in Cross-cultural Literacy

In the Department of Learning Support Programs (Developmental Studies)

DS 081  Developmental Composition

DS 071  Developmental Reading

RTP 025  Regents' Test Preparation/Composition

RTP 035  Regents’ Test Preparation/Reading

SERVICE

Reviews of journal articles, books, and grant proposals


Panelist. Program for Gender Equity in STEM. National Science Foundation. May 2002. Ruta Sevo, Program Officer.

First, do no harm. For State University of New York Press. 1997
Literacy for Life. For Teachers College Press. 1997


Women Writers of the Tenderloin District. For Teachers College Press. 1992


**Professional Service**


2010- Unpaid Evaluation Consultant, Atlanta Education Fund.

2010- Unpaid Evaluation Consultant, Lt. Governor Casey Cagle, I3 proposal to fund Career Academies in Georgia

2010 – Unpaid Educational Consultant for Tech High School, Atlanta Public Schools

2009-2010 - Worked with Dr. Peter Minarik, Regional Director, with the US Commission on Civil Rights, Southern Region, on the identification, recruitment and supervision of doctoral student interns to work with the commission in spring 2010, conducting research and preparing a federal report on the existence of a school-to-prison pipeline in the southeastern United States.

2008-2010 Unpaid Evaluation Consultant to Atlanta Urban Debate league and Milwaukee Debate League After School Programs


2006-2008 - Panel Judge for Boys and Girls Club of Georgia Club State-Wide Member of the Year Competition.


**College and Departmental Service**

Chair, Department of Educational Policy Studies, August 2005 to present.
Member, Andrew Young School of Policy Studies, 2CI cluster Hire Search Committee, 2010
Member, EPS Promotion, Tenure, and Third Year Review Committee, 2003 – 2005.
Member, Student Affairs Committee of the College, 2002-2005.
Member, EPS Student Affairs Committee 2002-2005.
Member, Search Committee, EPEL 2004-2005.
Member, EPS Promotion & Tenure Committee, 2004-2005.
Member, University Triennial Review Committee of the Provost for Undergraduate Programs, 2004
Member, ASURE University Review Committee of Freshman Learning Communities, 2003-2004
Chair, Academic Program Review Committee, Department of Educational Policy Studies, 2003-2004
Chair, Search Committee, Qualitative Research Position. 2003-2004.
Chair, Ad Hoc Subcommittee of the College, Support of Research and Graduate Students, 2003
Member, College of Education Post Tenure Review Committee, 2003
Member, Search Committee, Research, Measurement and Statistics, 2002-2003
Member, Search Committee, Dan Sweat Endowed Chair, 2000-2002
Chair, Search Committee, Research, Measurement and Statistics. 2000-2001
Member, Third Year Review of Faculty Committee, 2000
Member, Promotion and Tenure Committee, 2000 & 2003
Chair, Research, Measurement, and Statistics program, 2000-2001
Chair, Admissions and Standards Ad Hoc subcommittee on Admissions Standards for Learning Support Programs. 1997
Acting Chair and Member, Committee on Admissions of Students with Special talents. 1997
Member, Ad Hoc Committee on Policy for Presidential Assistantships. 1997
Member, University Committee on the Selection of Presidential Scholars. 1997
Member, University Team, University System of Georgia’s Special Conference on Teaching and Learning, November 1997
Member, Admissions and Standards 2001 Ad Hoc Subcommittee on Raising University Admissions Requirements. 1997
Chair, Georgia State University Learning Support Council. 1996-1997
Chair, Admissions and Standards Ad Hoc Subcommittee on the Regents Reading Examination for non-native speakers of English. 1996
Member, SACS self-study Undergraduate Programs Subcommittee. 1996-1997
Member, University System of Georgia Academic Area Advisory Committee on Learning Support Programs. 1996-1999
Member, Advisory Committee for University System of Georgia’s Pre-College Programs. 1996-1997
Member, Chancellor's Fast-track Task Force on Pre-College Initiative. 1995-1996
Chair, APACE subcommittee on Assessment of Student Learning Outcomes. 1995-1997
Member, Search Committee, State Director, for the University System of Georgia’s Pre-College Programs. 1995-1996
Member, University System of Georgia’s Peer Review Committee for Assessment of Student Learning Outcomes. 1995-1996
Member, Academic Programs and Continuing Education Committee, University Senate. 1994 - 1999
Chair, Statutes and By-laws Committee, University Senate. 1994-1999
Member, Committee of the Chairs, University Senate. 1994-1999
Member, University Senate. 1993-1999
Member, Admissions and Standards Committee of the University Senate. 1993-1999
Member, GSU Executive Committee, American Association of University Professors. 1992-1994
Member, Provost's Task Force on African American and Inter-Group Relations Studies. 1991-1992
Member, Executive Committee, Division of Developmental Studies. 1991-1992
Member, University-wide Task Force on African American and Inter-group relations. 1991.
Chair, Qualitative Research Interest Group. 1991-1992
Project Director, Workplace Literacy Program for University Staff. 1991-1995
Member, Curriculum & Research Committee, Division of Developmental Studies. 1990-1991
Guest speaker, College of Education, "Ethical Issues in Qualitative Research." 1989
Philo Allen Hutcheson

5084 Abbotts Glen Way  
Acworth, GA 30101  
E-mail: phutches5@msn.com

Office: 404-413-8284  
FAX: 404-413-8033  
Residence: 770-529-6332

Education

The University of Chicago, Department of Education, Ph.D., 1991.  
Specializations: History of higher education, faculty behavior.  


Professional Experience

Associate Professor (September 1999 to present) and Assistant Professor (September 1992 to September 1999), Georgia State University, Educational Policy Studies Department.  
Responsibilities include scholarship, teaching higher education, social foundations, and educational administration courses, and coordination of higher education doctoral program (1993-1995; 1997 to 2002, 2004 to present) including re-development of the program through course development and student-faculty community efforts.

Assistant Dean for Advising and Retention, Hamline University, June 1990 to September 1992.  
Responsibilities included First-Year Seminar program and teaching a First-Year Seminar, orientation for new professors.  January term director for coordination of faculty teaching load and student exchanges, director of academic honors scholars program, chair of University registration task force, member of faculty handbook task force.  Other responsibilities included enrollment management through supervision of the admission operation and by program and committee coordination, director of workshop to provide designated new freshmen with academic and developmental skills, chair of residential life task force, and chair of student petition committee.  Responsibilities also included those in preceding assignment as director of academic advising.

Director of Academic Advising, Hamline University, April 1988 to June 1990.  
Responsibilities included managing implementation of new computer system for academic records, coordination of academic advising by faculty members and training of new faculty advisors, degree review for students, general education assessment, institutional research, registration and orientation of new students, retention research and
programs, providing due process for students, 504 Coordinator, and managing professional and support staff. Director of leadership honors scholars program. Also served as assistant to Dean of the College.

**Admission Officer**, Hamline University, January 1987 to May 1988. Responsibilities included recruitment in Wisconsin and northern Minnesota, newsletter production, and assisting the Director of Admission in policy and planning.

Assistant Director of Development, Macalester College, July 1986 to October 1986. Responsibilities included development of alumni fund-raising efforts by volunteers' use of personal contact, mail, and telephone. Coordinated efforts with the Alumni Affairs Office and the Director of Development.

**Associate Director of Admission**, Beloit College, July 1981 to May 1984. Responsibilities included all areas of admission research—market, ACT/SAT testing, attitudinal, demographics—as well as assisting Director in policy and planning, coordinating student-athlete recruitment, and travel in California, Texas, and Wisconsin.

**Consultant**, Rush University, Colleges of Nursing and Health Sciences, April 1981 to July 1981. Responsibilities included publications and managing development of computer files for prospective students and applicants.

**Information Associate and Information Assistant**, Illinois Public Action Council, July 1980 to April 1981. Responsibilities included writing conference and introductory brochures, monthly newsletter (5,700 subscribers) and internal monthly newsletter to 1,500 organizational leaders, development and presentation of slide-tape show for annual conference, and grassroots fund-raising.

**Associate Director of Admission**, Beloit College, September 1976 to May 1980. Responsibilities included market and testing research, writing or editing all publications, coordinating student volunteers, coordinating student-athlete recruitment, coordinating minority student recruitment, assisting Director in policy and planning. Travel in Minnesota, Illinois, and Wisconsin.

**Assistant Director of Admission and Admission Counselor**, Carroll College, July 1975 to September 1976 and July 1973 to July 1975. Responsibilities included travel in the East and Midwest (14 states), interviewing admission candidates and maintaining contact with prospective students by phone and letter. Assisted in writing admission publications. Developed questionnaire for students to evaluate admission process.

**Publications**

**Books and Chapters**


“The University, Professionalization, and Race in the United States,” in *Beyond the Lecture Hall: Universities and Community Engagement from the Middle Ages to the Present Day*, eds. Peter Cunningham, Susan Oosthuizan, and Peter Taylor (Cambridge, UK: University of Cambridge, Faculty of Education and Institute of Continuing Education, 2009), 103-115.


Articles


**Book Reviews**


“Stephen H Norwood, *It Wasn’t the Academy’s Finest Hour: A Review of The Third Reich in the Ivory Tower: Complicity and Conflict on American Campuses,*” *Thought and Action* (Fall 2009): 175-177.


**Encyclopedias**


Other Publications

"The Future of Postsecondary Technical Education in Atlanta," policy report for the Atlanta Board of Education in conjunction with the Urban Studies Institute of the Policy Research Center of Georgia State University (January 1995).

Accepted Publications


Publications in Submission

Publications in Progress

Presentations

International Conferences
“The University, Professionalization, and Race in the United States,” Beyond the Lecture Hall, University of Cambridge 800th Anniversary Conference, Cambridge, United Kingdom, September 2008.

National Conferences


“Off The Map: Tenure And Part-Time Faculty At the Community College,” National Education Association Higher Education Conference, Atlanta, Georgia, April 2000.


“To Juxtapose Some Anomalies: Community Colleges; Laurence Veysey; Michel Foucault; Stephen Brint and Jerome Karabel; and C. Vann Woodward,” History of Education Society, Philadelphia, Pennsylvania, October 1997.


“Method Or Madness?: Thoughts on Scholarship and Biography,” Association for the Study of Higher Education, Memphis, Tennessee, November 1996.


“Changes in Faculty Tenure Rates in the Past Twenty Years,” American Association for Higher Education Faculty Forum, Atlanta, Georgia, January 1996.


Regional and Local Conferences


"Faculty Power Through the Centuries: Conceptions and Misconceptions," Hamline University Faculty Research Seminar, St. Paul, Minnesota, April 1990.


**Speeches and Workshops**

“Writing a History of United States Higher Education from the Middle: Midwestern Colleges
and Universities in the 1800s,” Indiana University, Bloomington, IN, March 2011.


“Philosophies of Education: What They Mean When We Practice Education,” Marist School, Dunwoody, Georgia, November 2000.


Advising Workshop, Jamestown College, Jamestown, ND, August 1994.

**Editorial Activity**

**Editorial Positions**


Consulting Editor, *Journal of the Professoriate*, 2005 to present.


Member, Editorial Board, *Perspectives on the History of Higher Education* (formerly the *History of Higher Education Annual*), 2003 to present.


ASHE-ERIC National Advisory Board, member, October 1996 to October 1999.

**Grants**

**Grant Proposals**

“Blackness in the Academy: Understanding Academic Achievement Among College Students,” Georgia State University Research Initiation Grant, 2005-2006. Co-authored funded proposal for $10,000 to initiate long-term project examining college students at Atlanta-area institutions and the University of West Indies, Jamaica, with expected external funding.


**Grant Reviews**

FIPSE proposal reviewer, February 2001. Reviewed proposals on wide variety of topics.

FIPSE Final Proposal reviewer, March 1990. Reviewed five final proposals requesting monies to support programs for orientation, learning environment evaluation, independent scholarship, curricular revision, and faculty development.

**Organizations**

American Educational Research Association (AERA), member Divisions F (History) and J (Postsecondary Education), 1992 to December 2001, August 2002 to present. Member, Annual Meeting Policies and Procedures Committee, September 2006 to present. Chair, Program Committee, Division F, 2005-2006. Chair, Archival and Biographical Special Interest Group, April 1998 to May 1999. Program chair, Archival and Biographical Special Interest Group,


Southern History of Education Society, Program Chair, 2009 and 2005.


Member, National Association of College Admission Counselors Committee on Government and Interassociation Relations, 1978-79.


Teaching and Doctoral Advising


Ph.D. students graduated, dissertation chair
Michael Fulford, “Failing at College Football Reform: An Analysis of the Jan Kemp Trial at the University of Georgia,” (2008).
Marci Middleton, “The Effect of Pre-transfer Grade Point Average on Post-transfer Grade Point Average as an Indicator of Persistence from Community Colleges to State Colleges and Universities within the University System of Georgia,” (2008).

Ph.D. students graduated, dissertation chair (cont.)
Anna Christine Coley, “Experiences of Religious Studies Faculty Members as Teachers and Scholars at Former Baptist University,” (2004).
Dissertation of the Year, History of Education Society, 2004; Dissertation of the Year, Educational Policy Studies Department, 2002.
Catherine King, “An Examination of Pre-Employment Careers of Full-time Two-Year College Faculty in Georgia,” (2003).

I. EDUCATION

UNIVERSITY OF GEORGIA, Athens, Georgia

ANTIOCH UNIVERSITY, Seattle, Washington
Masters in Education. Thesis, under the direction of Dr. Tisdell, entitled "Radical pedagogy in action: A case study of a Chicano/a autobiography class," winner of the Adult Education Research Conference (AERC) graduate student research award, September 1997.

SEATTLE PACIFIC UNIVERSITY, Seattle, Washington

UNIVERSITY OF WASHINGTON, Seattle, Washington
Bachelor of Arts in English, graduated Magna Cum Laude, March 1983.

II. PROFESSIONAL CREDENTIALS

GEORGIA STATE UNIVERSITY, Atlanta, Georgia
Assistant Professor, Department of Educational Policy Studies, Research, Measurement and Statistics Program. August, 2006-present.

UNIVERSITY OF GEORGIA, Athens, Georgia
Assistant Professor, Department of Adult Education, Qualitative Inquiry Program. August 2004 – 2006.

UNIVERSITY OF GEORGIA, Athens, Georgia

UNIVERSITY OF GEORGIA, Athens, Georgia
Research and Systems Manager, Georgia Literacy Grant Project. Fall and Spring 2000-2001.

MENORAH SCHOOL, Mercer Island, Washington
Teacher, third, fourth and fifth grades, October 1996 – June 1998

CIBECUE APACHE COMMUNITY SCHOOL, Cibecue, Arizona
Head Librarian for elementary and secondary school on the White Mountain Apache Reservation, June 1993 - July 1994

INDEPENDENT, Seattle, Washington
Private tutor for elementary and secondary students, June 1991 – June 1993

SEATTLE WALDORF SCHOOL, Seattle, Washington
Teacher, second and third grades, July 1989 - August 1991

III. SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Publications
*Peer Reviewed
+Invited

Journal Articles

*Kaufmann, J. (in review). I spit to meet you on a line unfolding. *Qualitative Inquiry* (4% acceptance rate).


*Kaufmann, J. (in press). The meaning of “not innocent”: The Troy Anthony Davis case. *International Review of Qualitative Research*. (7% acceptance rate)

*Kaufmann, J. (in press). An autoethnography of a face. *Qualitative Inquiry*. (4% acceptance rate)


*Kaufmann, J. (2010). Trans-representation. *Qualitative Inquiry* 16(3), 90-103. (4% acceptance rate)


**Books**


**Book Reviews**


**Reports**

*Kaufmann, J (2004). Oppositional feminist ethnography: What does it have to offer Adult Education?* Columbus, OH, Clearinghouse on Adult, Career, and Vocational Education.
Conference Proceedings


Research Reports


Recognition and Outstanding Achievements

University Dissertation Completion Assistantship, University of Georgia, Athens, Georgia. Award for academic achievement, 2003-2004.

University Fellowship, University of Georgia, Athens, Georgia. Award for academic achievements, 1998-2000.

Adult Education Research Conference Graduate Research Award, Oklahoma State University, Stillwater, Oklahoma. Award for most outstanding graduate research of the year, May 1997.

Scholarship recipient, Antioch University, Seattle. Award for commitment to equity and diversity and academic achievement, Spring 1996.
C. Manuscript and Proposal Reviewer

Occasional Reviewer

(2011) Adult Education Quarterly. Number of manuscripts reviewed: 1

(2011) Qualitative Inquiry. Number of manuscripts reviewed: 1

(2011) Qualitative Report. Number of manuscripts reviewed: 1

(2011) International Review of Qualitative Research. Number of manuscripts reviewed: 1

(2011) Journal of Ethnographic and Qualitative Research. Number of manuscripts reviewed: 1


(2010) Policy Futures in Education. Number of manuscripts reviewed: 2

(2010) Qualitative Report. Number of manuscripts reviewed: 1

(2010) Qualitative Inquiry. Number of manuscripts reviewed: 1

(2009) International Journal of Qualitative Studies in Education. Number of manuscripts reviewed: 1


(2007) Qualitative Inquiry. Number of manuscripts reviewed: 3.

(2006) Qualitative Interest Group Conference. Number of manuscripts reviewed: 20


(2003). Qualitative Interest Group Conference. Number of manuscripts reviewed: 4

(2002). *Educational Theory*. Number of manuscripts reviewed: 1

**D. Convention Papers**

**International and National Presentations**


Kaufmann, J. (2001). *Postfoundational feminist ethnography: What does it have to offer adult


**IV. RESIDENT INSTRUCTION AND ADVISING**

**Student Work Directed at Georgia State University**

GEORGIA STATE UNIVERSITY, Atlanta, Georgia

**Chair of Dissertation Committee**


Xylecia Taylor (2011). _Integrating music into the urban elementary classroom_, working on prospectus.

**Co-chair of Dissertation Committee**


**Methodologist of Dissertation Committee**

Tiffany Mosely (2011). _The experience of African American women with counseling services in predominately white universities_, working on comprehensive exams.


Sarida Hoy (2010). *To iron or not to iron: Puerto Rican women scientists*, complete.


**Member of Dissertation Committee**

Chris King (2011). *Foucauldian analysis of No Child Left Behind*, working on prospectus.


Qiana Cutts (2008). *Autoethnographic content analysis of the works of Dr. Asa Grant Hillard*, complete.


**Reader of Dissertation Committee**


Kerry Lane Hathaway (2007). *The double-consciousness of black gay men – blackism and heterosexism: A two-ness that compounds the struggle to preserve an already problematic self*, complete.

**Courses taught at Georgia State University**

**GEORGIA STATE UNIVERSITY, Atlanta, Georgia**

Graduate Program in Educational Policy Studies, EPRS 8500, “Qualitative/Interpretive Research in Education I.”

- Spring 2007 (enrollment: 15. student evaluation: 4.9/5)
- Summer 2007 (enrollment: 15. student evaluation: 4.9/5)
- Fall 2007 (enrollment: 27. student evaluation: 4.9/5).
- Fall 2007 (enrollment: 20. student evaluation: 4.9/5)
- Summer 2008 (enrollment: 21. student evaluation: 4.9/5)
- Fall 2008 (enrollment: 21, student evaluation: 4.6/5)
- Fall 2008 (enrollment: 14. student evaluation: 4.9/5)
- Summer 2009 (enrollment: 13. student evaluation: 5/5)
- Fall 2009 (enrollment: 21. student evaluation: 4.8/5)
- Spring 2010 (enrollment: 12. evaluation: 4.6/5)
- Summer 2010 (enrollment 15. student evaluation: 4.8/5).
- Fall 2010 (enrollment: 20. student evaluation: 4.9/5)

Graduate Program in Educational Policy Studies, EPRS 8510, “Qualitative/Interpretive Research in Education II.”

- Summer 2007 (enrollment: 16. student evaluation: 4.9/5)
- Spring 2008 (enrollment: 18. student evaluation: 4.9/5)
- Spring 2008 (enrollment: 24. student evaluation: 4.9/5)
- Summer 2008 (enrollment: 13. student evaluation: 5/5)
- Spring 2009 (enrollment 16. student evaluation: 4.9/5)
- Summer 2009 (enrollment: 9. student evaluation: 5/5)
- Summer 2010 (enrollment: 21. student evaluation: 5/5)

Graduate Program in Educational Policy Studies, EPSF 9280, “Interpretive Inquiry in Education.”

- Fall 2006 (enrollment: 10. student evaluation: 5/5)

Graduate Program in Educational Policy Studies, EPRS 9920, “Special Topics in Qualitative Research: Deleuze and Qualitative Research.”

- Fall 2009 (enrollment: 5. student evaluation: 5/5)
Graduate Program in Educational Policy Studies, EPRS 9920: “Special Topics in Qualitative Research: Arts Based Research.”

Fall 2010 (enrollment: 9. student evaluation: 5/5).

Graduate Program in Educational Policy Studies, EPRS 9120, “Poststructural Inquiry.”

Spring 2010 (enrollment: 8. student evaluation: 4.8/5).

Program Development at Georgia State University

GEORGIA STATE UNIVERSITY, Atlanta, Georgia

Qualitative Research in Education Certificate (2007). Developed and implemented a certificate program for graduate students who complete seven qualitative research courses and a qualitative dissertation.

EPRS 9920, “Special Topics in Qualitative Research.” (2006). Developed and implemented a special topics course which deals with varying issues in qualitative research.

EPRS 9120, “Poststructural Inquiry.” (2006). Developed and implemented a qualitative research course dealing with the current trends in poststructural inquiry.

Courses taught at The University of Georgia

UNIVERSITY OF GEORGIA, Athens, Georgia

Graduate Program in Lifelong Education, Administration and Policy, “Qualitative Data Analysis.” Spring 2006


Institute of Women’s Studies. “Introduction to Feminist Theories.” Spring 2005


Graduate Program in Educational Research and Measurement, “Qualitative Research Design.” An on-line course. Fall 2004
V. SERVICE

University Service

(2011 – present). Member, University Senate, Georgia State University.

(2011 – present). Member, Committee of Academic Programs, Georgia State University.

(2011 – present). Member, Graduate Council subcommittee of Committee of Academic Programs.

College Service


Department Service

(2009 - present). Chair, Research and Scholarship Committee, Department of Educational Policy Studies, Georgia State University.

(2008). Chair, Student Affairs Committee, Department of Educational Policy Studies, Georgia State University.

(2008). Developed Qualitative Research Seminar Course, Georgia State University.


(2006). Developed Poststructural Qualitative Research Course, Georgia State University.

(2006). Qualitative Inquiry Group (QUIG) Development Committee, University of Georgia/Georgia State University Joint Committee.

(2006). Qualitative Inquiry Group (QUIG) Bookstore Committee, University of Georgia/Georgia State Joint Committee.

(2005-2008). Student Affairs Committee, Department of Educational Policy Studies, Georgia State University

(2005-2006). Qualitative Research Program Faculty Committee, University of Georgia.

(2005). Qualitative Inquiry Group (QUIG) Bookstore Committee, University of Georgia.
**Scholarly Service**

(Spring 2011). Member Qualitative Research Dissertation Award Committee. *American Education Research Association*.

(Fall 2009-present) Member Editorial Board, *Journal of Ethnographic and Qualitative Research*

(Spring 2008 – present). Member Editorial Board, *Qualitative Report*.


(Spring 2007). Chair Conference Session, Representation and The Other. Third International Congress of Qualitative Inquiry, Urbana-Champaign, Illinois.

(Spring 2006). Qualitative Research in the Social Sciences. Presented to the School of Journalism, The University of Georgia.

(Spring 2004; Summer 2005). Introduction to Qualitative Research. Presented to ERSH 6400: An Introduction to Research, Department of Educational Research and Measurement, The University of Georgia.

(Spring 2003). Introduction to Poststructural Data Analysis. Presented to ERSH 7400: An Introduction to Qualitative Research, Department of Educational Research and Measurement, The University of Georgia.


**VI. AREAS OF INTEREST**

**Research Methodologies**  
**Poststructural Inquiry**  
**Social Justice Issues**  
**Gender Studies**
CURRICULUM VITAE
Joyce Elaine King, Ph.D.
3208 Grant Way
East Point, GA 30344
drjoyceking@yahoo.com / 404.668.8755 (cell)

EDUCATION

Ph.D., Social Foundations of Education, Stanford University, 1974
B.A., Sociology (with Honors), Stanford University, 1969
Certificate, Harvard Graduate School Institute for Educational Management, 2002

FELLOWSHIP AWARDS

National Institutes of Mental Health, Post-Doctoral Fellowship, Department of Sociology
(Concentration: Theory & Methodology), Stanford University, 1976-1977

Other Academic Honors

Distinguished Fellowship Award for Research and Leadership in Critical Studies
University of Auckland (July, 2008)
Visiting Research Fellow, Southern Education Foundation, 2003 (January-June)
Bush-Hewlett Foundation Fellow, Harvard University, IEM Program (2002)
Visiting Scholar, Agnes Scott College (2003, Spring)
Distinguished Visiting Scholar, Texas Women’s College, 2000 (February)

TEACHING & ACADEMIC ADMINISTRATION


2001–2002 PROVOST/CHIEF ACADEMIC OFFICER, SPELMAN COLLEGE (9/01-12/02). Responsible for all academic affairs of the College, related budgets, faculty hiring, development, tenure & promotion, oversight of faculty research, grant development, strategic planning, and Board of Trustees Liaison-- Education Policy Committee. Direct Reports: Academic Dean, Associate Provosts (Liberal Arts & Education/Sciences & Mathematics), Dean of Continuing Education, Directors of Admissions, Recruitment, Institutional Research, Assessment & Planning, Museum of Fine Art, Women’s Research and Resource Center, College Archivist, Comprehensive Writing Program & WebCT (Title III), Cosby Endowed Chair program, Director
of Athletics (NCAA Div. II to Div. III), Atlanta University Center Library Liaison, International Study Abroad programs, Department chairs (20) and 15 academic programs. **Accomplishments:** External Departmental reviews; new course development, major grant renewals.

**1998 - 2001  ASSOCIATE PROVOST, Medgar Evers College of The City University of New York.** Reported to Provost/Senior Vice-President for Academic Affairs. **Primary responsibilities:** Presidential Cabinet Officer, faculty development & awards, tenure & promotion, adjunct faculty hiring, curriculum oversight and system academic reports, community outreach and related budget oversight. **Direct reports:** Chief Librarian, Assistant to the Provost. **Committees:** Provost’s Council, Core Curriculum, Enrollment Management Task Force, CUNY-wide Affirmative Action Committee. **Accomplishments:** 4 new BA/BS degree programs (Math, English, Business, Human Services) and Center for Black Literature approved; tenure/promotion criteria updated/approved. **Faculty appointment,** CUNY Doctoral program in Urban Education. **Tenured, Professor of Education.**

**1994 - 1998  ASSOCIATE VICE-CHANCELLOR for Academic Affairs & Diversity Programs, University of New Orleans.** Reported to Provost/Executive Vice-Chancellor/Academic Affairs. **Responsibilities:** Strategic planning/budget coordination, promotion & tenure committee, Chairs/Deans professional development, international faculty hiring & labor certification, & exchange agreements, Southern Univ./LSU desegregation consent decree programs (joint/ hiring, minority faculty mentoring, community outreach (e.g., course & program development and arts-based programs). **Direct reports:** Campus Diversity Advisory Committee, Women’s Center, and Asian & Pacific Rim Center. **Accomplishments:** Minor in African American Studies, approved and instructional technology faculty development program and Minority Graduate Fellowship Program established. **Graduate Courses:** Foundations of Culture-centered Knowledge & Research; Mapping University Assets for Public Scholarship and Community Outreach. Doctoral Thesis committees. **Tenured, Professor of Education.**

**DIRECTOR OF TEACHER EDUCATION & Director, Interdisciplinary Master’s Degree Program in Education, Santa Clara University.** **Primary responsibilities:** Administration of elementary/secondary teacher education programs in the Graduate Division of Counseling Psychology and Education, the M.A. program in Interdisciplinary Education, and undergraduate College of Arts & Sciences education courses. **Committees:** President’s (Strategic) Planning and Action Team (campus-wide budget planning), Human Subjects, Vice President’s Search Committee. Promoted from Assistant to Associate Professor with tenure. **Graduate Courses:** Directed Teaching I, II & III (Elem/Secondary Methods), Interpersonal/ Cross-cultural Communication, Social Foundations of Education.


**1972-1973  HEAD, DEPARTMENT OF ETHNIC STUDIES/Acting Assist. Professor of Psychology, Mills College.** Joint Appointment: Ethnic Studies & Psychology. **Responsibilities:** Founding Department chair responsible for all aspects of department management, including faculty hiring and other personnel matters, course development. **Accomplished:** Established the first Ethnic Studies academic major, interdisciplinary Artists-in-Resident program and
community outreach activities. **Committees:** Education Policy Committee.

**Other Research & Teaching Experience:**

1991 **Visiting Professor**, Federal University of São Carlos, Brazil. **Courses:** Research & Methodology; Racism & Education. Parent workshops and public lectures at universities in Rio de Janeiro, São Paulo, and Porto Alegre. *Winter Inter-session.*


**DIVERSITY & LEADERSHIP TRAINING, FACULTY DEVELOPMENT & PROGRAM EVALUATION/ORGANIZATIONAL CONSULTATIONS**

1987- **Education Organizations/Professional Associations:** University Community Academy Charter School (Atlanta); University of South Carolina; University of North Carolina, Charlotte; EXCEL High School (Oakland, CA); University of Maryland, College Park; Berry College (Rome, GA); Rochester (NY) Teacher Center; OISE, Department of Sociology and Equity Studies in Education, University of Toronto (External Evaluator, 2004); Fort Valley State University; American Council on Education (ACE) Senior Management Seminar; ACE Dean’s & Department Chairs Workshop; Brooklyn College, School of Education, CUNY (External Evaluator); Principals’ Association of New Orleans Public Schools, Inc. (PANOPSI); Louisiana State University, College of Education; Central Michigan Univ. & Univ. of Arkansas, Pine Bluff /W.K. Kellogg Foundation Partner-ship: “Building Community with Technology Project”; California State Univ., Hayward; Santa Clara Univ. President’s Cabinet; Western Association of College & University Business Officers (WACUBO); Santa Clara Univ./Ravenswood School District Teacher Corps.

**Non-Profit/Civic Organizations:** A New Way Forward, National Mentoring Program (New York/Atlanta); Greater Pittsburgh YWCA (Diversity Workshop); Junebug Theatre-Color Lines Project (New Orleans); National Center for Urban Partnerships (Ford Foundation); International House of Blues Foundation (New Orleans); Young Leadership Council (New Orleans); National Mentoring Center (Oakland, CA); National Funding Collaborative for Violence Prevention (Ford Foundation); AmeriCorps (New Orleans) Council for a Better Louisiana; Greater New Orleans Foundation; Leadership Palo Alto (CA).

1988- **Program Development, Evaluation & Research:** National Black Curriculum Project, National Urban League; Amistad Commission, State of Illinois; American Institutes for Research/Urban League: Peninsula Academies; Sequoia Union High School District; Stanford University: Department of Psychology (“Learned Helplessness” classroom study, Research Associate), Urban/Rural School Development Program (Research Associate/Midwestern Region Parent-Teacher Training), Afro-American Studies Program/Community Development Workshop (Developed interdisciplinary community-based internships/credit courses).
RESEARCH GRANTS (Selected)


*Open Society Institute, Soros Foundation*. Commission on Research in Black Education (1999-2001), Interactive CD archival project.


PUBLICATIONS (Selected)

BOOKS


BOOK CHAPTERS


“Preface”; Chapter 1, “A transformative vision of Black Education for human freedom” (pp. 3-17); Chapter 2, “A Declaration of Intellectual Independence for Human Freedom” (pp. 19-42); Afterword (pp. 347-350); (With S. Parker, Eds.) Chapter 11, “A Detroit conversation” (pp. 243-260); (With D. Hill), Appendix C “Glossary of Terms” (pp. 367-369). In J. King (Ed.) Black Education: A Transformative Research and Action Agenda for the New Century. Mahwah, NJ: Lawrence Erlbaum, 2005.


Como a pesquisa na educação do Negro pode-se tornar uma forma de luta pela liberdade humana? (How Can Research in Black Education Become One of the Forms of Struggle for Human Freedom?) In A. A. Brandão (Ed.) Cadernos PENESB 5: The Program on Education, Blacks and Brazilian Society (pp. 89-117). Niterói: Federal University of Fulminense Press,

Usando o pensamento Africano e o conhecimento nativo da comunidade. (Using African thought and indigenous community knowledge). In N. Gomes & P. G. e Silva (Eds.), *Experiências étnico-culturais para a formação de professores* (pp. 79-93). Belo Horizonte, Brazil: Autêntica, 2002.


The Middle Passage revisited: Education for human freedom and the Black Studies epistemological critique. In L. H. Da Silva et al. (Eds.), *Novos Mapas Culturais: Novas Perspectivas Educacionais* (pp. 75-101). Porto Alegre, Brazil: Editor Sulina, 1996.


Black mothers to sons (with Carolyn Mitchell). In B. Bowser (Ed.), *Black Male Adolescents: Parenting and Education in Community Context* (pp. 129-159). New York: University Press of America, 1991. (Adapted from *Black Mothers to Sons*.)

**REFEREED ARTICLES**


“[Art Thou come to the Kingdom for such a time as this?]” Transformative public scholarship for social change. *Womanist Theory and Research, 3.2/4.1*, 2001/2002, pp. 15-21.


Dysconscious racism: Ideology, identity, and the mis-education of teachers. *Journal of Negro Education, 60* (2), 1990: 133-146. (To date reprinted 5 times as follows)


**RESEARCH REPORTS & TECHNICAL PUBLICATIONS (SELECTED)**


**Publications with Doctoral Students**


Other Publications Forthcoming


PUBLIC, UNIVERSITY, PROFESSIONAL & COMMUNITY SERVICE


Tenure & Promotion Reviewer: Teachers’ College, Columbia University; Stanford University; University of Indiana, Queens College, CUNY, University of N. Carolina, Chapel Hill, OISE-Univ. of Toronto, University of Washington, University of Wisconsin, Wayne State University, Univ. of Southern California; Univ. of Texas, Austin, The Ohio State University.

Membership/Committees: American Educational Research Association (AERA): Chair, Commission on Research in Black Education; Chair, International Relations Committee (2005-2008), Member, Presidential Task Force on International Research Exploration (2006-2008); Division G Nominating Committee, Affirmative Action Officer, Professional Training & Development Committee; American Sociological Association; Sociology of Education Assoc.; American Assoc. of University Women (AAUW); GA Chapter, National Association of Multicultural Educators (NAME); American Assoc. of Higher Education (AAHE).

Professional/University Service:

Georgia State University Institutional Review Board (IRB, 2008-present); Convener, Dean’s Africa Initiative, Guest Lecture, Dr. Carlos Moore (2008); Organizer/Convener, Georgia State University Faculty Brown Bag Conversations: “Teaching and Learning About Racial/Social Justice” (2007-2008); Heinz Foundation Program Review; GSU Department of Education Policy
Studies Promotion & Tenure Committee/Academic Scholarship & Policy Committee; Urban Graduate Research Fellows, Selection Committee; Dean of Education Search Committee, GA State University; Education Policy Studies faculty search committees (2005-present); National External Advisory Board, School of Education, Clark Atlanta University (2003-present); American Council on Education Department Chairs; Website Development Committee (2000-2003), Georgia Humanities Council (State-wide Colloquium Planning Committee/Facilitator: The Humanities in Georgia, 2002); Jegna Collective Urban Teacher Education Institute, National Education Advisory Council, Clark Atlanta University (2002-present); Spelman College United Way Campaign, Unit leader (2001); University of New Orleans, Capital Campaign Committee, No Aids-Walk Committee.

Public/Community Service:


Editorial Advisor/Reviewer/Co-Editor:


OTHER HONORS & AWARDS (Selected)

2005 ET³ Tec Champion Award/Congressman Major Owens, Chair Congressional Black Caucus Education Braintrust

2003 Consortium of Doctors LTD, Special Congressional Recognition Award, 16th California State Assembly District, Congresswoman Barbara Lee & California Assembly Majority Leader Wilma Chan, Certificate of Recognition

2002 National Coalition of 100 Black Women of Atlanta, Appreciation Award, The Heritage Academy/Teen Mentoring Program, Spelman College; Multicultural Educator of the
**Year Award**, National Assoc. of Multicultural Education (NAME), Georgia Chapter

2000  American Educational Research Association (AERA) *Distinguished Career Award*

1998  AERA, Research Focus on Black Education (SIG) *Outstanding Researcher Award*

*Certificate*, Outstanding Community Service, Mayor Marc Morial, New Orleans


1992  “*Anti-Racist Education Award,*” National Association of Black Reading and Language Educators

1984  *Fellowship*, Bay Area Global Education Project. Institute on the Global Economy, Stanford Program in Intercultural Education (SPICE)/World Affairs Council

1983  “*Outstanding Black Women Award,*” Mid-Peninsula YWCA, Palo Alto, CA

1969  *Dinkelspiel (Presidential) Award for Service to Undergraduate Education*, Stanford University

**INVITED ADDRESSES, PAPERS, LECTURES & PRESENTATIONS** (Selected)


*Keynote Lecture*, “School-community engagement and Heritage Knowledge for academic and cultural excellence/cultural citizenship.” York Centre for Education & Community/School-Community Engaged Education Summer Institute, York University, Toronto, August, 2009.


*Presentations*, Alonzo A. Crim Center Sources of Urban Education al Excellence Annual Conference, “Has a Katrina Moment Arrived in Urban Education? –A Teach-In on Race, Research & Resistance” GA State University, April, 2009.

Keynote: “Look for Me in the Whirlwind: Is This a Renaissance Moment for Radical Black Pedagogy?”

Film Showing/Moderator: “Trouble the Water”—Racial “Cleansing” of Schools and Cities: We Shall Not Be (Re)Moved


Invited Workshop, “(Cultural) Memory Is Power” and a Doctoral Seminar, “Black Education,” Urban Education Doctoral Program, the University of North Carolina, Charlotte, March 22-23,
2007.


Presidential Symposium. “African Thought and Epistemology in Teaching, Research and Community Building–From a Global Perspective,” AERA annual meeting. Montreal, Canada,
April 1999.


**Lecture:** “The Middle Passage: Our Psychic Holocaust.” The Middle Passage: White Ships, Black Cargo Exhibit by Tom Feelings, St. Augustine’s Church, Historic Tremé, New Orleans, 1997.


**Lecture(s).** “Ain’t You Got a Right to the Tree of Life?” Colgate University (New York) and Millersville University (Pennsylvania), 1996.


**Commencement Address.** “Ain’t You Got a Right to the Tree of Life?” Foothill Community College, CA. June 1993.

**Invited Lecture(s).** “Dysconscious Racism and Education,” University of Colorado at Boulder, 1990; UC Santa Cruz, 1990; University of Wisconsin, Madison, 1992.

**Panelist.** “Community Participation in Education.” World Bank Professional Development Workshop/ Population and Human Resources Staff, Stanford University, 1989.

**Invited Consultation.** World Council of Churches Consultation: “Racism in Schools, Churches


**MULTI-MEDIA PORTFOLIO**


Richard D. Lakes, Ph.D.
Professor
Department of Educational Policy Studies
Georgia State University
PO BOX 3977
Atlanta, GA 30302-3977

Academic Experience
1988  Ph.D. in Comprehensive Vocational Education, Ohio State University.
1983  M.Ed. in Vocational & Technical Education, University of Cincinnati.
1974  B.S. in Social Sciences, University of Cincinnati.

Professional Experience
Current  Professor, Department of Educational Policy Studies GSU. [promoted-Spring, 2009]
1997-2009  Associate Professor, Dept of Educational Policy Studies, Georgia State University. [promoted & tenured--Spring, 1997]
1993 - 1997  Assistant Professor, Dept of Educational Policy Studies, Georgia State University
1991 - 1993  Assistant Professor, Dept of Vocational & Career Development, Georgia State University.
Summer 1991  Visiting Assistant Professor, Dept. of Vocational and Technical Education, University of Minnesota.
Fall 1990  Lecturer, University of Connecticut, Avery Point.
Spring 1989; Summer 1990  Lecturer, Central Connecticut State University.
Fall 1989; Spring 1990  Lecturer, University of Connecticut, Storrs.
Spring 1988  Adjunct Instructor, Miami University, Oxford.
Fall 1987 Adjunct Instructor, Ohio University, Athens.

Nov 1986 - Dec 1987 Project Historian, Ohio University

Fall 1984 - Fall 1986 GTA in Humanistic Foundations of Education, Ohio State


Courses Taught at GSU
“Sociological Aspects of Leadership” (EPEL 8630); “Education for Work” (EPS 8970); “Interpretive Inquiry” (EPSF 9280); “Race, Class, and Gender in Education” (EPS 9260); “Multicultural Education” (EPSF 7110) "Critical Pedagogy" (EPSF 7100)
"Introduction to Education” (EPSF 2010); "Politics and Policy in Education" (EPSF 8320) "Cultural Studies in Education: Gender" (EPSF 8040); “Cultural Studies in Education: Film” (EPSF 8010); "Social & Cultural Foundations of Education" (EPSF 7120); "Workforce Diversity" (EPHR 801); "History & Philosophy of Vocational Education" (EPSF 810); "Policy Studies in Vocational & Career Development” (VCD 897E); "Organization & Management of Training Facilities" (VCD 636); "Principles & Practices of Vocational Education" (VCD 725); "Field-Based Practicum in VCD" (VCD 369/370/371; 669/670/671)

Courses Taught Elsewhere
"Education for Work" (VoED 5400) at the University of Minnesota; "Gender in the Workplace" (WS 264) at the University of Connecticut, Avery Point; "Educational Equity in the Twenty-First Century: Teaching and Learning” (CEU 550); "Contemporary Issues in Education” (ED 500) at Central Connecticut State University; "History of American Education” (EDLR 336); "History of Western Education" (EDLR 335); "Foundations of Education” (EDLR 220); at the University of Connecticut, Storrs. "Socio-cultural Foundations of Education" (EDL 304) at Miami University; "Teachers, Schools, and Society” (EDCI 480) at Ohio University; "History of American Education” (ED P&L 650.02) at Ohio State, Columbus & Marion.

Dissertation

Awards
Books

Author of “Working-Class Masculinities and Schooling: New Considerations for Vocational Education”; and co-author of “Globalizing Education for Work: An Introduction,” “Preparation for (In)equality: Women in South Korean Vocational Education,” and “Afterword.”


Monograph

Journal

Chapters


**Refereed Articles**


**Published Proceedings (Refereed)**


of Education Society.


**Book Reviews**


Presentations
Invited Keynote Address “VET Sectors: Alignments in Workforce and Economic Development” for the annual meeting of the New Zealand Research Forum at Victoria University in Wellington on April, 14, 2010; and met with senior labor market analysts, tertiary education policymakers, and trade union officials about best practices in the school-to-work transition.

Invited Lecture “The Career Academy Model: Regional Workforce Education in the USA” at Griffith University, Brisbane on April 6, 2010 and; Invited Keynote Address “Geography Matters: Notes on VET Policy Futures”, for the annual meeting of the Australian Vocational Education and Training Research Association in Surfer’s Paradise, Gold Coast on April 8, 2010.


“Take this Test: Neoliberal Imperatives for Entry-Level Employability,” at the Southeast Philosophy of Education Society in Auburn, AL on February 20-21, 2009.

“Neoliberal Designs in Education: Four Views” a symposium for the American Educational Studies Association in Savannah in October of 2008.

“Strategic Global Advantage: Career and Technical Education Reforms in Georgia” (with Janet Burns) and discussant on “Technology Use in CTE” at the American Educational Research Association CTE SIG in New York City on March 24-28, 2008.

“Workforce Development and CTE Reform in Georgia,” at the Association for Career and Technical Education Research Conference in Las Vegas on December 12-13, 2007.


“Four Key Themes in Perkins III Reauthorization: A Political Analysis” at the Association for Career & Technical Education Research Conference in Atlanta (GA) on
“Working-Class Education and the Bush Administration: Policy Notes” and “Parental Rights, Student Clubs, and the Georgia General Assembly” at the American Educational Studies Association annual meeting in Spokane (WA) on November 2-5, 2006.

Discussant on the seminar “Promising Effects or Wasted Efforts? Constructivist Models in Career and Technical Education” at the AERA Annual Meeting, April 7-11, 2006, in San Francisco.

“Globalization Discourses on the New Economy: Congressional Reauthorization of the Carl D. Perkins Act” at the Southeast Philosophy of Education Society meeting on Friday, Feb. 3, 2006 in Decatur, GA.


“Preparation for (In)equality: Women in South Korean Vocational Education,” Paper presented in the symposium “Educating Women for the New Workforce or Preparation for Global Exploitation?: The Case of Germany, South Korea, and Brazil,” at the American Educational Studies Association annual meeting in Mexico City on Friday, October 31, 2003.


“Marketing Schools as Local Partners: Vocational Education and the ‘Charter School’ Model in a USA Setting,” paper presented at the annual EUROVET meeting (European Vocational Education and Training Network) at the University of Erfurt, Germany, on September 20, 2002.


"Spirituality and Education" panel discussion at the Southeast Philosophy of Education meeting in Savannah on February 3, 2000.


"Globalization and Work Education" panel discussion at the American Educational Studies Association in Detroit on October 28, 1999.

Session Chair--"Issues in Higher Education and Philosophy of Education" at the Southeast Philosophy of Education Society meeting in Atlanta on February 5, 1999.


Session Chair—“Self and Other” at the Southeast Philosophy of Education Society meeting in Tuscaloosa, AL on February 8, 1997.

“Whither Vocational Education? Reform It! Radicalize It! Scrap It,” refereed symposium at the American Educational Studies Association in Montreal on November 6-10, 1996.

"Community Development and Educational Reconstructions," refereed paper at the Southeast Philosophy of Education Society in Tallahassee, FL on February 2, 1996.


"Critical Literacy and the Cultural Politics of Work: The Case of Female Labor Militancy" refereed poster session at the American Educational Research Association (Division G) in Atlanta, GA on April 14, 1993.

"Critical Literacy and the Cultural Politics of Work" refereed paper at the Southeast Philosophy of Education Society in Auburn, AL on February 12, 1993.

"Vocational Education and Civic Purpose" refereed paper at the Southeast Philosophy of Education Society in New Orleans on February 7, 1992.

Invited Panelist--"The Dewey-Snedden Debate: A Recreation" at the American Vocational Association in Los Angeles on December 8, 1991.

"Preparing Students for Nontraditional Career Fields" paper at the National Alliance for Partnerships in Equity Conference in Washington, DC on April 16, 1991.

"Masculine Work Culture and Vocational Schooling: Barriers to Equity" refereed paper at the American Educational Studies Association in Chicago on October 27, 1989.


"Historical Inquiry in Vocational Education" refereed paper at the American Vocational Association in Atlanta, GA on December 9, 1985. (ERIC Document No. ED 265 353)

Policy & Technical Reports


Inroads to Equity: A Directory of Connecticut's Gender Equity Programs. (1992). The Vocational Equity Research, Training, and Evaluation Center (VERTEC), University of Connecticut, Storrs. (co-authored)


Strategies for Success: Recruiting Students into Nontraditional Programs. (1989, December). The Vocational Equity Research, Training and Evaluation Center, University of Connecticut, Storrs. (co-authored)


A Report on Recruitment Strategies and Image Building in the Precision Metalworking Industry.
(1984, March). The National Center for Research in Vocational Education, Ohio State University. (co-authored)


Press & Editorials


Service to the Profession
American Educational Studies Association
Co-Historian (2004- ); Butts Lecture Committee (2008); Program Committee (2008; 1998)

AERA Career and Technical Education SIG, program chair (2010-2011, New Orleans ‘11)

Southeast Philosophy of Education Society
Past President (2003-2004)
President (2002-2003)
President Elect (2001-2002)
Program Chair (for Feb. 2-3, 2001 annual meeting)
Secretary/Treasurer (1996-2002)

NAITTE Research Committee (2002-2004)

Editorial Board Memberships:
Vocations and Learning (2009- )

Elected Offices:

Referee/Reader for:

AWARDS--Best article, Journal of Vocational and Technical Education (26,3-4); Best graduate student research paper, NAITTE 2002 (National Association of Industrial and Technical Teacher Educators).


CHAPTERS--University Council for Vocational Education monograph on teacher education (1995, July);

GRANTS--Social Science and Humanities Research Council of Canada (2002).


DISSERTATIONS--Omicron Tau Theta, Research Award Committee (1996)
MANUSCRIPTS--American Vocational Education Association, Outstanding Manuscript


Service to the University

University Senate (elected fall 2005-2011): Senate CAP, Committee on Academic Programs (Graduate Council); Faculty Affairs Committee; Statutes & Bylaws Committee; Senate Research Committee; and Senate Commencement Committee (1996-1998); GSU Graduate Assessment Committee (2009-2011).

GSU Advisory Committee on Community Service (1996-1997)

Faculty Guide--GSU Graduation (Dec. 10, 1995)


Associate of the GSU Center for the Study of Adult Literacy (1993-1999). [Introduced the keynote speaker at their First International Conference on Women & Literacy in Atlanta on February 24, 1995.]

COE Promotion & Tenure Committee (2002-2004), Chair (2004)

COE Ad hoc Committee on Scholarship (1999-2001)


COE Faculty Affairs Committee, Chair (1999-2001)
COE Faculty Affairs Committee (1997-2002)

COE Academic Affairs Committee, Chair (1992-1993)
COE Academic Affairs Committee (1991-1993)

COE NCATE Steering Committee (1992-1996)
COE NCATE Sub-Committee II, Chair (1992-1996)

MSIT Search Committee, Library Media Technology (2007-2008)
MSIT Faculty Search Committee Member, for a position in Vocational Teacher Education (1997)
EPS Search Committee for Clinical Assistant Professor in Leadership (2009-10), Chair
EPS Social Foundations Program Coordinator (2002- )
EPS Faculty Advisory Committee to the Dean (2008- )
EPS LOA Coordinator (2006- )
EPS Qualitative Search Committee for RMS (2003-2004)
EPS Principal’s Center Search Committee (2003)
EPS APACHE Review Committee (2003-2004); chair (2010- )
EPS SF Program Unit Coordinator (2002-4)
EPS P&T Committee, Chair (2007; 2002)
EPS Faculty Affairs Committee (1997--2002)
EPS Ph.D. Review Committee (2002)
EPS Strategic Planning Committee (1993-1994)

FED Search Committee, Member (1992)

VCD Search Committee, Chair (1992)
VCD Unit Coordinator (1991)

Service to the Community
Board member of Vickery Creek Neighborhood Homeowner’s Association (2007- 2009)
Fund-raising volunteer, Feminist Women’s Health Center (2006-2009)
Care circle coordinator, Unitarian Universalist Church of Metro Atlanta North (2005-2006)

Volunteer backstage at the Georgia Ensemble Theatre in Roswell (Summer, 2000).

Advisory Board Member of The Cottage School in Roswell [1998-1999].

Member of the Board of the Directors of "Moving in the Spirit," a nonprofit organization teaching workplace values through the discipline of dance to youth at-risk in Atlanta's homeless shelters, community centers, schools, and housing projects. [February 1995-1998]

Professional Associations
American Educational Research Association
American Educational Studies Association
Association for Career and Technical Education Research
International Vocational Education and Training Association
National Association of Industrial and Technical Teacher Educators
Southeast Philosophy of Education Society

Doctoral Student/Dissertation or Prospectus Completed as Chair:
Darbra Mahoney (prospectus passed fall ’10). Gender and leadership: A phenomenological approach to female ROTC cadets’ perceptions of gender and military leadership.
Amy Roberts (prospectus passed Fall ’09). Gender and leadership: Where Goes the Neighborhood?

Pamela Gayles (Summer ’11). Title I Elementary School Principals Perceptions’ of Teacher Readiness: University-based Alternative Teacher Preparation for Urban Schools.


Marie L. P. Borim (2000). Factors Influencing In-service Middle Grades Teachers’ Gender Equity Awareness: A Qualitative Study.


Patricia A. Chalmers (1998). The Impact of Vocational Education on the Retention of Minority and Culturally Different Students as Perceived by Principals, Vocational Supervisors and Vocational Instructors in Comprehensive High Schools in Georgia.


Master’s Student Theses/Projects Completed as Chair:
Cory Parrott (thesis in progress)


Amanda Lefils (project: Fall 2008). The Impact of Social Class on America’s Education System A Literature Review.

Leslie Jackson (project: Fall 2008). Feminism, Girl Power, and Advancement: A Literature Review of Sue Rosser’s Works.

Christopher Smith (project: Spring 2008). Closing the Discipline Gap: Why are African-American Males Always in Trouble at School?

Matielyn Jones (project: Fall, 2007). Achieving the Democratic Ideal by Eliminating Eurocentric Bias in History Textbooks.


Kris McCord (project: Spring, 2006). One Governor’s Vision: The History, Funding and Research Surrounding Georgia’s Universal Pre-Kindergarten Program.

Yoruba Mutakabbir (project: Spring, 2006). The University of Islam and Sister Clara Muhammad Schools: Cornerstones of Islamic Education in America.

Ashley Todt Cochran (project: Fall, 2005). Cheerleaders Gone Wild: Policing Girls’ Bodies in Middle and High School.


Melissa Da Silva (thesis: Fall, 2004). An Examination of the No Child Left Behind Act Through a Race Lens.

Citations of My Work


http://www.teachers.ab.ca/Issues+In+Education/Diversity+and+Human+Rights/Gender+Equity/Gender+Equity+Issues+An+Annotated+Bibliography.htm


38 cites in the books by Melvin Delgado, Professor of Social Work at Boston University.


C. (Eds.), Service Learning for Youth Empowerment and Social Change. New York: Peter Lang.


And cited in Youth Today (1998), 7(2), March/April, p. 38 [Book Review]


Cited in *Critical Education for Work*, (1994), Chapter 3 (pp. 51-65) “Gender Equity and Empowerment in Vocational Education” [by Penny L. Burge & Steven M. Culver].


HONGLI LI
Georgia State University
Department of Educational Policy Studies
P.O. Box 3977, Atlanta, GA 30303

EDUCATION
♦ PhD, Educational Psychology (Educational Measurement Track)
  – The Pennsylvania State University, May 2011
♦ Minor in Statistics, Department of Statistics, College of Science
♦ Dissertation: Evaluating language group differences in the subskills of reading using a
cognitive diagnostic modeling and differential skill functioning approach

♦ MA, Teaching English as a Second Language (with distinction)
  – University of Illinois at Urbana–Champaign, August 2007
♦ MEc, International Business (with a concentration in English for Business Purposes)
  – Dongbei University of Finance and Economics, Dalian, China, July 2001
♦ BA, English for Science and Technology
  – Xi’an Jiaotong University, Xi’an, China, July 1998

MAJOR PROFESSIONAL EXPERIENCE
♦ Assistant professor of Research, Measurement & Statistics, Department of Educational Policy
  Studies, Georgia State University, June 2011 to date
♦ Graduate research assistant, Educational Psychology Program, the Pennsylvania State
  University, Aug. 2010–May 2011
♦ Instructor, Educational Psychology Program, the Pennsylvania State University, Jan.2009–May
  2009
♦ Assessment research assistant, College of Information Sciences and Technology, the
  Pennsylvania State University, Aug. 2008–Aug.2010
♦ Summer intern, Division of Research and Development, Educational Testing Service (ETS),
  June 2008–July 2008
♦ Instructor, Division of English as an International Language, University of Illinois at Urbana–
♦ Foreign Languages Department, Central University of Finance and Economics, Beijing, China
  Lecturer, Oct. 2003–July 2005
  Director of No.1 College English Teaching Unit, Jan. 2004–July 2005

RESEARCH EXPERIENCE
Journal articles
♦ Li, H., & Suen, H.K. (To be submitted). Q-Matrix construction and validation for cognitive
  diagnostic analysis of a reading test.

♦ Li, H., & Suen, H.K. (Under review). The effects of test accommodations for English
  Language Learners: A meta-analysis. Applied Measurement in Education.


**Book chapters**


**Conference presentations**


Li, H., Lei, P-W., & Suen, H.K., (May 2010). *What if the subskills are compensatory when a non-compensatory Cognitive Diagnostic Model is used? A simulation study*. Division D Work-In-Progress Research Gala, Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

Zhao, Y., Lei, P-W., Li, H., Tate, R., & Lin,Y. (May 2010). *Developing short forms of a psychological screening measure using classical and item response theory approaches*. Annual
Meeting of the American Educational Research Association (AERA), Denver, CO.


♦ Li, H., & Suen, H.K. (Oct. 2009). *Comparison of test accommodation effects on English language learners and non-English Language Learners through a meta-analysis*. Annual Meeting of Northeastern Educational Research Association (NERA), Rocky Hill, CT.


♦ Kim, J., Chi, Y., Huensch, A., Jun, H., Li, H., & Rouillon, V. (Oct. 2007). *A journey of the item writing process: Roles of test specifications, individual item writer characteristics, and the nature of group dynamics*. 9th Annual Conference of Midwest Association of Language Testers (MwALT), Ann Arbor, MI.

♦ Li, H. (Sept. 2006). *A washback study on the writing section of the College English Test in China*. 8th Annual Conference of Midwest Association of Language Testers (MwALT), Champaign, IL.

Technical reports


Invited talks


♦ Li, H. (Nov. 2010). *An exploration into the native language group differences in the subskills of reading*. Guest speaker at Dr. Bonnie Meyer’s EDPSY 513 “Individual and Group


Seminars/Training attended


♦ AERA 2011 training session, “Grant Writing for Large-Scale Secondary data analysis,” New Orleans, LA, April 2011.


Grants and sponsored research

Funded

Li, H. *A cognitive diagnostic analysis of the MELAB reading test*. Spaan Fellowship in Second or Foreign Language Assessment, English Language Institute, University of Michigan: $4,000 awarded, Dec. 2009. 
*Submitted but not funded*


**TEACHING EXPERIENCE**

**Teaching experience at Georgia State University**
♦ EPRS 9570 Hierarchical Linear Model I (HLM) I, Fall 2011

**Previous teaching experience**
♦ Instructor, Educational Psychology, Penn State University, Spring 2009
  – EDPSY 400: Introduction to Statistics in Educational Research

♦ Instructor, Division of English as an International Language, University of Illinois at Urbana–Champaign, 2005–2007
  – ESL 501: Introduction to Academic Writing taught to international graduate students
♦ Instructor and Lecturer, Foreign Languages Department, Central University of Finance and Economics, 2001–2005
  – Business Correspondence in English, English Composition, and English Language Reading, Writing, Speaking, and Pronunciation taught to undergraduate students

♦ Instructor, Beijing FHD English Language Training Center, 2003–2004
  – Business English Reading to bankers

♦ Instructor, Beijing Jingshi College, Jan. 2001–May 2001
  – College English Reading to undergraduate students

**Teacher training**
♦ ESL teaching practicum, Division of English as an International Language, University of Illinois at Urbana–Champaign, Fall 2005

♦ New TA training, Division of English as an International Language, University of Illinois at Urbana–Champaign, Aug. 2005

♦ Higher Education Faculty Pre-service Training, Higher Education Faculty Pre-service Training Center, Beijing, Certificate No: 3241754, Aug. 2003–Sept. 2003, 136 hours
♦ College English Teacher Training, Zhejiang University, China, July 2001, 36 hours
PROFESSIONAL SERVICE
Reviewer service
♦ Educational Psychology Review, 2011

Professional membership
♦ American Educational Research Association (AERA), since 2007
♦ National Council on Measurement in Education (NCME), since 2007
♦ International Language Testing Association (ILTA), since 2007
♦ Northeastern Educational Research Association (NERA), 2008-2011

Other service
♦ Member, College of Information Sciences and Technology, Assessment Planning Committee, Penn State University, 2008–2010
♦ Member, Undergraduate Program Accreditation Preparation Group, Foreign Languages Department, Central University of Finance and Economics, China, 2004–2005
♦ Member, College English Teaching and Testing Innovation Group, Foreign Languages Department, Central University of Finance and Economics, China, 2004

HONORS AND AWARDS
Teaching awards
♦ List of teachers rated as excellent
  University of Illinois at Urbana–Champaign, Spring 2006, Spring 2007
♦ List of teachers rated as excellent
  Central University of Finance and Economics, Fall 2004, Spring 2005
♦ Chen Jianzhong Teaching Excellence Award
  Central University of Finance and Economics, 2005
♦ List of excellent faculty members
  Foreign Languages Department, Central University of Finance and Economics, 2004

Other awards
♦ Thevaos Graduate Scholarship in Educational Psychology, Penn State ($2,044), 2010
♦ Graduate School Fellowship, Penn State, tuition waiver plus stipend, 2007–2008
♦ Graduate Student Conference Travel Award, Penn State, 2008, 2009, 2010
♦ National Graduate Student Scholarship, Dongbei University of Finance and Economics, tuition waiver plus stipend, 1998–2001
♦ Honors graduate, Xi’an Jiaotong University, 1998
♦ Scholarship for Excellent Students, Xi’an Jiaotong University, 1995, 1996, 1997
VITA

TAKAKO CHRIS OSHIMA

Home
Address: 50 Parkside Circle, Marietta, GA 30068
Phone: (770) 850-9048

Office
Address: Department of Educational Policy Studies, Georgia State University
P.O. Box 3997, Atlanta, GA 30302-3977
Voice Mail: (404) 413-8271
Fax: (404) 413 8030
e-mail: Oshima@GSU.EDU
Home Page: http://www.gsu.edu/~epstco/ or education.gsu.edu/coshima

Education

Specialization: Research & Evaluation Design, Testing & Measurement, and Data Analysis Methods
Cognate Areas: Statistics, Mathematics, and Computer Science
Dissertation: "The Effect of Multidimensionality on the Item Bias Techniques Based on Item Response Theory"

Major: Applied Linguistics, Concentration on Teaching English as a Second Language


Academic Positions

Professor, Department of Educational Policy Studies, Georgia State University, 2008 - Present
Associate Professor, Department of Educational Policy Studies, Georgia State University, 1995-2008
Assistant Professor, Department of Educational Foundations / Educational Policy Studies,
Georgia State University, 1989-1995.

Courses taught:
- Methods of Research in Education (FED/EPRS 7900)
- Educational Measurement (FED/EPRS 8520)
- Educational Statistics I (Descriptive Statistics and Intro. to Inferential Statistics) (FED/EPRS 8530)
- Educational Statistics II (ANOVA designs) (FED/EPRS 8540)
- Educational Statistics III (Regression Analysis) (EPRS 8550)
- Item Response Theory (FED/EPRS 8960)
- Advanced Item Response Theory (EPRS9360)
- Advanced Measurement Theory (EPRS9330)
- Quantitative Methods and Analysis I (EPRS8530) – Online Course, 2006-
- Quantitative Methods and Analysis II (EPRS8530) – Online Course, 2008-

Work Experience


Teaching Assistant, Department of African and Asian Languages and Literatures, University of Florida, 1984-1988.

Graduate Assistant, Department of Linguistics, Department of Art, Southern Illinois University, 1982-1884.


Honors and Other Recognitions

Nominee for 1995 Georgia State University Outstanding Faculty Award (One of the three finalists university-wide.)


**Professional Associations**

American Educational Research Association

National Council on Measurement in Education

Georgia Educational Research Association

**Professional Committees**


**Editorial Boards**

Educational and Psychological Measurement 2008 - present

**Professional Activities**


Reviewer for *Psychometrika*, 1995

Reviewer for *Psychological Bulletin*, 1994


Reviewer for *Perceptual and Motor Skills Psychological Report*, 1999

Reviewer for *Journal of Educational and Behavioral Statistics*, 2001

Reviewer for *Psychological Methods*, 2005


Book Review for Allyn & Bacon, *Reading Statistics and Research* (Huck), 2001


Reviewer for papers submitted to the annual meeting of American Educational Research Association (Division D - Measurement and Research Methodology, SIG - Educational Statisticians) 1991 - present

Reviewer for papers submitted to the annual meeting of National Council on Measurement in Education, 1992 - present

Chair of paper sessions at the annual meeting of the National Council on Measurement in Education 1992 - present

Chair of a paper session at the annual meeting of the Georgia Educational Research Association 1991

Associate Editor for *Georgia Educational Researcher*, 1991

**Grants**

(Awarded)

September 1993 - June 1994
   College of Education Research Assistant Grant. $3600

September 1992 - June 1993
   Georgia State University Instructional Grant. *Development of Computer-Based Testing as New Approach to Student Assessment for Use in Research Methods Courses*. $2000

September 1992 - June 1993
   College of Education Research Assistant Grant. $3600

January 1992 - June 1992
   Georgia State University Research Grant. *Item Bias Detection in the Multidimensional Test Data*. $2650
January 1991 - June 1991
Georgia State University Research Grant. The Effects of Speededness on Parameter Estimation in Item Response Theory. $3000

**Manuscript Under Review (Refereed Journals)**


Oshima, T. C., White, N. & Wright, K. *Differential item functioning among multiple groups using Raju’s DFIT*. Submitted to Applied Measurement in Education.

**Publications (Software)**


**Publications (Manual)**


**Publications (Refereed Journals)**


**Presentations**


Oshima, T. C. (2007, April). *A didactic explanation of Raju’s differential functioning of items*


Algina, J., & Oshima, T. (1989, March). *The robustness of the independent samples Hotelling's$T^2$ to the variance-covariance heteroscedasticity with unequal sample sizes in small


**Computer Programs**


Lee, K., & Oshima, T. C. (1996). IPLINK: Multidimensional and unidimensional item parameter linking in item response theory. [Computer Program]. Atlanta, GA: Georgia State University. (Windows-based program written in C++ for researchers and practitioners in the field of educational measurement)

Oshima, T. C. (1996). QJN: Quick Johnson-Neyman Procedure Calculator. [Computer Program]. Atlanta, GA: Georgia State University. (Easy-to-use Windows-based program written in C++ for researchers and practitioners in the field of educational measurement)

Oshima, T. C. (1996). QSC: Quick Stat Calculator. [Computer Program]. Atlanta, GA: Georgia State University. (Easy-to-use Windows-based program written in C++ for researchers and practitioners in the field of educational measurement)

Oshima, T. C. (1996). QCC: Quick Correlation Calculator. [Computer Program]. Atlanta, GA: Georgia State University. (Easy-to-use Windows-based program written in C++ for researchers and practitioners in the field of educational measurement)

Oshima, T. C., & Algina, J. (1992). James's second-order test. [Computer Program]. Atlanta, GA: Georgia State University. (A SAS program written in IML for testing the hypothesis of the equal means under heteroscedasticity)

**Computer knowledge**

Operating System:
- Mainframe (VM/CMS, MVS)
- IBM-PC (MS-DOS, Windows)
- Macintosh (System)

Software:
- SAS (PC-SAS), SPSS, Fortran, C++, PC-BILOG-MG3, PC-LISREL, and various PC software packages for IBM-PC and Macintosh

**References**
Provided upon request
Vita

Hayward Richardson
Georgia State University
Educational Policy Studies
Assistant Professor

EDUCATION
Ed.D., Educational Leadership and Curriculum, Wayne State University, Detroit, MI.
Dissertation Topic: The Efficacy of a One-on-One Tutoring Program on the Reading Performance of Students with Different Demographic Characteristics

MEd., Educational Instructional Technology and Curriculum, Wayne State University, Detroit, MI.

B.S., Elementary Education, Wayne State University, Detroit, MI.
Major: English
Minor: Science

UNIVERSITY PROFESSIONAL EXPERIENCE
Assistant Professor, Educational Leadership, Georgia State University, August 2006 – Present

Coordinator, Educational Specialist Leadership Program, Georgia State University, August 2009 – Present

Co-PI, Network for Enhancing Teacher-Quality Grant (5 year grant awarded, 2009)

Clinical Instructor, Educational Leadership, Georgia State University, August 2005 - July 2006.

Student-Teacher Supervisor, Georgia State University, December 2003 - December 2005.

Teaching
August, 2006 - present

University Service
Chair – Professional Education Faculty (2011 – 2012)
Coordinator of Educational Specialist Program, August, 2008 – present
Member - Board of Advisors for the Principals Center (2007 - present)
Member - College of Education Induction Committee (2006 - present)
Chair-Elect – Professional Education Faculty ( 2010-2011)
Member - Ed.D. Planning Committee (2008)
Member - Student Evaluation of Faculty Committee (2008)
Member - Jordan Education Initiative – Grant Writing Committee (2008)
Member - Strategic Planning Committee, Graduate Studies Workgroup (2008)
Member - Scholarship in Honor of Asa Hilliard Committee (2008)
Chair of Search Committee for Executive Director of the Principals Center (2007)

Grants
Co-PI – Network for Enhancing Teacher Quality Grant – $13.5 million.

PUBLIC SCHOOL PROFESSIONAL EXPERIENCE
Superintendent of Schools, Mansfield City School District, Mansfield, OH, 1994-1999
Provided leadership that resulted in improved academic achievement for students. Efforts that resulted in the improvement of achievement included, establishing a viable vision and mission, reducing class size in kindergarten through third grade, establishing an all-day kindergarten program for all students, implementing an early literacy program, implementing academic school improvement plans for all schools, aligning the system’s curriculum with the State of Ohio Learning Outcomes, expanding summer school programs, revising the administrative evaluation program, and expanding the alternative school for at-risk youth.

Provided the vision and impetus for long range planning that resulted in a revised curriculum, instruction, and assessment plan, development and implementation of a district-wide technology plan, development of a long range building maintenance plan, passage of a renewal operating levy, and passage of a facility maintenance levy that will provide continuous funding.

Successfully reached agreements with all district bargaining units through the use of interest-based bargaining. Greatly increased dollars for textbooks, educational equipment, supplies, and field trips. Expanded collaboration with social service agencies, and laid the ground work for establishing a Foundation for the Arts.

Deputy Superintendent of Schools, Ann Arbor Public Schools, Ann Arbor, MI., 1987-1994
Provided leadership in curricular and instructional innovation as the district implemented increased graduation requirements, created middle schools and four-year high schools, developed new course and grade level objectives, began a center-based preschool program, established site-based management, and more fully developed the districts two alternative schools. Supervised the Assistant Superintendent for Curriculum, the Executive Director for Instruction, the Executive Director for Research and Evaluation, the Director of Special Education, the Director of Early Childhood, the Director of Library and Media Services, and the Director of Guidance and Counseling. Planned and developed the yearly budget for the district’s instructional program. Participated in the development of the district’s long-range strategic plan. Assisted in downsizing the district’s budget due to state budget reduction, assisted in developing a training program in Instructional Supervision for principals and other supervisors of instruction. Chaired the district’s Instructional and Administrative Councils. Revised the Extra-Curricular Eligibility Policy, prepared the Family Privacy Policy, and revised the district’s Discipline Policy. Assisted
in revision of attendance regulations, assisted in successful negotiations with the teachers’ association and the principals’ association, and led the development of the supervision/evaluation model for administrators.

**Executive Director of Instructional Services**, Ann Arbor Public Schools, Ann Arbor, MI., 1985-1987
Implemented first year of action-plan development by principals. Assisted in designing and implementing a school-closing and district reorganization plan. Supervised and evaluated thirteen elementary principals, three intermediate school principals and the principal of one of Ann Arbor’s two comprehensive high schools.

**Elementary School Principal**, Ann Arbor Public Schools, Ann Arbor, MI., 1972-1985
Opened two new schools. Worked with faculty and staff to increase student test scores, attendance, and reduced student discipline problems at Bryant, Pittsfield, and Wines Elementary Schools. Established a participatory form of decision making in each school. Jointly developed an effective disciplinary program that was implemented in many districts throughout the nation. Established a school-community council and increased parental confidence in two troubled school communities.

**Curriculum Assistant for Multi-ethnic Studies**, Ann Arbor Public Schools, Ann Arbor, MI., 1971-1972
Secured a $900,000 demonstration grant for the district to integrate its curriculum. Provided district direction in integrating the contributions of minority groups into the curriculum.

**Media Specialist in Central Materials Center**, Ann Arbor Public Schools, Ann Arbor, MI., 1970-1971
Assisted teachers in the use of various modes of instruction. Designed instructional materials for specific lessons and projects. Helped teachers clarify their instructional goals, objectives and assessments.

**Teacher**, Pierce Elementary School, Detroit Public School District, Detroit, MI., 1967-1970

**RESEARCH AND SCHOLARLY ACTIVITY**


PRESENTATIONS AT PROFESSIONAL MEETINGS


OTHER PRESENTATIONS
Effective School Leadership, presented to school leaders, Durban University of Technology Durban, South Africa, June, July, 2010.

Board, Superintendent Relationship. Presentations presented to School Board Relations Class, The Ohio State University, Main Campus, Columbus, OH, 1996-1999.

Leadership for the Twenty-First Century, School Leadership Class, Ashland University, Ashland OH, 1995-1996.

Strategies for Generating Administrative/Faculty Cooperation in a Desegregated Environment, presentation for Benton Harbor Public Schools, Benton Harbor, MI., April, 1982.

CURRICULUM VITA

Ronda W. Tighe

Ph.D., Educational Leadership, Georgia State University, Atlanta, GA,
  L-7 Certification in Educational Leadership

M.Ed., Secondary Education, Georgia State University,

B.S., Secondary Education, Austin Peay State University, Clarksville, TN

PROFESSIONAL EXPERIENCES

Clinical Associate Professor and Executive Director of the Principals Center, Educational
  Policy Studies, Georgia State University, October 2007-Present;
Interim Executive Director of the Principals Center – May-Sept. 2007
Clinical Assistant Professor, 2003-2007 and Director of Principals Center, 2004-2007

Joint appointment as Executive Director of Principals Center and Educational Leadership faculty

Educational Leadership:
Teach Educational Leadership graduate courses
  ● Participated in departmental preparation and review of leadership preparation program by
    Georgia Professional Standards Committee-PSC (2010)
  ● Revised syllabi and rubrics for data collection for PSC Review (2010)
  ● Participated in departmental revision of leadership preparation program, courses, and
    syllabi (2008-10)
  ● Served on selection committee for Educational Leadership assistant professor position
    (2009)
  ● Grant: three-year grant from GA Department of Education (2006-2009); approximately
    $100,000 over 3 years to lead workshops for principals of Needs Improvement Schools in
    Georgia
  ● Participated with department on redesign of Educational Leadership master’s and
    specialist programs and rewriting of course objectives and syllabi (2006-present)
  ● Program Director-Educational Leadership Study Abroad in England - 2004-2008

Executive Director: Principals Center
  ● Develop/design and conduct statewide professional development programs for principals,
    assistant principals, and other school leaders
  ● Member of International Network of Principals Centers
  ● Re-established Board of Advisors for Principals Center in 2007-08 (Board meets 5 times
    each year)
  ● Serve on Advisory Board of CASIE (Center for the Advancement of Studies in
    International Education), part of Atlanta International School 2010-1011
Serve on Coordinating Board for GLISI (Georgia Leadership Institute for School Improvement (2008-2010)
Provide leadership development workshops with school districts around state, including statewide programs for Aspiring Principals and for Beginning Principals
Partnership with Georgia Association of Secondary School Principals (GASSP) to develop and operate coaching/mentoring program for first-year high school principals (08-09) (partnership earned approx. $17,000 for Principals Center)
Partnership with Georgia Leadership Institute for School Improvement (GLISI) to conduct year-long workshops in roles of effective leaders (07-08 and 08-09) (Partnership resulted in $10,000 per year from GLISI)
Planned and hosted International Network of Principals Centers (INPC) Conference in Atlanta, October 2007
Developed/led leadership workshop for female high school principals-2006-07
Two-year program with Clarke County School District to train aspiring principals 2006-08 ($10,000 per year for Principals Center)

Adjunct Faculty, College of Education, Kennesaw State University, Kennesaw, GA, January 2002- July 2003
- Member of committee to develop and begin Educational Leadership Program at KSU
- Taught courses in Educational Leadership while working in Cobb County School District.
- Taught master’s degree cohort students in Educational Leadership

Executive Director of Professional Development and Leadership Development, Cobb County School District, Marietta, GA., 1997-2003
- Supervised department responsible for coordinating, planning, and implementing training and professional development for all teachers and administrators for the district
- Developed and implemented Leadership Academies for prospective administrators, aspiring principals, and new principals
- Developed state award-winning Mentor Teacher training program; received $75,000 grant from PSC to develop this program for statewide training
- Developed partnership with Kennesaw State University to create Professional Development Schools in 8 Cobb County low-performing elementary schools
- Chaired task force to develop a new teacher evaluation instrument
- Member of district Strategic Planning Committee
- Member of superintendent’s extended cabinet for district planning

Principal, Pope High School, Cobb County School District, Marietta, GA, 1993-1997
- Responsibilities included leadership of school of over 2,100 students, 175 faculty and other staff; and over 100 extra-curricular activities such as athletic teams, clubs, and organizations; worked with over 20 parent/community groups.
- Ranked as number 2 school academically in state by Georgia Public Policy Foundation-1995
- Received Georgia Outstanding Educator Award, Georgia Association of Educational Leaders, 1997-98.
Supervisor, High School Instruction, Cobb County Schools, 1990-1993
- Responsible for implementation of new program to place and train Instructional Lead Teachers in all 12 district high schools
- Responsible for training principals in new teaching strategies

Associate Principal/Assistant Principal, Walton High School, Cobb County 1982-1990.


Chair of English Department and Teacher, Walton High School, Cobb County School District, Marietta, GA, 1978-1982. Taught English Literature and Composition classes at all levels

PROFESSIONAL ORGANIZATIONS (for 2010)
- University Council of Educational Administration (UCEA)
- Georgia Association of Educational Leaders (GAEL)
- Georgia Association of Secondary School Principals (GASSP)
- International Network of Principals Centers (INPC)
- National Staff Development Council (NSDC)
- National Association of Secondary School Principals (NASSP)
- Association for Supervision and Curriculum Development (ASCD)
- Metropolitan Area Teacher Education Group (MATEG)

PROFESSIONAL OFFICES AND ACTIVITIES
- **State President**, Georgia Staff Development Council, 2000-2002; President-Elect, 1999-2000; Served as Past-President on Board of Directors until fall 2005; Served on Board of Directors, 1997-1999.
- **Advisory Board** - Revision of State Staff Development Policies, GA DOE, 2002-2004
- **Board of Directors**, Georgia Association of Educational Leaders, 1995-1998
- **Board of Directors**, Georgia Association for Supervision and Curriculum Development, 1998-1999
- **Member**, International Network of Principals Centers, 2004-present.
- **Member**, Georgia Association of Educational Leaders. 2005-Present.
HONORS AND AWARDS

- Outstanding Educator Award, Georgia Association of Educational Leaders, 1998.
- Outstanding Doctoral Student, Educational Leadership, College of Education, Georgia State University, 1988.
- Outstanding Educator of the Year, Montgomery County (Tennessee) Schools, 1978.

GRANT

Georgia Department of Education (2006-2009); approximately $100,000 to Georgia State University; lead workshops for principals of Needs Improvement Schools in Georgia to implement Service Learning for School Improvement

PUBLICATIONS

Chapter in Book


Invited Publication


IN PROGRESS:

Tighe, R., Berry, J. & Richardson, H. Research in progress: Establishing a Principals Center in Durban, South Africa.

PAPER RESENTATIONS

National Conference Presentations—Refereed


**INVITED PRESENTATIONS-NATIONAL CONFERENCES (SINCE 1995)**


Tighe, R. (2000). Improving the Effectiveness and Retention of Beginning Teachers through Mentoring. National Staff Development Council (NSDC) Annual Conference, Atlanta, GA.


**Invited Presentations**


Tighe, R. (2003). Linking Staff Development Standards to Student Achievement. Metropolitan Atlanta Teacher Education Group (MATEG) Conference, Atlanta, GA.


**Service to the Profession**

- Member, Coordinating Board for Georgia Leadership Institute for School Improvement (GLISI) 2007-2010
• Review of articles for AERA presentations, 2008, 2009, 2010
• State Reviewer for Georgia DOE, SACS/GAPSS Analysis- Union County High School, 2008

College, Departmental Service
• Member, Professional Education Council (PEC), 2004-2009
• Member, Standards and Accreditation Committee (2006-present)
• Member, Search Committees, Educational Leadership, 2005, 2006, 2009
• Member, College of Education International Study Abroad Committee (2007-2009)
APPENDIX F4: Faculty Involvement in the Self-Study

The APR report in EPS was developed by a five-person faculty committee of program coordinators representing the Leadership, Research, and Social Foundation units: Jami Berry (EDL), Patricia Carter (SF), William Curlette (RMS), and Hayward Richardson (EDL), with Richard Lakes (SF) chairing the committee. Importantly, EPS staff Aisha Cowan, Donrena Fisher, Crystal Maddox, and Jeffrey Stockwell prepared spreadsheets on student and faculty data as needed in the report. The entire document was drafted by the APR chair in various stages and circulated among the EPS department for review and feedback. Upon receipt of faculty input, the report was revised to incorporate comments and suggestions. Additionally, two faculty retreats were conducted in order to prepare department and program-level goals and objectives (as indicated in Section H). The final draft was submitted to the faculty for its endorsement and forwarded to the department chair for her cover letter and signature on November 19th.
APPENDIX F5: CRITERIA FOR SCHOLARLY WORK

PROMOTION, TENURE AND GRADUATE FACULTY COMMITTEE

DEPARTMENT OF EDUCATIONAL POLICY STUDIES

The Department of Educational Policy Studies, committed to developing educational leaders and scholars, will comprise a promotion and tenure committee responsible for reviewing the progress of tenure-track candidates in their third year as well as evaluating the progress of tenure-track candidates seeking promotion to Associate Professor or Professor.

The Educational Policy Studies Promotion, Tenure, and Graduate Faculty Committee (hereafter, EPS PTGFC) will consist of 4 faculty members: 1 member chosen by each program unit--Higher Education, Educational Leadership, Research, Measurement, and Statistics, and Social Foundations--who are tenured at the rank of Associate Professor or Professor. If a unit does not have a tenured faculty member, it must choose an appropriate tenured Associate Professor or Professor from another unit.

Whenever possible, at least one member of the committee shall be a former member of the College of Education promotion and tenure committee, having recently served as a departmental representative.

A chair will be elected from among the committee members.

At the discretion of the committee or at the request of the candidate an additional faculty member may be added for each candidate who can speak on behalf of that individual. This person will serve in a non-voting capacity only.

Annual elections for the committee will be held in January.

2 Prepared April 22, 1998 by the Faculty Affairs Committee in Educational Policy Studies: Dorothy Huenecke, Philo Hutcheson, Russ Irvine, Richard Lakes, Jim Maxey.
DUTIES

Third Year Review

According to Guidelines for Promotion and Tenure in the College of Education (Revised February 9, 1998, p. 10), the third year review for tenure-track faculty should address accomplishments in teaching, advising and serving students; in research/scholarly activity, and in service. It will be based on available information; e.g., annual reports, student and peer evaluations of teaching, curriculum vitae, publications, etc.; a candidate should not be expected to prepare additional materials solely for the purpose of the cumulative review.

The faculty member may also choose to be evaluated on professional behavior. In this case, additional materials should accompany the brief.

EPS PTGFC members are responsible for providing feedback, direction, and support for each candidate in their third year. The committee will meet with the candidate during the last two weeks in January to clarify procedures and items to be submitted for review.

The candidate will submit the third year review materials to the committee by the first Monday in March. Faculty review of the materials will take place during the two weeks after the second Monday in March. Comments relating to the candidate will be sought from all faculty members. Each member will rate the candidate and make comments on the form provided by the committee. Forms must be completed by the Friday of the second week in March. Candidates will be able to see the completed forms prior to their meeting with the committee.

Committee members will evaluate all third year review documents. The committee will meet to compile the faculty ratings and comments, evaluate the candidate, and write the final report by the end of March.

The committee will meet with the candidate to discuss the report by the second Monday in April. At that time, the EPS PTGFC will submit the report to the candidate and the department chair. The committee report will be sent to the Dean by May 1 or the next working day.

Additional information about the third year review, particularly with regard to those faculty receiving credit from a previous institution, can be found in the college document.

The department chair will meet with the candidate by the end of the spring semester. The chair will write a letter to be sent to the Dean by May 31 or the next work day.
APPENDIX G2: Library Report

Educational Policy Studies
Department Review Library Resources

Summary: Strengths and Weaknesses of the University Library Collection and Services

University Library’s education policy collection effectively supports the research areas of the faculty and graduate degree candidates in the Education Policy Studies (EPS) department of the College of Education.

Notable monograph strengths include titles in the areas of school administration and organization, higher education, history of education, and social aspects of education. The following tables comparatively illustrate monograph holdings of both Education Policy Studies and GSU-designated peer institutions based on call number ranges for education policy.

<table>
<thead>
<tr>
<th>A.1.1 EPS Designated Peer Institutions and Number of Monograph Titles Added to Collection by in the last 12 months (by call number range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia State University</td>
</tr>
<tr>
<td>Vanderbilt</td>
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<tr>
<td>Seton Hall</td>
</tr>
<tr>
<td>University of Southern California</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A.1.2 GSU Designated Peer Institutions and Number of Monograph Titles Added to Collection by in the last 12 months (by call number range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia State University</td>
</tr>
<tr>
<td>University of Cincinnati</td>
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<tr>
<td>University of Illinois-Chicago</td>
</tr>
<tr>
<td>University of South Florida-Tampa</td>
</tr>
<tr>
<td>University of Wisconsin-Milwaukee</td>
</tr>
<tr>
<td>University of New Mexico</td>
</tr>
<tr>
<td>University of Alabama-Birmingham</td>
</tr>
</tbody>
</table>
In addition to monographs, University Library houses a strong collection of electronic databases and journals to support the needs of EPS faculty, students, and staff. The electronic databases used by the department are provided by University Library subscriptions and by GALILEO, a Georgia initiative of database collections. EPS-related journals are available in both print and online formats, with increasing emphasis on electronic access as many databases increase their full-text content. Although 85 journal titles have been cancelled over the last three fiscal years, most are currently available via electronic journal aggregators.

Based on the number of library instruction and individual research consultations conducted in the last fiscal year, there is adequate usage by faculty, students, and staff of the services provided by the Education librarian.

A.2 Relevant Library Statistics

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
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<td></td>
<td>LB5-45 [Theory and practice of education. General]: 947</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LB51-885 [Theory and practice of education. Systems of individual educators and writers]: 762</td>
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<tr>
<td>Call Number Range</td>
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<tr>
<td>--------------------------------------------------------</td>
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<tr>
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</tr>
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<td>LB2300-2430 [Higher education]</td>
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</tr>
<tr>
<td>LB2801-3095 [School administration and organization]</td>
<td>6,238</td>
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</tr>
<tr>
<td>LC65-245 [Social aspects of education]</td>
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**Number of monograph titles in key call number ranges added in last two years (01/2008-01/2010)**

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<tr>
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<tr>
<td>LB51-885 [Theory and practice of education. Systems of individual educators and writers]</td>
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<td>LC65-245 [Social aspects of education]</td>
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Percentage of available universe of related monograph titles purchased through approval plan during previous fiscal year.

<table>
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<th>455</th>
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<tr>
<td>LA5-2396 [History of Education]: 15%</td>
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<tr>
<td>LB5-45 [Theory and practice of education. General]: 19%</td>
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<td>LB1705-2286 [Education and training of teachers and administrators]: 18%</td>
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<td>LB2801-3095 [School administration and organization]: 23%</td>
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<td>LC65-245 [Social aspects of education]: 23%</td>
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</table>

**Services**

<table>
<thead>
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<tr>
<td>Number of library instruction courses taught for department during previous fiscal year.</td>
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<tr>
<td>12</td>
</tr>
<tr>
<td>Number of library consultations held with students from department during previous fiscal year.</td>
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</table>

**Electronic Resources**

Students and faculty in Education Policy Studies rely heavily on database content to conduct research and complete assignments. The following section provides an overview of some of the major databases relevant to the discipline.
<table>
<thead>
<tr>
<th>GSU Library Subscription Databases</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Full Text</td>
<td>Comprehensive, international coverage of English-language periodicals, monographs and yearbooks.</td>
</tr>
<tr>
<td>JSTOR</td>
<td>Provides access to back issues of journals, many of which date from the 1800s. Useful for obtaining historical perspective on education topics.</td>
</tr>
<tr>
<td>Journal Citation Reports</td>
<td>The recognized authority for evaluating journals, JCR includes access to over 7,500 journals in the sciences and social sciences. Effective for evaluating the significance of journals containing EPS faculty-published articles.</td>
</tr>
<tr>
<td>Web of Science</td>
<td>Indexes more than 8,000 peer-reviewed journals, including education. Effective for EPS faculty to use in obtaining times cited statistics for tenure review preparation.</td>
</tr>
<tr>
<td><strong>GALILEO Databases</strong></td>
<td>Description</td>
</tr>
<tr>
<td>Database</td>
<td>Description</td>
</tr>
<tr>
<td>ERIC</td>
<td>Covers all aspects of education, providing abstracts of published and unpublished material in the form of articles and documents from 1966-2003. Includes Thesaurus of ERIC Descriptors.</td>
</tr>
<tr>
<td>Academic Search Complete</td>
<td>Offers access to over 3,200 peer-reviewed journals, including those in education. Significant full-text coverage.</td>
</tr>
</tbody>
</table>
APPENDIX H1: Program Level Goals/Objectives: Educational Leadership

APR Leadership Unit Goals for 2011

Program Goals:

1. To provide quality instruction that links to site-based practice in all courses.
   a. The EL unit will continue to link course content to site-based practice and relevant standards.
   b. The EL unit will review, revise and fully implement the GSU coaching model at the Ed.S. level.
   Resources Needed: None

2. To strengthen recruitment and selection processes for all programs to include school district input and a continued commitment to diversity.
   a. The EL unit will work with local school districts to increase their involvement in tapping candidates for M.Ed., Ed.S., and Ed.D. programs.
   b. The EL unit will annually review its admissions procedures for all programs to make sure that procedures support program goals.
   c. The EL unit will revise recruitment efforts with the goal of increasing the number of candidates from underrepresented groups.
   Resources Needed: None

3. To revise and expand programs to increase relevant offerings statewide, nationally, and internationally
   a. The EL unit will expand the Ed.S. program to include a GOML delivery model.
   b. The EL unit will revise the Ph.D. in Educational Policy Studies with a concentration in Educational Leadership to focus on an interdisciplinary view of urban education leadership and policy.
   Resources Needed: The EL unit will seek additional clinical and tenure track lines to implement the programs.

4. To increase our involvement in partnership activities within the university.
   a. The EL unit will partner with the Alonzo A. Crim Center for Urban Educational Excellence on scholarly activity related to the preparation of urban educational leaders.
   b. The EL unit will work with the Principals Center to
      i. Support and develop program expansion to additional regions throughout the state.
ii. Strengthen current relationships with local school systems to provide input for programming needs.
iii. Provide on-going support services for graduates in leadership roles through mentoring programs and professional development.

Resources Needed: None

5. To increase participation in state, regional, and national educational leadership activities including scholarship, research and policy formation.
   a. The EL unit will increase involvement with state and regional organizations including GERA, GAEL, GELFA, GLISI, GaDOE, BOR, and PSC.
   b. The EL unit will work with GSSA to explore the delivery of academic and in service programs for executive school leaders.
   c. The EL unit will be active in national and international organizations including the University Council of Educational Administration (UCEA), American Educational Research Association (AERA), National Council of Professors of Educational Administration (NCPEA), and the British Educational Leadership Management and Administration Society (BELMAS), American Association of Colleges for Teacher Education (AACTE), and the International Principals Center Association (INPC).

Resources Needed: None

6. To establish a continuing relationship with graduates
   a. The EL unit will develop a database to track GSU leadership program graduates.
   b. The EL unit will collect data on graduates’ activities and effectiveness.
   c. The EL unit will introduce graduates to activities, programs, and services of the Principals Center.

Resources Needed: GRA position to collect and work with data and/or staff training to address data collection

7. To increase the amount of scholarly activity relating to leadership preparation and policy issues.
   a. The EL unit will conduct scholarship and research on issues related to educational leadership and leadership preparation.
   b. The EL unit will conduct research on practices that yield positive results in high need schools

Resources Needed: None

8. To increase level of grant support
a. The EL unit will apply for internal grants to support the development and acquisition of national grants.
b. The EL unit will apply for national grants to support the programming for the development of the Urban Leaders Cohort.

Resources Needed: None
APPENDIX H2: Program Level Goals/Objectives: Research, Measurement & Statistics

Revised Goals and Objectives

Overall Goal: To strengthen and enhance our position as a nationally and internationally recognized research program with a focus on educational research including research methodology that addresses the most challenging issues of the 21st century and the complex challenges of cities.

Goal 1: Strengthen the Research, Measurement and Statistics Master’s and Ph.D. programs through curricula changes.

Rationale: A stronger and more clearly identified program will better prepare graduates to make research contributions that positively impact society.

Objective 1: Create a Ph.D. in Research, Measurement and Statistics as a stand-alone degree.

Objective 2: Identify courses and experiences that would constitute an evaluation strand within the major area of the Ph.D. program.

Objective 3: Revise guidelines and procedures for the comprehensive examination.

Objective 4: Market and implement Georgia On My Line (GOML) Master’s degree in Educational Research.

Objective 5: Create an undergraduate minor in Educational Research.

Objective 6: Revise the Research, Measurement and Statistics cognate.

Objective 7: Create methodological tracks to indicate research specializations within the major area of the Ph.D. in research.

Objective 8: Implement revised Learning Outcome Assessments (LOA’s).

Goal 2: Strengthen the Research, Measurement and Statistic program by increasing external research support and collaborations.

Rationale: Contributing to society through research and service to various constituencies positively impacts society and strengthens the Research, Measurement and Statistics Program.

Objective 1: Increase external funding to support full-time graduate students and further research.
Objective 2: Create a research service infrastructure that can facilitate professional development workshops and consultations for faculty, staff, students, and members of the public needing advice regarding application of research methodologies and computer software applications.

Objective 3: Increase recruitment activities for masters and doctoral students.

Objective 4: Increase collaboration with other units at the University (e.g., policy studies, geography, applied linguistics, women’s studies, and communication).

Current Activities Related to Revised Objectives
Revised Learning Outcome Assessments for the Research, Measurement, and Statistics Section (progress on Goal 1, Objective 8 as of October, 2011)

Goal 1: A graduating student will have the ability to improve a research methodology.

Objective 1.1: A graduating student will be able to evaluate critically existing research methodologies.

Objective 1.2: A graduating student will be able to propose improvements to an existing methodology.

Goal 2: A graduating student will have the ability to translate research methodologies.

Objective 2.1: A graduating student will be able to demonstrate translation of existing methodologies in teaching.

Objective 2.2: A graduating student will have translated existing methodologies in writing or consulting.

Goal 3: A graduating student at a higher level of will have the ability to apply research methodologies.

Objective 3.1: A graduating student will have knowledge of particular methods.

Objective 3.2: A graduating student will be able to design a study by carrying out the following steps: felt need, research question, collect data, analyze data, draw conclusions, and discuss findings.

Objective 3.3: A graduating student will be able to state the limitations of studies.

Goals 1, 2, and 3 are for the RMS Concentration in the Ph.D. program.

Goal 3 is for the Masters Degree in Research.
Revision of Cognate (progress on Goal 1, Objective 6 as of October, 2011)

Reduction in the number of credit hours required from 18 to 12 in the Cognate in the Research, Measurement, and Statistics Concentration in the Ph.D. has been approved by the Section and the EPS Department.
APPENDIX H3: Program Level Goals/Objectives: Social Foundations

APR SECTION H: Social Foundation’s Program Goals

Goal 1: Develop a certificate program in Critical Education Policy Studies in order to further our national prominence in the field of Social Foundations and to serve the college and university’s strategic goals by training future education policy leaders to consider alternatives to more the traditional economic critiques. This goal responds to the GSU Strategic Plan’s Goal 3: “Becoming a leading public research university addressing the most challenging issues of the 21st century.”

Objective a. Develop a certificate that focuses on critical aspects of educational policy that challenge educators at every level of the American school system. Democratic in nature, these courses expose learners to the voices and positionalities of those often rendered invisible in educational policy planning and implementation, including parents, minority groups, students, and teachers.

Rationale: Provide an opportunity for students in the College of Education (and other colleges) to a study educational policy analysis from a position which is unique within the GSU system. Add more well-rounded policy analysts to the profession.

Goal 2: Add a concentration in Higher Education to the SF master’s program in order to address the unmet demand for higher educational professionals in the Atlanta region. This goal responds to the GSU Strategic Plan’s Goal 2 “Significantly strengthen and grow the base of distinctive graduate and professional programs that assure development of the next generation of researchers and societal leaders.”

Objective a: Admit a small number of students each year with substantial potential to become leaders in higher education.

Rationale: Our department once offered a Ph. D. in Higher Education which, despite demand was deactivated after our last Academic Program review. While the demand remains unabated we no longer have the faculty to be able to offer a full degree program. However, we would like to provide the core aspects of the training to a small group of students who are currently employed or demonstrate outstanding qualifications to become leaders in higher education.

Goal 3: Make more explicit our expertise and Social Foundation leadership in the area of urban educational policy analysis to attract graduate student applications from around the national and the globe. This goal responds to the GSU Strategic Plan’s Goal 3: “Becoming a leading public research university addressing the most challenging issues of the 21st century” and Goal 4 “Be a leader in understanding the complex challenges of cities and developing effective solutions.”
**Objective a:** Evaluate our courses and research projects as to a possible expansion of the focus on urban education’s historic and contemporary policies, problems, and solutions.

**Objective b:** Expose our students to the expertise of urban scholars and practitioners by inviting Research Wednesdays scholars (and others visiting the GSU campus) to stay in the city an extra day or two to present on more in depth aspects of their work.

**Objective c:** Dedicate a Benjamin E. Mays lecture to this topic.

**Rationale:** While the problems and solutions seen in urban schools are not unique to the inter-city, and are in fact extending into exurban and rural areas due to gentrification, we feel it is important to draw on the distinctive opportunities presented us as a university residing in one of the world’s most rapidly globalizing cities. Further, our position within the South, an area which has historically underfunded public education presents us with an opportunity to broadly address contemporary problems that face cities.

**Goal 3:** Build on our expertise in Global Education and support the College’s planned Certificate in International Education. This goal responds to the GSU Strategic Plan’s Goal 5 “Achieve distinction in globalizing the University” and connects with departmental goal 3.

**Objective a:** Design and teach core and elective courses in the Certificate.

**Objective b:** Have faculty representation on the Certificate’s faculty advisory committee.

**Rationale:** The field of comparative and international education is one of twelve named disciplines within Social Foundations of Education programs nationally. And there is a growing need for academic programs at GSU with our expertise that serve students interested in earning a certificate in this field.

**Goal 4.** Offer innovative courses to new cohorts of practitioners, expose them to counter-narratives to those frequently seen in the media and much current policy, and clarify connections between theory and practice. This goal responds to the GSU Strategic Plan’s Goal 2 “Significantly strengthen and grow the base of distinctive graduate and professional programs that assure development of the next generation of researchers and societal leaders.”

**Objective a:** Design and teach courses for the Educational Leadership unit’s new Ed. D. degree.

**Objective b:** Design and teach courses for the Teach for America master’s level students in COE.

**Rationale:** Supports our department’s mission “to develop educational leaders and scholars through innovative strategies with a foundation built upon relevant knowledge and effective practice.”
### Table B-1: Faculty Distribution

**Faculty Distribution by Numbers for FY 2009-FY2011**

**EDUCATIONAL POLICY STUDIES**

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<th>Year</th>
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<tr>
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</tbody>
</table>

*Includes instructor, lecturer, clinical, research
**Includes deans, assoc. deans, etc.
***Includes provosts, assoc. provosts, etc.
### OIR Table B-3a: Majors/Concentrations/Degrees

**TABLE B-3a**

PROGRAM TYPES BY MAJORS AND CONCENTRATIONS
AND UNDuplicated NUMBER (HEADCOUNT) OF MAJOR STUDENTS AND DEGREES CONFERRED
FY 2009 - FY 2011
EDUCATIONAL POLICY STUDIES

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<th>PROGRAM</th>
<th>MAJOR</th>
<th>CONCENTRATION</th>
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<th>FY 2010 DEGREES</th>
<th>FY 2011 DEGREES</th>
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OIR Table B-3b: Retention Data

Masters Degree Retention and Graduation Dates by Degree and Major
MS of Education Research and Social Foundations

Fall '09 Masters Degree Students

| Degree | Major | Total Masters Fall 09 | Total Retained Spr. 10 | Total Graduated by Spr. 10 | 1-Term Retention Rate | Total Retained Fall 10 | Total Graduated by Fall 10 | 2-Term Retention Rate | Total Retained Spr. 11 | Total Graduated by Spr. 11 | 3-Term Retention Rate | Total Retained Fall 11 | Total Graduated by Fall 11 | 4-Term Retention Rate | Total Retained Spr. 12 | Total Graduated by Spr. 12 | 5-Term Retention Rate |
|--------|-------|-----------------------|------------------------|----------------------------|------------------------|------------------------|----------------------------|------------------------|------------------------|----------------------------|------------------------|------------------------|----------------------------|------------------------|------------------------|------------------------|
| MS     | EDR   | 2                     | 2                      | 0                          | 2                      | 2                      | 2                          | 0                      | 2                      | 2                          | 0                      | 2                      | 2                          | 0                      | 2                      | 2                      |
| SFD    |       | 4                     | 3                      | 3                          | 4                      | 4                      | 4                          | 0                      | 4                      | 4                          | 0                      | 4                      | 4                          | 0                      | 4                      | 4                      |
| TOTAL  |       | 6                     | 5                      | 0                          | 6                      | 6                      | 6                          | 0                      | 6                      | 6                          | 0                      | 6                      | 6                          | 0                      | 6                      | 6                      |

Fall '10 Masters Degrees Students

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**Fall '10 Masters Students**

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- **TOTAL**
  - Fall 04: Retained 80.0% 60.0% 40.0%
  - Fall 05: Retained 100.0% 100.0%
  - Retained 100.0% 100.0% 100.0%

## Fall '05 Doctoral Students

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- **TOTAL**
  - Fall 05: Retained 86.7% 86.7% 86.7%
  - Fall 06: Retained 73.3% 83.3%
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- Fall '06 Doctoral Students:
  - PHD: EPS, EDL
  - HE: Retained 0%
  - RMS: Retained 0%
  - SFD: Retained 0%
  - TOTAL: Retained 0%

- Fall '07 Doctoral Students:
  - PHD: EPS, EDL
  - HE: Retained 0%
  - RMS: Retained 0%
  - SFD: Retained 0%
  - TOTAL: Retained 0%
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<th>Total Graduated by Fall 08</th>
<th>4-Yr Retention Rate</th>
<th>Total Retained Fall 08</th>
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<th>Total Retained Fall 09</th>
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<th>Total Graduated by Fall 08</th>
<th>3-Yr Retention Rate</th>
<th>Total Retained Fall 08</th>
<th>Total Graduated by Fall 09</th>
<th>4-Yr Retention Rate</th>
<th>Total Retained Fall 09</th>
<th>Total Graduated by Fall 10</th>
<th>5-Yr Retention Rate</th>
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<th>2-Yr Retention Rate</th>
<th>Total Retained Fall 08</th>
<th>Total Graduated by Fall 09</th>
<th>3-Yr Retention Rate</th>
<th>Total Retained Fall 09</th>
<th>Total Graduated by Fall 10</th>
<th>4-Yr Retention Rate</th>
<th>Total Retained Fall 10</th>
<th>Total Graduated by Fall 11</th>
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<th>2-Yr Retention Rate</th>
<th>Total Retained Fall 09</th>
<th>Total Graduated by Fall 10</th>
<th>3-Yr Retention Rate</th>
<th>Total Retained Fall 10</th>
<th>Total Graduated by Fall 11</th>
<th>4-Yr Retention Rate</th>
<th>Total Retained Fall 11</th>
<th>Total Graduated by Fall 12</th>
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<th>Total Retained Fall 12</th>
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**OIR Table B-4: Credit Hours by Faculty**

### FY 2009 Credit Hours Taught by Faculty by Level and Faculty Type

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<td>ACAD ADMIN.*</td>
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### FY 2010 Credit Hours Taught by Faculty by Level and Faculty Type

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<tr>
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### FY 2011 Credit Hours Taught by Faculty by Level and Faculty Type

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*Includes deans, assoc. deans, etc.

**Includes provosts, assoc. provosts, etc.
## OIR Table B-5: Summary Table of Faculty

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<th>TABLE B-5</th>
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<tr>
<td>EDUCATIONAL POLICY STUDIES</td>
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<td>Average Annual # of faculty members by rank and status</td>
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<th>3 YR AVG</th>
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### Average Annual Credit Hours by Level

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### Average Annual Credit Hours by Faculty Type

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*Includes deans, assoc. deans, etc.

**Includes provosts, assoc. provosts, etc.
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## OIR Table E-1b: Selection Ratios

**TABLE E-1b**  
SELECTION RATIO OF APPLICANT/ACCEPTED GRADUATE STUDENTS  
FY 2009 - FY 2011  
EDUCATIONAL POLICY STUDIES

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# Table G-1: Student/Faculty Ratios

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* According to the GSU FACULTY HANDBOOK (306.07), graduate faculty status is determined by each college and such status enables faculty to teach doctoral courses and research-oriented masters' courses and to serve as chair, member or reader of doctoral dissertation committees and to direct masters' theses. A member of the graduate faculty must hold appropriate terminal degrees and be actively engaged in scholarly and creative activities.