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EPS Section A: Unit Assessment of Strengths and Weaknesses

Quality Associated with EPS and its Programs. The Department of Educational Policy Studies (EPS) is comprised of three program areas, Educational Leadership (EPEL); Research, Measurement and Statistics (RMS); and Social Foundations of Education (SF). We are a federated-department, and work closely together toward achieving the highest levels of instruction, research, and service as indicated in the report. We maintain a research culture in the department evidenced by scholarly activity, publishing in ranked journals; academic trade and university presses; presenting at academic conferences and invited addresses. Members of our faculty are known nationally and internationally, and have served as office-holders in our professional associations and invited speakers at our annual meetings. Two senior members of the faculty have been awarded the annual teaching excellence award in the College (Boyles, Hutcheson). Three EPS faculty with expertise in professional development schools and teacher leadership participated on the Net-Q grant, a $13.5 million award from the U.S. Department of Education (Curlette co-PI, Berry, Richardson). A major focus of that project will be establishing paid teacher residency programs across the metro Atlanta area. With funding from the NET-Q grant, Dr. Curlette supports two doctoral students in RMS as full-time Research Associates, and has employed students as Graduate Research Associates. Additionally, EPS faculty (Curlette, Dobbs, King, and Tighe were PIs) received $251,725 in 7 grants and contracts—among 16 proposals submitted in the past three years.

Centrality of the Department and its Programs. The department and its programs are aligned with the strategic plans of GSU and the College of Education (COE). Goal 2 of the GSU Strategic Plan states “to strengthen and grow the base of distinctive graduate and professional programs.” The departmental priority is to innovate and build upon academic strengths for niche markets, evidenced by a newly approved graduate offering in research methods (the online MS degree) and an executive-style doctorate for educational leaders (the Ed.D.). The online track of the Master of Science in Educational Research is in keeping with Georgia State University’s strategic intent to make better use of space and other resources through the quality outreach of academic programs. Adding an online track of the Master of Science in Educational Research supports the Mission Statement of the College of Education, to “provide leadership and scholarship for the betterment of education and human development.” The College of Education currently offers four online degree programs and two online endorsements. Three of those online degree programs and two endorsements are offered through the Georgia On My Line (GOML) initiative: Master of Arts in Teaching in Reading, Language, and Literacy Education (ESOL); Master of Education in Reading, Language, and Literacy (ESOL); Master of Education with a Major in Mathematics Education; Master of Education with a Major in Science Education. Offering an additional online program through the Georgia On My Line (GOML) initiative,
directly housed within EPS would establish our leadership role in online education within the University as well as internationally.

The Ed.D. came to fruition as a result of the COE Strategic Action Plan (2009-2014) Goal A9: “Offer an Ed.D. program consistent with the Carnegie Foundation recommendation to create a doctorate of professional practice.” This practitioner’s doctorate was designed with an integrated EPS curriculum from among the three departmental programs targeted to working professionals in the metro Atlanta area. The program provides high-level leadership courses that are applicable to leadership positions in urban school systems and other educational settings. The research courses are based upon educational problems typically seen in the school system setting. The foundations courses provide knowledge and analysis of the social/political/economic realities of schools. Students can tailor their studies for career positions and/or aspirations.

Our department is aligned with GSU Initiative 1 of Goal 2 as well: EPS is “well positioned to increase the trend of GSU providing the academy and public and private enterprises with minority students holding graduate degrees.” In the past three years we have graduated 61 students (74% female; 26% male) of which 20 (33%) are African-Americans, 3 Asian (5%), and 1 American Indian (2%). Notably our department is committed to graduating minority and especially African American students. The EPS minority graduates comprised 36% of all Ph.D. minority graduates in the College—earning the College a top ranking as the eighth producer of African-American Ph.D. graduates and the 13th producer of minority Ph.D. graduates in education nationally, according to Diverse: Issues in Higher Education. These rankings place GSU’s College of Education among other leading universities, such as the University of North Carolina, Yale University, Columbia University and Texas A&M University (excerpted from C. Miller, 2011, “College of Education moves up in minority Ph.D. rankings” http://education.gsu.edu/main/3878.html).

**Viability of the Programs.** A newly reorganized Master of Education (formerly an MS degree) in Urban Teacher Leadership will better serve GSU students and our metropolitan community. The designation as Master of Education indicates that this program will meet new Professional Standards Commission rules for teacher education program. The M.Ed. in Urban Teacher Leadership and five Masters of Education in specialized content areas (English, Leadership, Mathematics, Middle Level, Science, and Social Studies Education) are now streamlined and updated into one master’s degree program housed in EPS with consultation from faculty in the Department of Middle Secondary and Instructional Technology.

Additionally, the EPS department offers two graduate research certificates that were developed within the past six years, one in qualitative research and the other in quantitative research. To earn the certificate, students must complete a minimum of seven 3-credit-hour doctoral-level qualitative or 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.
Students must successfully defend a qualitative/quantitative or multi-methods research dissertation, with prospectus approval by a member of the RMS faculty.

Many of the offerings in EPS are required core courses for graduate study in COE, and two of the EPS program units—RMS and SF—service the other departments in this regard. In addition, the SF unit teaches “Investigating Critical and Contemporary Issue in Education” (EDUC 2110), an area F offering in the undergraduate curriculum at University System of Georgia (USG) institutions. Another example of centrality is that all of the RMS faculty sit on graduate student dissertation committees as research methodologists throughout the College. Also, we serve the state with online course core and elective course offerings via GOML (Georgia On My Line), which registers students through the USG. These students reside not only in the state but throughout the USA and around the globe. Other online courses in EPS are offered regularly in order to improve student access to public higher education, especially working professionals employed in Georgia school systems.

The EPS degree programs provide high-quality teacher preparation for urban educators. As previously mentioned, the EPEL program unit operates a master’s of education degree program in Urban Teacher Leadership (UTL) 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. UTL students 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 effect school change. Additionally, undergraduate students interested in urban education are offered a research internship (EDUC 4982), a course that was designed by the RMS faculty in our department.

**Strategic Focus.** Within the past three years under review, EPS doctoral graduates have gone on to professorial or administrative positions at Clayton State University, Emory University, Florida International University, Georgia Tech, Queens College of City University of New York, Salem State College, University of Georgia, University of North Carolina at Chapel Hill, among others. The placement of EPS graduates at research-intensive and teaching universities aligns with COE Strategic Plan, Goal A11 to “increase the placement rates of doctoral graduates in research universities.” EPS graduates also were placed in academic positions as research scientists in metro institutions, or as assessment specialists in county school districts or state government. Some have taken high-level supervisory positions in higher education administration in metro Atlanta, including an assistant vice-chancellor at the University System of Georgia and assistant commissioner for the Technical College System of Georgia. EPS graduates work as assistant deans in nearby colleges and as educational leaders (e.g., curriculum specialists, school principals, assistant superintendents) in metro public school systems and private schools. Also, we hire stellar EPS graduates to teach for us as part-time instructors based upon program staffing needs.
We have a good working relationship with the Georgia School Superintendent’s Association (GSSA), whose offices are located in the College of Education on the same floor as EPS. This matches with our strategic focus in school-based leadership development. The mission of the GSSA is to be “the chief advocate for Georgia’s public school children.” In support of that mission the association promotes advocacy for public education, leadership development, and professional learning. And the leadership unit works to develop school leaders that not only are advocates for public education, but who become career-long professional learners as well.

In that regard we house the Principals Center, created in 1984, to provide research-based professional development support for K-12 school leaders. Although originally supporting the professional development of school leaders in the metropolitan-Atlanta area, the Center now works with educators from all over Georgia in workshops and seminars. Many school districts become members of the Center in order to participate in learning opportunities, including one- or two-day workshops or the eight-month cohort series. These sessions provide professional learning opportunities for principals, assistant principals, and teacher-leaders. Yearly programs include a Beginning Principals Academy and an Aspiring Principals Institute.

Given that Georgia State University is situated in the middle of metro Atlanta, our degree programs and professional development centers cater to the unique needs of urban and suburban districts and focus on the issues of most concern to these districts while drawing on the strength and mission of the university: supporting its urban community.

**Financial Resource Analysis.** The masters programs in RMS and SF make minimal demands on the resources of the University. The programs were designed to include service courses already offered in the College of Education for students in preexisting programs of study. Thus, the program unit faculty would be teaching core courses in COE even if the program did not exist. RMS and SF master’s students take courses along with students from other departments and require no courses which are open only to them. No faculty lines are dedicated solely to our masters-level programs, except the clinical positions some of which generate GOML funds back to the department. GOML revenue generated by fiscal year is as follows: FY 2011 - $74,592; FY 2010 - $57,330; FY 2009 - $39,900.

EPS graduate faculty members (averaging 15.3 over the past three fiscal years) traditionally have exceeded the recommended COE workload policy on six doctoral advisees. However, in the past two years EPS reduced the numbers of admissions in the RMS and SF doctoral concentrations and placed a moratorium on admissions into the leadership concentration. The ratio of doctoral students to graduate faculty was lowest in FY ’11 (73 to 13 or 5.6 advisees per faculty). On average 20 doctoral students yearly are offered fee waivers that support their graduate research associate or graduate teaching associate positions in the department. We have increased funding over 50 percent for graduate students in the past 3 fiscal years—from 75K in FY 2009 to 133K in FY 2011. In FY 2013, we anticipate that the department will offer several full-time
assistantships to enhance the recruitment of promising doctoral students, 3-years at $22K per academic year according to the Dean (Dean’s Message, August 2011, http://education.gsu.edu/deansoffice/notes/).

**EPS Section B: Historical and Current Contexts**

**Historical Context.** Two of the three EPS program units, Research, Measurement and Statistics and Social Foundations of Education, first emerged as teaching areas encompassed by faculty within the Department of Education in the School of Arts and Science of the Georgia State College in the 1960s. With the creation of the School of Education at Georgia State in 1969, the Department of Educational Foundations was created. Educational Research, Measurement, and Statistics and Social Foundations were two of the three program areas in the Educational Foundations department (along with Educational Psychology). Educational Leadership was a unit of the Department of Educational Administration developed in the early 1970s, providing aspiring Georgia school administrators with programs at the master’s and doctoral levels as well as an educational specialist program. The Department of Vocational and Career Development provided certification for school teachers and vocational administrators and supervisors. In 1992, a new Dean of the College of Education, reorganized the College, replacing the Department of Educational Foundations, Department of Educational Administration and Department of Vocational and Career Development with a newly named Department of Educational Policy Studies that included degree programs in Curriculum and Instruction (formerly in secondary education); Vocational Leadership; Human Resource Development; Educational Administration; Social Foundations; Research, Measurement and Statistics. Due to faculty attrition and redirection of resources the first three programs were deactivated in the College shortly thereafter. A Higher Education doctoral concentration was created in EPS, achieved national recognition, but was deactivated shortly after the APR review in 2005.

In 1998, the EPS faculty agreed to form a single doctoral program with concentrations in each of the units. In addition, the department developed two new courses at the entry level in a two-semester sequence, which are required at the onset of the doctoral program: Leadership, Policy & Change (EPS 9260) (now titled Research in Educational Policy Studies) and Issues of Race, Class, and Gender in Education (EPS 9270). The first course examines the political, conceptual, and ethical issues related to the development and implementation of educational policies. Selected policies affecting P-12 and postsecondary education are discussed. It also serves as an orientation for doctoral students new to the department and college. Research on policy issues is analyzed and criticized as one instance of the practice of educational research. The second course (EPS 9270) examines historical and contemporary interrelationships of hegemony,
domination, and power undergirding sociocultural viewpoints, institutional forces, and policy discourses in education. The course focuses upon the study of theory and praxis for equity and justice. A third course required is the Capstone, a research seminar in EPS (EPS 9980) completed toward the end of their program of study.

During the FY 2001, the EPS department sought a degree program that was focused upon the active school administrator, a Doctorate in Education (Ed.D.) in leadership, with this degree track targeted to working professionals in K-12 schools. With much effort and time in program planning, final approval was gained at the Board of Regents in the summer of 2011. The Ed.D. will provide a concentration in educational leadership and is expected to launch in the summer of 2012. This degree offering uses an executive delivery model of weekend courses, and will be offered at the GSU satellite campus in Alpharetta, GA. The three-year program will admit a maximum of 20 candidates per calendar year grouped into cohorts.

**Faculty Status.** Over the past three fiscal years, the department lost 6 tenure-track faculty members due to non-renewal, tenure denial, or job transfer (Breault, Freeman, Gagne, Furlow, Hart, McCray). On the other hand, during that same period we hired 8 faculty: 4 tenure-track (Dever, Hart, Li, Williams), 2 clinical (Berry, Carter) and 2 visiting (Buras, Fortner). The department expects to hire 2 tenure-track faculty with a specialty in educational leadership, and 1 clinical faculty to work with the Ed.D. Table 1 indicates that in FY 2011, there were 18 permanent faculty members in EPS (in addition to 13 part-time instructors)—a fairly even gender distribution in the full-time faculty. Minorities represent 39% of the department faculty (not counting PTIs).

**Table B1. FY 2011 Faculty Status**

<table>
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<th>Year</th>
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<th>Tenured</th>
<th>Tenure-Track</th>
<th>Other</th>
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</thead>
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<td>Assoc.</td>
<td>Prof.</td>
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<td>3</td>
<td>2</td>
</tr>
<tr>
<td>FY 2011</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FY 2011</td>
<td>Total</td>
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<td>4</td>
<td>3</td>
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<th>Year</th>
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<th>Assoc.</th>
<th>Prof.</th>
<th>Assoc.</th>
<th>Asst.</th>
<th>NTT Permanent FT*</th>
<th>NTT Visiting FT</th>
<th>PTI</th>
<th>Total</th>
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</tr>
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<td>1</td>
<td></td>
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<td></td>
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<td>Total</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

*Not inclusive of academic administrators or adjuncts with departmental appointments.

Since the last APR report in 2005: The department suffered a deep loss in the untimely death of Asa Hilliard (in August of 2007). Asa was the Fuller E. Calloway Chair of Urban Education and
professor of Social Foundations and Educational Psychology. The vacant Calloway chair has not been filled. Additionally, three faculty members retired (Neel 9/1/2005; Urban 1/1/2006; and Irvine 9/1/2006).

**Faculty Research Productivity.** Table B2 shows the EPS faculty productivity categorized by the reporting structure required at GSU (an online Faculty Information Management System, FIMS).

### Table B2. Faculty Research Productivity

<table>
<thead>
<tr>
<th>Faculty Research Productivity</th>
<th>2008 - 2009</th>
<th>2009 - 2010</th>
<th>2010 - 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Articles</td>
<td>39</td>
<td>43</td>
<td>47</td>
</tr>
<tr>
<td>Books &amp; Monographs</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Book chapters, essays &amp; articles</td>
<td>12</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Scholarly Conference Proceedings</td>
<td></td>
<td>4</td>
<td>1</td>
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<tr>
<td>Book Reviews of Scholarly Works of Others for Publication</td>
<td>0</td>
<td>8</td>
<td>2</td>
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<tr>
<td>Encyclopedia Entries</td>
<td>5</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Computer Software</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>Papers/Presentations (conference, symposia, etc.)</td>
<td>51</td>
<td>58</td>
<td>44</td>
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<tr>
<td>Invited Papers</td>
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<td>1</td>
<td>5</td>
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<tr>
<td>Discussant/ Commentators</td>
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<td>1</td>
<td>6</td>
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<tr>
<td>Significant discussions (citations) of published work, exhibitions or performances</td>
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<td>11</td>
<td>7</td>
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<tr>
<td>Significant Professional Scholarly Activities</td>
<td>13</td>
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<td>11</td>
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**Student Enrollments.** Table B3 shows average enrollment data by program by degree for the period under review. EPS uses a cohort-based student enrollment structure in several of its degree programs, thus fluctuations in enrollment averages can be attributed to this design. The EPEL unit offers masters and specialist degree programs for metro-Atlanta school districts by cohort membership. And the EPEL doctorate in FY 2009 indicated a 30-plus cohort of students that started their GSU coursework at North Georgia College and State University (NGCSU) in fall of ’05. The program was planned and created by GSU’s former dean of the College of Education and the Dean of Education for NGCSU. The cohort’s unusually large size (30+) and the fact that the program was offered on the campus of NGCSU placed a tremendous burden on GSU’s small, junior leadership faculty. Many of the program participants are approaching the dissertation phase at the present.

The other Ph.D. program concentrations indicate lower averages in FY 2010 and 2011 due to more selective admissions policies. Additionally, the lowest enrollment averages are indicated in the MS degrees in RMS and SF, which traditionally has offered a small program to graduate students desiring greater depth in the professional studies core. The UTL program is undergoing program reconstruction from an MS to a M.Ed. with curricular revisions.
**Table B3. EPS Average Enrollment Data for FY 2009-2011**

<table>
<thead>
<tr>
<th>Degree Prog.</th>
<th>FY 2009 Avg.</th>
<th>FY 2010 Avg.</th>
<th>FY 2011 Avg.</th>
<th>3-Year Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS EPEL</td>
<td>25</td>
<td>35</td>
<td>14</td>
<td>25</td>
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<tr>
<td>MS RMS</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>7</td>
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<tr>
<td>MS SF</td>
<td>4</td>
<td>9</td>
<td>12</td>
<td>8</td>
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<tr>
<td>MS UTL</td>
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<td>EDS EPEL</td>
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<tr>
<td>PhD EPEL</td>
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<td>PhD RMS</td>
<td>29</td>
<td>23</td>
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<td>24</td>
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<tr>
<td>PhD SF</td>
<td>27</td>
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<td>20</td>
<td>22</td>
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</table>

**Retention Rates.** Doctoral Programs: Among the 28 doctoral students beginning studies in the fall semester of 2000 to 2002, 32 percent of students had completed their degrees six years later and about 61 percent had completed their degrees at the end of eight years. If we expand the sample to include students beginning in the fall of 2003 and 2004, the six-year graduation rate rises to about 39 percent among the 59 students. The graduation rates of students vary among the Ph.D. concentrations. Students enrolled in the Educational Leadership (EDL) concentration had an eight year graduation rate of 50 percent for the 10 students in the 2000 to 2002 fall cohorts. The equivalent rates for students in the Research, Measurement, and Statistics (RMS) (n=7) and Social Foundations (SFD) (n=11) concentrations are 57 and 73 percent respectively. The six year graduation rates for the 2000 to 2004 cohorts by concentration are: 35 percent for 20 EDL students, 35 percent for 17 RMS students, and 45 percent for 22 SFD students. These values exclude Ph.D. students enrolled in the Higher Education concentration which has been discontinued.

The four-year retention rate for fall cohort Ph.D. program students beginning in 2004 or later who have had the opportunity to be enrolled for four years is 58.6 percent (n=70). Among EDL students, the four year retention rate is 54 percent (n=48). Students enrolled in the RMS concentration have a four year retention rate of 90.9 percent (n=11), and SF students have a four-year retention rate of 45 percent (n=11). The reported values above are based on data from fall cohort members only beginning with the fall 2000 cohort to enrollment and graduation information recorded in the fall 2010 semester.

Specialist Program: Data for the Performance-Based Specialist degree in EDL (Ed.S.) is reported to the department on a semester interval basis for students in each fall cohort. Sixteen students were enrolled in this degree program from 2000 to 2007 and have a three-year graduation rate of 75 percent. Beginning with the fall 2004 cohort, two-thirds of students who do not graduate within one year are retained as students.
Masters Programs: Data for the M.Ed. in EDL and MS in UTL are reported to the department on a semester interval basis for students in each summer cohort. Among the 24 students starting the Educational Leadership (MEDL) program prior to the 2010 fiscal year, they have a 70.8 percent graduation rate three semesters later and 79 percent have graduated after being enrolled for five semesters. Only three students had enrolled in the UTL (MUTL) degree program prior to the 2010 fiscal year and two-thirds completed their program seven semesters after initial enrollment. MEDL students were retained at a rate of 100 percent for the first two semesters after enrollment and a rate of 57 percent for the non-graduating students after three semesters. Among the three MUTL students, two of three students continued after the first semester.

Data for the MS in RMS and MS in SF are reported to the department on a semester interval basis for students in each fall cohort (by OIR), although these programs accept students twice a year. Among the six students enrolled in the MS in RMS degree program, one has graduated. None of the six students enrolled in the MS in SF degree have graduated to date. The overall retention rates for students in these programs is 75 percent 5 semesters after enrolling in the program.

Credit Hour Generation. Table B4 represents the EPS credit hour production by fiscal year. The department typically does not teach undergraduate courses except for the Area F upper-level undergraduate core course EDUC 2110, coordinated by a tenured faculty member and staffed by GTAs. The graduate courses are taught by full-time tenure and non-tenure-track faculty, and part-time instructors (typically recent graduates of our doctoral program). On-average in the 3 year time-frame 20 fulltime faculty worked in EPS (including 4.3 clinical faculty members on the non-tenure track). Yearly we hire 13.3 part-time instructors (PTIs), and in FY 2011 they earned an additional 38% of the average annual credit hour production in the department.

Table B4. EPS Credit Hour Production FY 2009-2011

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</tbody>
</table>
Evidence of Program Relevance. Social Foundations: For a research-intensive university like GSU, studying the social foundations of education—social, historical, political, philosophical, cultural, economic, comparative, and anthropological aspects of schools and school policy—is of strategic importance to the department, college, and university. Such study provides insight into issues like desegregation, inequities of school funding, commercialism in schools, gender disparities, and problems with high-stakes testing. SF unit members are uniquely poised to provide important research and commentary on pressing policy issues in Atlanta, the state, and the nation. The SF faculty support national teacher education standards in the College through coursework that “engages students in interpreting ideas from a variety of perspectives” (INTASC Standard 1.4); “uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments” (INTASC Standard 3.5); and “candidates can demonstrate and apply proficiencies related to diversity” (NCATE Standard 4:Diversity). The Social Foundations degree programs adhere to the Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies developed by the Council for Social Foundations of Education.

Research, Measurement and Statistics: Central to the missions of the College of Education and Georgia State University are programs that specialize in quantitative and qualitative research methodology in order to improve educational research and practice. The RMS section also contributes to meeting goals in the strategic plan for GSU through creating a plan for a minor at the undergraduate level in educational research (related to goal 1), providing a distinctive graduate program that “assure(s) development of the next generation of researchers and societal leaders” (related to goal 2), enhancing a research culture by supporting funded research (related to goal 3), addressing the “complex challenges of cities” in education through research (related to goal 4), and globalizing the University through the international activities of RMS faculty (related to goal 5). In addition to being relevant to these strategic goals, the RMS programs are essential to INTASC national education standards in inquiry through coursework and practicum experiences in areas such as program evaluation, qualitative research, measurement, and statistical analysis. Furthermore, one of the important missions of a public university is to build knowledge and capacity in areas of high need within the state. The current demand for workers skilled in educational research, testing, measurement, and evaluation is evidenced by the employment opportunities and placements of our graduates. Finally, RMS courses are required in the graduate cores in the College, and RMS faculty serve as research methodologists on dissertation committees in all departments.

Educational Leadership: Beginning in 2007, the preparation of future school leaders underwent major changes in Georgia. These changes were driven by new leadership standards adopted by the Georgia Professional Standards Commission (PSC), the agency that sets standards for leader and teacher preparation programs in Georgia. In January 2009, the old leadership preparation
models in universities became obsolete. A master’s degree in Educational Leadership is no longer required in order to obtain initial certification, and a person who has a master’s degree in any field may now obtain a five-year certificate by passing a statewide test. The Specialist Degree (sixth-year) is now required for a renewable certificate. The internship element of leadership preparation programs has been shifted to the Specialist level Leadership (L-6) certification and is required to be a performance-based program.

The Leadership unit uses national standards as our basis for developing candidates who can: facilitate the development, articulation, implementation, and stewardship of a district and school vision; develop and promote a positive school culture; provide an effective instructional program; design a comprehensive professional growth plan for employees; successfully manage the operations and resources of the school or district; provide a safe, effective, efficient learning environment; effectively collaborate with parents and the broader community; act with integrity; and understand, respond to and influence the larger political, social, economic, legal and cultural context. Candidates in the program are assessed formally and informally on an ongoing basis in Disposition Assessments; Problem-Based Leadership Projects; Equity Audits; Policy Manual Analyses; Analysis of the School Improvement Plan; and a Curriculum Alignment Activity.

Peer Programs. Social Foundations: While there is no such designation as a urban peer program in the SF field, several other institutions named by the Office of Institutional Effectiveness at GSU (known as the “Urban 13”) have similar degree offerings. Places such as the University of Wisconsin, Milwaukee in their department of Educational Policy and Community Studies, offer an M.S. in Cultural Foundations of Education and the Ph.D. in Social Foundations of Education. The Department of Administration and Policy Studies at the University of Pittsburgh has the M.Ed., M.A., and Ph.D. in Social and Comparative Analysis in Education. The University of Alabama’s (named by the GSU Board of Regents as a proposed aspirational institution), Department of Educational Leadership, Policy and Technology Studies has a Social Foundations Ph.D., but it is placed in Instructional Technology with a concentration in social and cultural studies.

Research, Measurement, and Statistics: The Criminal Justice and Human Services Educational Studies Program in the College of Education at the University of Cincinnati may be considered a peer to EPS. That department has a multidisciplinary M.A. and a Ph.D., both in Educational Studies with a concentration in Research Methodologies. The Research Methodologies prepares researchers and methodologists in Qualitative Research Methodology, Action Research Methodology, Quantitative Research Methodology, and Assessment and Evaluation. The department offers 23 research courses which are divided into three broad categories: Basic Research Courses, Advanced Guided Research Sequences, and Specialized Research Courses. The courses in these categories focus broadly on qualitative and quantitative methodologies, and include the following methods: statistical, field methods, action research, evaluation, measurement, oral history, multivariate analyses, and experimental research. Another peer is the
Educational Research Program in the Department of Educational Studies in Psychology, Research Methodology and Counseling at the University of Alabama. They offer a Ph.D. program in which students can choose to specialize in educational statistics, program evaluation, assessment/measurement, research methodology, or qualitative research. In addition, they offer the M.A. in collaboration with educational psychology (two options: Learning and Evaluation or Program Evaluation). The program has eight faculty members (6 quantitative and 2 qualitative) with expertise in quantitative, qualitative, mixed-methods, psychometric, and evaluative means of inquiry.

Educational Leadership: There are two peer institutions whose program criteria closely align with ours— the University of Missouri-Kansas City (Regents Proposed Peer and Urban 13) and University of Central Florida (Regents Proposed Peer). The programs at the University of Missouri-Kansas City include an MA with a focus in PreK-12 Educational Administration which prepares individuals for leadership positions in 21st Century schools; an Ed.S. degree with an emphasis in educational administration that prepares teachers for specialization in school leadership and administration; and a Doctorate of Education in PreK-12 Educational Administration that is designed to expand the content competencies and applied leadership skills of candidates in educational leadership careers in elementary, middle, and secondary school settings, as well as in central office administration. The programs at the University of Central Florida (Regents Proposed Peer) include the M.Ed. program which provides the theoretical and conceptual knowledge base required for principalship and for Florida Level I Educational Leadership certification. The Educational Specialist Degree (Ed.S.) is an advanced professional degree designed specifically for individuals who have completed a master's degree in a field other than Educational Leadership and who wish to meet the requirements for Florida Level 1 Educational Leadership Certification while working toward a degree. The Executive Ed.D. in Educational Leadership prepares candidates as school leaders with an emphasis on their abilities to utilize relevant research, provide leadership, promote effective communication, and effectively use their comprehensive understanding of task, structure, technology, and people as they relate to the operation of schools and educational organizations.

**EPS Section C: Progress toward Goals and Objectives**
(From the EPS APR Report in 2005)

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).

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. *We opened a search for that position, but due to budget constraints hired an early career assistant professor (McNeal).*
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). *We opened a search for that position, but due to budget constraints hired an early career assistant professor (Hart).*

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. *We opened two searches for that position, but due to budget constraints hired two early career assistant professors (Fournillier/McCray).*

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

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). *The EPS Academic Affairs Committee reviewed these courses and recommended a change in course title and curriculum for EPS 9270. This was done to tighten the focus upon the analysis and critique of policy research and implementation practices.*

Objective 2: Review and revise the Comprehensive Examination content and process. *The examination was changed giving the program of study committee control over questions based upon concepts explored and or related to the research area, major area, and cognate or specialty area.*

Objective 3: To improve student academic advisement within the department. *Advisement is conducted in the department by the faculty advisor and assisted by a staff member assigned to student recordkeeping. The staff member works closely with program coordinators in student admissions and matriculation issues, and serves as liaison to the COE Office of Academic Assistance. Students are advised by program faculty one-on-one, although some student orientation sessions are conducted in group settings.*

Objective 4: Link general and specific learning outcomes in EPS 9260, 9270 and 9980 with the comprehensive examination questions. *Specific learning outcomes from the cohort courses are not tested on the comprehensive exams per se. Doctoral program committees tailor the examination to fit the students program of study in three topical areas: major, methods, and cognate.*

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.
Objective 1: Offer the Ed. D. degree in Educational Leadership. The degree was approved by the Board of Regents in June of 2011. The program is expected to begin in summer of 2012.

Objective 2: Offer a Master’s of Science Degree in Higher Education. The SF program unit is considering adding a HE concentration to their master’s degree offerings.

Goal 4: To increase support for the research and scholarship

Objective 1: Provide GRA support for newly hired faculty. This is now a part of the faculty hiring package for 20 hours per week for the first two years. This also provides a source of financial support for graduate students not previously available.

Objective 2: To provide travel support for graduate students to present papers at scholarly conferences. Students are now offered up to $499.00 for travel. Additional travel may be provided through funded grant projects as available.

Goal 5: Enhance the community of scholars within the department and among departments with similar research interests.

Objective 1: Initiate a Faculty Brown Bag “Works in Progress” series once each month from September through March of each year. This activity was offered several times (topics were online teaching and international research).

Objective 2: Initiate a Qualitative Research Interest Group (RIG) for faculty and students within the College of Education. The RIG was offered by Dr. Kaufman as a reading group for a short period of time.

Goal 6: To redistribute faculty service load based on rank, years in rank, and level of research activity.

Objective 1: Reduce service expectations for newly hired faculty and limit service to low-risk committee work. This has been the current chair’s administrative policy—to reduce the service load for new tenure-track faculty.

Objective 2: Investigate possible imbalance of service loads for research-active graduate faculty. In the annual review process of faculty the chair provides a course release or graduate student support for faculty with heavy service loads. Work load reassignment is made on a case by case basis.

Goal 7: Investigate strategies to increase staff support for faculty service activities.
Objective 1: Redirect staff assignments to maximize support for faculty scholarly and service activities. A comprehensive chairs’ review was taken of all staff assignments and work was reassigned appropriately.

Goal 8: Examine the effectiveness of the governance and structure of the EPS Department.

Objective 1: Examine the current annual review process. After a lengthy discussion about the pros and cons of peer review it was agreed to leave the annual review process as a chair’s responsibility.

Objective 2: Examine current procedures whereby faculty may influence decisions made by the department and make recommendations to address faculty concerns. The department has a committee structure to address faculty affairs. EPS conducts monthly faculty meetings led by the chair, and the department Faculty Affairs Committee brings ideas and issues to the faculty, and there is an advisory group to the chair comprised of program coordinators that meets regularly.

EPS Section D: Curricula Quality
The Department of Educational Policy Studies offers degree programs in the following areas: (http://education.gsu.edu/eps/eps_programs.htm):

- Doctor of Philosophy (Ph.D.) Degree in Educational Policy Studies with Concentrations in Research, Measurement, and Statistics and in Social Foundations of Education*
- Doctor of Education (Ed.D) Degree in Educational Leadership (pending for summer ’12)**
- Specialist of Education (Ed.S.) Degree in Educational Leadership
- Master of Education (M.Ed.) Degree in Educational Leadership
- Masters of Education (M.Ed.) Degree in Urban Teacher Leadership (pending for summer ‘12).
- Master of Science (M.S.) Degree in Educational Research
- Master of Science (M.S.) Degree in Educational Research (and via GOML Online)
- Master of Science (M.S.) Degree in Mental Health Counseling & Educational Research***
- Master of Science (M.S.) Degree in Social Foundations of Education
- Master of Science (M.S.) Degree in Urban Teacher Leadership****
- Add-on PL-6 certification in Educational Leadership
- Non-degree programs in Educational Research and Social Foundations.

*There is an EPEL (Educational Leadership) Ph.D. Concentration as well, but the department placed a moratorium on new admissions several years ago. The leadership program unit was overburdened with candidates at the dissertation stage due to a 33-member off-campus doctoral cohort from North Georgia that was started in 2005. As a result of the size of this group and the loss of several tenure-track faculty members, the unit could not accept additional candidates until those students finished the program.
**After extensive study of awarding a practitioner-oriented terminal degree for students, the department plan was approved by the Board of Regents to offer the Doctor of Education (Ed.D) Degree in Educational Leadership.**

***The joint degree provides the educational research students a content area in which to apply educational research methodology and provides the mental health counseling students the capability to combine research and evaluation with counseling in their work setting.***

****To be deactivated after approval of the M.Ed. in Urban Teacher Leadership.

The masters programs listed above require students complete a COE core (termed “professional studies”) of 9 credit hours in the areas of educational psychology, research methods, and social foundations. There are course selection options for students in each of the study areas. Students also must complete a concentrated area of study in the major area as well as electives and a culminating project or thesis option (or comprehensive exams).

In the SF and RMS programs at the master’s level in the 15-18 credit-hours major, students may select from all of the EPSF or EPRS course offerings at the 7000 and 8000 levels according to their areas of interest. In the Leadership program at the master’s level, the 24 credit hour major requires a curriculum of EPEL courses over three academic terms. In the UTL master’s level students take a 21 credit hour major of 7000-level EPEL courses. In the specialist in education program, leadership students complete 6 credit hours in the COE core consisting of one course each in social foundations and educational psychology, and a 24 credit hour major of required EPEL courses at the 8000-level.

The Ed.S. in Educational Leadership consists of a design that uniquely combines educational leadership theory with in-school and in-district performance-based activities, practice, and skill development. The degree program consists of ten specially designed courses in combination with an individualized Induction Plan for each candidate. The add-on program consists of six courses selected by the candidate and advisor from the major area of study. Candidates who successfully complete the program are eligible for a renewable performance-based leadership certificate at the building or district level. The program is delivered by utilizing a combination of classroom, on-line, and school or district-based activities that are designed to meet the needs of the candidates and their districts. GSU currently has partnerships with over thirty school systems to assist them in developing school and district leaders. Each candidate in the program receives real-world guidance from a GSU selected and trained coach, as well as an in-district advisor.

At the doctoral level EPS students take a College core of 18 hours with psychology of learning, research methods, and social foundations courses. In the 18 credit hour major in the RMS or SF concentration, students may select from course offerings at the 8000 and 9000 levels according to their areas of interest. Three EPS cohort classes are required in the department, and two SF
classes and three RMS methods classes are required in the core (for all doctoral students), as well as additional coursework in an identifiable research track in qualitative, quantitative, single-case, historical/philosophical, or measurement methodology.

**Specification of Program Learning Outcomes.** The learning outcomes (LOAs) for the MS in Social Foundations are based upon the completion of a major research study, a thesis or project advancing an original point of view as a result of research in the discipline. The learning outcome targets a benchmark attainment of 95% of students who are able to meet or exceed the expectations as outlined in the assessment standard. The evaluative rubric consists of weighted measures on the following five categories: Understands the concepts and tools of inquiry in foundational disciplines; demonstrates knowledge of previous research or literature in the field; makes normative or critical judgments that are insightful and detailed; written work (a separate analytical ratings guide is used for written work); and an oral defense. Improvements to the learning outcomes include revised guidelines for oral defenses and the designation of an honors thesis.

The learning outcomes for the MS in RMS are four-fold. The first is to form a clear, useful and practical research query. Students develop a research idea into a query that is clearly stated, has a useful place in the extant literature, and can be practically addressed through research. The second objective is to review and critique the research literature. Students write a review of an article found in a professional journal. The third objective is to design a research study. Students a) select an appropriate design for addressing a research query; b) choose an appropriate population from which to sample; c) choose an appropriate sampling technique for the intended level of generalizability; d) operationalize all variables of interest, including, as applicable, the selection of measurement instruments intended to gather data on said variable(s); e) craft an appropriate procedure for data collection, and f) write a professional-level method section of a research report, describing the above aspects of a design. The fourth objective is to analyze data and report the results. Students a) recognize an appropriate technique for analyzing data, given the research query and the design used to collect the data; b) conduct the analysis(es) appropriate for the research query and the design used to collect the data; c) interpret and report on the results of the analysis(es) appropriate for the research query and the design used to collect the data. These goals and objectives are a work in progress, and sources of evidence are still being discussed and developed by the program faculty.

The three goals for the Ph.D. in EPS (with 3 concentrations) are: critically evaluates literature, interprets schooling/education in diverse contexts, and conducts scholarly research. The first two LOAs relate directly to assignments in the required two-course cohort sequence the first year of doctoral study; the third goal is used to evaluate dissertation quality. That is, the measures for learning outcome #1: “students will examine policymaking power” is derived from the course EPS 9270—Research in Educational Policy Studies. LOA #2 “students will prepare a cultural studies analysis” is derived from the second course EPS 9260—Race, Class, and Gender in
Education. In LOA #3, “students will write high quality dissertations” is related to a proposed dissertation scoring rubric for doctoral defenses. Each of the measures has a benchmark of 95% of all students attaining the standard. And in FY 2010 8 students met or exceeded LOA #1 & LOA #2; 18 students met LOA #3 by successfully defending their dissertations. The department is planning to create a policy to review doctoral students yearly on progress toward degree completion.

**New Course Development.** The department has created 10 new courses since the last APR timespan, two EPEL courses, 7 RMS courses, and one in the Social Foundations.

In EPEL, Leadership for a Diverse Society (EPEL 7020) was designed to engage students in demonstrating and understanding how the nuances of leadership have changed with regard to our increasing diversity in society as well as our schools. This course prepares students in the Masters Degrees in Leadership and UTL to demonstrate as well as understand how culturally relevant leadership can be an asset for the diversity found in educational organizations. Also, EPEL 8500 Central Office Leadership (EPEL 8500) was designed as an advanced course for individuals who aspire to leadership positions at the building and/or central office level of administration. The concepts that are included in the course content, and the theoretical bases from which the concepts have been developed, are appropriate to all areas of central office leadership. It is used in the Ed.S. in order to address the PSC requirements for system-level leadership certification.

In RMS, a number of courses were developed for advanced study of qualitative research methods, and which satisfy the requirements in the qualitative certificate throughout the College. For example, Visual Research Methods (EPRS 8700) provides students with an understanding of how to utilize visual research methods and complete textual analyses. Phenomenology and Ethnomethodology (EPRS 9100) offers an introduction to the theory and practice of phenomenology and ethnomethodology as methods of inquiry. Poststructural Inquiry (EPRS 9120) offers an introduction to the function of poststructuralism in the research process. The advanced quantitative research methods course Hierarchical Linear Modeling II (EPRS 9571) was designed to provide theoretical and applied understandings of hierarchical linear modeling.

In SF, Globalization and Education Policy (EPSF 8330) offers an in-depth examination of the way globalization discourses impact educational policy. Students analyze debates over the knowledge economy and globalizing the curriculum, with understandings of educational policy borrowing and lending, international benchmarking and testing, citizenship and social exclusion, and policy modeling in non-governmental organizations (NGOs). This graduate course serves the College as a core requirement for the proposed Certificate in International Education. This effort is aligned with the GSU Strategic Plan for internationalizing the curriculum: Goal 5 “internationalizing academic activities” under Initiative 4 “enhancing the global competency of students and faculty.” And the certificate satisfies the COE Strategic Action Plan (2009-2014).
Goal A, to develop “innovative academic programs” as related to A8 “cultural immersion, study abroad and cross-cultural exchanges.” (A number of EPS courses are on a list of elective offerings for this certificate as well.)

**OIR Survey Results.** The survey results from graduate alumni and active graduate students in EPS provide just one metric among many to consider for the quality of our programs. When asked about their experiences as an EPS graduate student, the active graduate student survey respondents (n=41), positively agreed with the statement “the graduate program of study is academically challenging (M=3.85 out of 5). They felt that “class size is suitable for effective learning” (M=4.46 out of 5) and that “faculty in the department are appropriately prepared for their courses” (M=4.29 out of 5)—both indicators rank in the upper quarter among departments surveyed. When that same group of students were asked to rate the quality of faculty and program in EPS, the strongest statements turned out to be “effectiveness of teaching methods used by faculty” and “procedures used to evaluate student performance” (M=4.15 and 4.12 out of 5; ranking in the upper fifth among university departments surveyed). Several active students commented as to the “positive experiences in EPS” with “knowledgeable and personable professors.” Another said: “I have been well nurtured and supported in my program and appreciate the valuable education and professional networks I have made while in EPS.” The graduate alumni (n=61) also viewed the EPS graduate program as “academically challenging” (M=4.08 out of 5), and felt they were prepared “for my professional career and/or further study” (M=3.95 out of 5). Interestingly, the alumni’s rating of faculty and program quality noted the “frequency” and “variety” of EPS graduate course offerings (M=3.86 and 3.77 out of 5). The statement on “clarity of degree requirements” received one of the lower ratings on the alumni survey, suggesting an area where more work must be focused (M=4.07 out of 5 or at the one-third percentile). Positive qualitative comments were offered, such as “I truly enjoyed my matriculation through the EPS PhD program & will continue to recommend it to others.” Others said: “All of the professors and academic advisors were excellent” and “I did experience more professors who demonstrate a passion for their courses while maintaining high expectations.” However, the department faculty received relatively lower ratings from current graduate students and alumni over the quality of academic and career advisement in the department, and availability to students outside of the classroom.

**EPS Section E: Student Quality**

**Admission Requirements for Graduate Programs.** The EPS admissions requirements for graduate programs are as follows:

Educational Leadership (M.Ed.): GRE & T4 certificate in any field; GPA min. of 2.50; 2 recommendation letters (1 from school administrator); goals statement; resume; and three years school experience.
Educational Research (M.S.): GRE; GPA min. of 2.50; 2 recommendation letters; goals statement; resume (similar requirements for GOML online). Mental Health Counseling & Educational Research requires same as above, but 3 recommendation letters as well as an interview.

Social Foundations (M.S.): GRE: GPA min. of 2.50; 2 recommendation letters from persons who can evaluate academic promise (professors); goals statement; resume; writing sample; interview.

Urban Teacher Leadership (M.S.): GRE; GPA min. of 2.50; 2 recommendation letters; goals statement; resume; 1 year teaching & T4 certificate.

Educational Leadership (Ed.S.): GRE: GPA min. of 3.25; 2 recommendation letters (1 must be from school administrator or principal); goals statement; resume; applicant must be employed in leadership position in partnering school system.

Educational Leadership (Ed.D.): GRE min. of 50th percentile (Verb & Quant) or MAT 50th percentile; GPA of 3.30; 2 recommendation letters (1 must be from immediate supervisor); goals statement; resume; writing sample; interview. Five years successful teaching or administrative experience required. Applicant must have earned a Master’s degree.

Educational Policy Studies (Ph.D.), concentrations in RMS or SF: GRE min. of 50th percentile (Verb & Quant); GPA of 3.30; 2 recommendation letters; resume; writing sample; interview.

Add-On PL-6 Leadership Certificate: Master’s degree required; goals statement, resume showing 3 yrs. school experience; recommendation letter from principal or immediate supervisor (if not school-based); T5 certificate.

Non-Degree Programs in Educational Research and Social Foundations: GPA min. of 2.5 or master’s degree; goals statement.

GPAs of Applicants in EPS Programs. For FY 2011 the average GPAs of accepted students is by semester first enrolled (min. GPA for master’s degrees is 2.50; specialist 3.25; doctorate 3.30). In summer of 2010: MED EDL, 2.7; MS UTL, 3.6; MS RMS, 3.9; MS SF, 3.5; EDS EDL 3.6. In fall of 2010: PhD EDL none enrolled; PhD RMS none enrolled; PhD SF, 3.74; MED EDL, 3.1; MS UTL, 3.3; RMS, none accepted; MS SF, 3.5. In spring of 2011: MED EDL, 3.2; MS UTL, 3.4; MS RMS none enrolled; MS SF, 3.1 (no specialist or doctoral students enrolled in that semester).

Leadership Program Completers. For a comparison between GSU leadership completers and others on state tests of the Educational Leadership Assessment portion in the Georgia Assessments for the Certification of Educators (GACE), see Appendix E1a.

Residency Activities.
Doctoral students in the College are required to engage in (a) scholarship; (b) teaching, service, and professional development; (c) and collegiality during their program of study. Table E5 lists the types of activities students accomplished during the three reporting years based upon data collected from the COE residency forms submitted in EPS.

**Table E5. EPS Doctoral Student Residency Activities**

<table>
<thead>
<tr>
<th>EPS Doctoral Student Residency Activities</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted article to a refereed journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Published article submitted to a refereed journal</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Presented at national or regional conference</td>
<td>17</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Held office in a professional organization/association</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Attended a national or regional conference</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Served on a professional organization or departmental committee</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Conducted or attend a professional workshop or staff development</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Ed.S. Leadership students also have a residency requirement, evidenced from COE residency forms submitted to EPS:

- Presentation at 3 C’s Conference at Kennesaw State University
- Cobb County School District Leadership Academy for Aspiring Principals
- Attended 90-90-90 Summit with Dough Reeves (2010)
- Attended Closing Achievement Gap with Joe Murphy (2010)
- Attended Professional Education Council (2010)
- Presented at Title 1 Conference: How to Motivate At Risk Students
- Attended Mays Lecture
- Attended World Language Conference
- Presented at World Language Conference
- Attended NSCD Summer Conference (2010)
- Attended America’s Choice Leadership Conference (2010)
- Attended America’s Choice Leadership Conference on Standards Based Classrooms
- Presented at Professional Association of Georgia Educators Conference: How to Effectively Coach Colleagues (2011)
- Attended GSU Principals’ Center Meeting on Achievement Gap
- Attended Special Education Leadership Development Academy
- Attended Georgia Council of Administrators of Special Education
- Attended Parent Mentor Workshop (GA DOE)
- Attended Data Collection Conference
- Presented at Rigor in Science Curriculum, Instruction and Assessment Conference
- Attended ASCD Conference on RTI
- Presented at Cobb County New Teacher Institute
- Attended regional meeting of College Board

**GRE Scores and Selection Ratio.** Table E6 provides a summary table of GRE scores and selection ratio in the EPS degree programs.

**Table E6. GRE Scores and Selection Ratio**

<table>
<thead>
<tr>
<th>GRE Scores and Selection Ratio Percent*</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. EDL</td>
<td>1170 (enrolled)/7</td>
<td>1310 (enrolled)/4</td>
<td>953 (accepted)/NA</td>
</tr>
<tr>
<td>Ph.D. RMS</td>
<td>1210 (enrolled)/55</td>
<td>1130 (enrolled)/56</td>
<td>1270 (accepted)/NA</td>
</tr>
<tr>
<td>Ph.D. SF</td>
<td>1260 (enrolled)/26</td>
<td>1115 (enrolled)/39</td>
<td>1048 (accepted)/42</td>
</tr>
<tr>
<td>ED.S. EDL</td>
<td>1067 (accepted)/50</td>
<td>1000 (accepted)/48</td>
<td>926 (accepted)/84</td>
</tr>
<tr>
<td>MS RMS</td>
<td>1145 (accepted)/56</td>
<td>1280 (accepted)/16</td>
<td>1066 (applied)/33</td>
</tr>
<tr>
<td>MS SF</td>
<td>1070 (accepted)/86</td>
<td>1034 (accepted)/80</td>
<td>1023 (applied)/75</td>
</tr>
<tr>
<td>MS UTL</td>
<td>860 (accepted)/53</td>
<td>933 (accepted)/58</td>
<td>948 (applied)/86</td>
</tr>
<tr>
<td>MED EDL</td>
<td>993 (accepted)/58</td>
<td>1000 (accepted)/70</td>
<td>973 (accepted)/65</td>
</tr>
</tbody>
</table>

*GRE Scores are averages of those students who applied, accepted, or enrolled. The selection ratio represents a percentage of the applicants who were accepted in the degree program. See OIR Tables E-1a & E-1b.

**Job Placements.** EPS Doctoral Graduates, FY 2009-2011. See Appendix E1b.

**Dissertation Awards.**
Sujatha Bhagavati and Deanne Swan won the EPS Dissertation Award (2009); Heather Marshall, Carol Thurman, and Mark Yates won the EPS Dissertation Award (2010); Leann Logsdon, Camille Sutton-Brown, and Keith Wright won the EPS Dissertation Award (2011)—COE Honors Day. Amy Roberts won the Dan E. Sweat Dissertation Fellowship Award (2011) sponsored by the Dan E. Sweat Distinguished Scholar Chair in Educational and Community Policy, Andrew Young School of Policy Studies.

**EPS Section F: Faculty Quality**

**Quality and Quantity of Scholarly and Creative Productivity.** In EPS we follow the guidelines of the promotion and tenure document in the College of Education. Aside from an annual review with the chair, there is a departmental and College review of pre-tenure candidates in their third year, and a thorough evaluation of tenure-track candidates going-up for promotion and tenure by their seventh year, as well as a post-tenure review process for tenured faculty every five years. These comprehensive reviews are based upon evaluations of teaching, curriculum vitae, publications, and external reviewers’ letters, among other sources of
information on scholarly productivity. The process is orchestrated by the EPS Promotion, Tenure, and Graduate Faculty Committee (PTGFC). See Appendix F5.

**Results of Promotion and Tenure and Reviews.** In the past three fiscal years (2009-2011), of the tenure-track faculty we had 2 tenure denials (Freeman, Gagne) and 1 non-renewal after the third year (McCray). We also had 2 faculty promotions: 1 to Associate (Esposito) and 1 to Full (Lakes).


**Student Evaluations of Instruction.** One major indicator of EPS faculty quality is the scoring on student evaluations of instruction forms (SEIs). Over the past three fiscal years, the faculty averaged 4.5 or higher (out of 5.0) in all but a few of the 13 indicators of quality instruction. This was evidenced in SEI statements, such as the instructor was well prepared, explained the grading system clearly, the evaluations were related to course goals and objectives, and the class sessions were interesting and worthwhile, among other descriptive statements. Figure F1 illustrates the FY 2011 SEI averages across all three program units.

**Figure F1. FY 2011 Student Evaluation of Instruction in EPS**

Considering that many of our courses are required of students throughout the College and we teach varying audiences from initial preparation to advanced graduate, the results are stellar and underscore the excellence of our department faculty.
One other indicator of quality is the faculty climate within the department. The EPS faculty (n=10; percentile ranks are based on 46 departments) on the OIR survey gave high ratings to: faculty scholarship in the department (M= 4.80; 93rd percentile); the variety of advanced course offerings (M=4.60; 92nd percentile); the level of clerical staff support (M=4.78; 96th percentile); and availability of computer/data base software (M=4.88; 98th percentile). They believe that the department’s program of study is academically challenging (M=4.78; 89th percentile), are comfortable expressing different views and opinions (M=4.40; 68th percentile), have adequate opportunities to influence decisions about our programs (M=4.50; 78th percentile), and feel that guidelines regarding job performance are clear to the faculty (M=4.50; 82nd percentile). The faculty respondents also noted the departmental emphasis on research tasks (M=3.80; 96th percentile), service to the department (M=3.50; 70th percentile), teaching (M=3.30; 46th percentile), and publishing in certain journals (M=3.11; 38th percentile).

**Dollar Level and Source of Sponsored Research.** Table F7 shows the EPS grant activity for faculty PIs in the years under review.

**Table F7. EPS Funded Grants, FY 2009-2011**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Project Title</th>
<th>Agency</th>
<th>Project Type</th>
<th>Amount</th>
<th>Award #</th>
<th>FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dobbs</td>
<td>PI</td>
<td>Borrowed Services Agreement</td>
<td>Board of Regents</td>
<td>Other</td>
<td>$139,700.00</td>
<td>J3459/I3679</td>
<td>2009</td>
</tr>
<tr>
<td>Tighe</td>
<td>PI</td>
<td>Training and Assistance to Learn &amp; Serve</td>
<td>GA Dept of Education</td>
<td>Instruction</td>
<td>$30,000.00</td>
<td>J3915</td>
<td>2009</td>
</tr>
<tr>
<td>Curlette</td>
<td>PI</td>
<td>NSF SLIDERS Project</td>
<td>GA Tech</td>
<td>Research</td>
<td>$23,710.00</td>
<td>SP00010329</td>
<td>2010</td>
</tr>
<tr>
<td>Tighe</td>
<td>PI</td>
<td>The Principal's Center</td>
<td>Other: Multiple</td>
<td>Instruction</td>
<td>$3,500.00</td>
<td>SP000ELP85</td>
<td>2010</td>
</tr>
<tr>
<td>Tighe</td>
<td>PI</td>
<td>The Principal's Center</td>
<td>Multiple Sponsors</td>
<td>Instruction</td>
<td>$3,630.00</td>
<td>SP000ELP85</td>
<td>2010</td>
</tr>
<tr>
<td>Curlette</td>
<td>PI</td>
<td>Editorial Support for Journal</td>
<td>North American Society for Adlerian Psychology</td>
<td>Research</td>
<td>$7,200.00</td>
<td>SP00010478</td>
<td>2011</td>
</tr>
<tr>
<td>King</td>
<td>PI</td>
<td>Songhoy Club</td>
<td>Univ Comm Academy</td>
<td>Public Service</td>
<td>$5,000.00</td>
<td>SP00010398</td>
<td>2011</td>
</tr>
</tbody>
</table>

Table F8 shows the role of departmental faculty assigned to grants in COE in the years under review. EPS faculty members contributed to other grants within the college, with roles as Co-PI, Evaluator, Methodologist and Key Personnel. Their contributions netted the department $36,798 in course releases, $49,307 as cost share obligation for the college, and $65,761 as summer pay.

**Table F8. EPS Faculty Grant Contributions, FY 2009 – 2011**
## EPS Faculty Grant Contributions FY 2009 - 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Project Title</th>
<th>Agency</th>
<th>Project Type</th>
<th>Amount</th>
<th>Award #</th>
<th>FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curlette</td>
<td>CO-PI</td>
<td>Professional Development Schools 2</td>
<td>US Dept. of Education</td>
<td>Research</td>
<td>$38,785</td>
<td>FLCC7</td>
<td>2009</td>
</tr>
<tr>
<td>Curlette</td>
<td>CO-PI</td>
<td>Professional Development Schools 2</td>
<td>US Dept. of Education</td>
<td>Research</td>
<td>$10,238</td>
<td>FLCC7</td>
<td>2010</td>
</tr>
<tr>
<td>Curlette</td>
<td>CO-PI</td>
<td>NET-Q</td>
<td>US Dept. of Education</td>
<td>Research</td>
<td>$102,424</td>
<td>SP00010164</td>
<td>2010</td>
</tr>
<tr>
<td>Hart</td>
<td>Methodologist</td>
<td>Examining the Read Right from the Start</td>
<td>Rollins Center for Language &amp; Learning</td>
<td>Research</td>
<td>$11,754</td>
<td>SP00010024</td>
<td>2010</td>
</tr>
<tr>
<td>Berry</td>
<td>Key Personnel</td>
<td>NET-Q</td>
<td>US Dept. of Education</td>
<td>Research</td>
<td>$4,168</td>
<td>SP00010164</td>
<td>2010</td>
</tr>
<tr>
<td>Richardson</td>
<td>Key Personnel</td>
<td>NET-Q</td>
<td>US Dept. of Education</td>
<td>Research</td>
<td>$3,032</td>
<td>SP00010164</td>
<td>2010</td>
</tr>
<tr>
<td>Fournillier</td>
<td>Key Personnel</td>
<td>UMEP</td>
<td>National Science Foundation</td>
<td>Instruction</td>
<td>$3,902</td>
<td>SP000FLCF6</td>
<td>2010</td>
</tr>
<tr>
<td>Curlette</td>
<td>CO-PI</td>
<td>NET-Q</td>
<td>US Dept. of Education</td>
<td>Research</td>
<td>$198,092</td>
<td>SP00010164</td>
<td>2011</td>
</tr>
<tr>
<td>Berry</td>
<td>Key Personnel</td>
<td>NET-Q</td>
<td>US Dept. of Education</td>
<td>Research</td>
<td>$7,500</td>
<td>SP00010164</td>
<td>2011</td>
</tr>
<tr>
<td>Richardson</td>
<td>Key Personnel</td>
<td>NET-Q</td>
<td>US Dept. of Education</td>
<td>Research</td>
<td>$7,883</td>
<td>SP00010164</td>
<td>2011</td>
</tr>
<tr>
<td>Gowen</td>
<td>Evaluator</td>
<td>Developing Globally Literate Teachers through Excellence in Mobility Projects</td>
<td>US Dept. of Education</td>
<td>Instruction</td>
<td>$1,956</td>
<td>SP00010361</td>
<td>2011</td>
</tr>
<tr>
<td>Gowen</td>
<td>Evaluator</td>
<td>Community Opportunities that Motivate People &amp; Enhance Service Learning</td>
<td>Corporation for National &amp; Community Service</td>
<td>Research</td>
<td>$9,537</td>
<td>SP00010408</td>
<td>2011</td>
</tr>
<tr>
<td>Fournillier</td>
<td>Key Personnel</td>
<td>UMEP</td>
<td>National Science Foundation</td>
<td>Instruction</td>
<td>$3,900</td>
<td>SP000FLCF6</td>
<td>2011</td>
</tr>
</tbody>
</table>

**Service and Outreach Contributions.**

Table F9 shows the EPS contributions to faculty service and outreach, taken from the FIMS reporting structure for the last 3 fiscal years.
Table F9. Faculty Service Contributions

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional Organization Offices</th>
<th>Professional Organization Committees</th>
<th>Membership on Advisory Boards, Committees, External P&amp;T Committees, or Review Boards</th>
<th>Membership on Academic &amp; Professional Accreditation or Review Boards</th>
<th>Community</th>
<th>Other Significant Service Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 - 09</td>
<td>9</td>
<td>11</td>
<td>22</td>
<td>2</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>2009 - 10</td>
<td>12</td>
<td>7</td>
<td>18</td>
<td>2</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>2010 - 11</td>
<td>10</td>
<td>7</td>
<td>18</td>
<td>1</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

EPS faculty members serve the University through their involvement in the University Senate, Institutional Review Board, University Minority Professor Mentoring Program, and Search Committees. EPS faculty serve the College of Education through their active involvement in the Professional Educator Induction Seminar, International Education Certificate Committee, Doctoral Student Symposia, Doctoral Fellows Faculty Advisor, PEF Assessment Committee, Dean’s Advisory Committee, Committee on Research & Scholarship, Advisory Committee on Promotion & Tenure, and May’s Lecture Committee, among others. Faculty members hold office in professional organizations (including presidencies of the History of Education Society, American Educational Studies Association, and John Dewey Society), serve as reviewers for national and international journals and for professional conferences, serve on professional organization committees and the like. They serve academic conferences as reviewers, program chairs and discussants, and in the community through their involvement on school boards, external scholarship committees, and advisory committees for local school systems.

EPS Section G: Resource Adequacy

Faculty Resources. The Department of Educational Policy Studies has met the demands of the College of Education’s core course requirements, but staffing challenges have resulted in a heavy reliance upon the service of part-time instructors as reflected in rising costs: $90,000 in FY 2008 to $114,000 in FY 2011. In addition, Master’s core classes in RMS and SF have been in high demand due to the rising enrollment numbers in the College. Figure G2 shows the increase in the number of regularly scheduled sections of core Master’s courses taught each year (two additional core courses are offered intermittently: EPSF 7100 and EPRS 7920). Specifically, the cost of staffing EPRS 7900 has accounted for 36%, 35% & 53% of PTI costs in FY 2009, FY 2010 & FY 2011, respectively.
The department has continued to support faculty, staff & students in their professional endeavors, upgrading conference room technology, establishing an RMS lab, and buying departmental computers even with declining resources as evidenced in Table G10.

Table G10. State Appropriations in EPS

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty</td>
<td>$1,536,851</td>
<td>$1,395,232</td>
<td>$1,356,221</td>
</tr>
<tr>
<td>Full-Time Staff</td>
<td>$262,260</td>
<td>$265,512</td>
<td>$254,077</td>
</tr>
<tr>
<td>Part-Time Instructors</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$79,700</td>
<td>$52,230</td>
<td>$74,730</td>
</tr>
<tr>
<td>Miscellaneous Personnel</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>$11,169</td>
<td>$11,169</td>
<td>$11,169</td>
</tr>
<tr>
<td>Travel</td>
<td>$44,676</td>
<td>$29,039</td>
<td>$29,039</td>
</tr>
<tr>
<td>Supplies</td>
<td>$55,845</td>
<td>$47,468</td>
<td>$32,468</td>
</tr>
</tbody>
</table>

Administrative Resources. The Department of Educational Policy Studies is staffed with one business manager and three administrative coordinators. In order to maximize the time of the staff, the department utilizes three student assistants to staff the front desk and answer incoming calls. In addition, the department has three other staff members, two of whom serve the Principal’s Center (they are an assistant director and an administrative coordinator). The third staff member is a half-time senior administrative secretary and is funded through the Benjamin E. Mays Endowed foundation account and exclusively serves the Benjamin E. Mays Chair.

Technological Resources. The department does an outstanding job at ensuring that all faculty and staff have adequate access to technological resources. Every faculty and staff member is provided with a computer desktop, and the components are upgraded every three years. The EPS faculty is provided with laptops to enable them to conduct research off-campus or online.
teaching. Recently, the department upgraded our largest conference room (496) to better accommodate the courses held there. Improvements included an instructor workstation, new projector, projector screen and a document visualizer (Wolf-Vision). Using revenue from the GOML courses, the department purchased two class sets (20 each) of the iPad 2. One set will be used in an action research class and the other will be used in an online advanced quantitative statistical analysis course.

**Space Resources.** At present time, the department has tight but sufficient space. In addition to the EPS faculty and staff, the department also houses the Georgia School Superintendent’s Association (4 offices) and some of the extramural funded Net-Q staff (3 offices), and the Principal’s Center (3 offices).

**Laboratory Resources.** In spring 2010, the department invested a portion of its earnings from the GOML courses into creating a research computer lab. The lab was located in one of our larger offices and houses five workstations with desktop computers, a variety of statistical analyses software programs and a central printer. The lab is open to faculty, staff, and students who need access to statistical programs.

**GSU Foundation Resources.** The department has six foundation accounts. They are the Educational Policy Studies fund, the Thomas A. Hutcheson Higher Education fund, the Principal’s Center fund, the Research, Measurement & Statistics Endowed Scholarship fund, the Kellogg Foundation Project, and the Benjamin Mays Chair of Urban Educational Leadership. The EPS fund began fiscal year 2009 with a balance of $1,986 and ended fiscal year 2011 with a balance of $1,035. The Thomas A. Hutcheson fund began fiscal year 2009 with a balance of $3,530 and ended fiscal year 2011 with a balance of $55. The Principal’s Center fund began fiscal year 2009 with a balance of $428 and ended fiscal year 2011 with a balance of $1,258.09. The Research, Measurement & Statistics Endowed Scholarship fund began fiscal year 2009 with a balance of $30,568 and ended fiscal year 2011 with a balance of $32,863. The Kellogg Fund was established in 1997 as a $50,000 award to Dr. Asa Hilliard for a Think Tank Project focused on African American Youth. The account has a residual balance of $1,679. The Benjamin Mays Chair of Urban Educational Leadership fund beginning balance for FY 2009 was $1,064,976 and the ending balance for FY 2011 was $930,700.

**Library Resources.** See Appendix G2: University Library report prepared by Brenna Helmstutler, GSU Librarian.

**EPS Section H: Goals and Objectives**

**Goal 1: Build a responsive academic community among students and faculty.**

Rationale: This goal is aligned with the GSU Strategic Plan, Goal 2: “significantly strengthen and grow the base of distinctive graduate and professional programs that assure the development
of the next generation of researchers and societal leaders. It addresses concerns raised in the
survey of current students and recent graduates. Although overall complimentary the survey
noted a weakness in advising and mentoring experiences. Much of the frustration may be
attributed to the obstacles that admitting a large off-campus cohort entails. The distance between
the instructional site for this cohort, some 60 miles from the GSU campus did not provide the
adequate accessibility for the students to be successful. In addition, most students work full-
time and come to campus only to attend classes in the evenings, when faculty advisors,
administrative offices, and other student resources may not be available.

a. Objective: Create comprehensive advising guides for Master and Ph.D. students.

Rationale: A comprehensive document will allow students and faculty to access information
quickly. In addition it will ensure that information is consistent across all students, faculty and
staff. These guides will be updated annually by administrative staff in consultation with faculty
program coordinators.

b. Objective: Develop a formal review policy of each student’s progress to degree using an
electronic reporting structure.

Rationale: These data will provide a formative evaluation of our advising process, to address
misunderstandings about requirements, intervene with students who may be struggling, assist
students in gaining better access to financial or academic resources, and provide a more
dependable and detailed database on enrollment, retention, and progress toward graduation.
Specific milestones such as the completion of a plan of study, residency, comprehensive exams,
a dissertation committee, and of GPA requirements, adherence to the continuous enrollment
policy, and completion of “I” courses will be assessed. Faculty will notify students of any
problems and a required plan for remediation that will be completed between the student and
his/her advisor.

c. Objective: Develop a one-credit professional development course required of all second year
doctoral students to support retention, professional growth and progress to degree. Topics might
include: building a curriculum vita, revising a course paper for publication, designing a college-
level course, presenting papers at professional conferences, building a professional network of
colleagues, and preparing for a job interview. Department faculty will deliver the content
collaboratively.

Rationale: This course provides an opportunity to mentor students in a more formal and coherent
fashion and allows students to establish relationships with faculty and students they may not
have met through their course work.

d. Objective: Conduct an orientation session for newly accepted graduate students each fall.
Rationale: this orientation will provide students the opportunity to meet with key office personnel, the departmental chair, unit faculty representatives, current students in a range of progress to degree, receive a copy of the student advising guide, and introduce new students to resources and expectations in regard to enrolling in courses, obtaining their identification cards and student email IDs, learning their way around campus, departmental computer resources, parking, developing a plan of study, meeting with advisers, etc.

e. Objective: Create a database of departmental alumni information.

Rationale: A database will allow the department to track graduates in order to assess success in preparing students for their respective professional goals as well as to build an alumni network for the benefit of past and current students. This network also may be a source of future scholarship funding for current students (See Goal 4). Starting with an exit interview, the department will keep updated information about each of our graduate’s employment in an effort to build a network between graduates and current students for mentoring, placement, and hiring opportunities.

Goal 2: Conduct a continual and purposeful assessment of the alignment between departmental goals and outcomes, and the college and university strategic plans.

Rationale: Given that faculty tend to plan and organize within their individual academic program units, we must work collaboratively to better understand the problems and issues faced by other units and to collectively engage in department-wide strategic evaluation and assessment. This goal responds to GSU Strategic Plan Goal 2: Significantly strengthen and grow the base of distinctive graduate and professional programs.”

a. Objective: Conduct at least one all-day retreat yearly to a review of each program unit’s individual goals and objectives, followed by a discussion of how each unit aligns with the goals and objectives of the other programs, and with the overall departmental mission.

Rationale: This is an opportunity to discuss philosophical as well as practical matters of whether our mission is accurately reflected in our planning activities, presentations, marketing, and common understanding of who we are and what we do and where we want to go.

Goal 3: Increase the department’s international presence.

Rationale: This goal supports GSU Strategic Plan, Goal 5 of globalizing the university, and “internationalizing academic activities”; under Initiative 4 “enhancing the global competency of students and faculty.” In addition, it satisfies the COE Strategic Action Plan (2009-2014) Goal A, to develop “innovative academic programs” as related to A8 “cultural immersion, study abroad and cross-cultural exchanges.”
a. Objective: Expand the global reach of EPS by offering new on-line degree programs through “Georgia On My Line” (GOML).

Rationale: These programs will parallel the curriculum of the same on-campus degree programs but will allow students from around the world to attend the classes on-line.

b. Objective: Revise curricula to include additional internationally-focused course offerings and examples.

Rationale: This effort will support the College of Education’s Certificate in International Education.

Goal 4: Strengthen the quality of program graduates.

Rationale: 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.”

a. Objective: Increase funding support for graduate students for research assistantships, conference travel, and tuition assistance.

Rationale: Graduate assistantships allow students to fully develop as researchers under the guidance of faculty members. Conference travel opportunities are a further opportunity to increase student growth by presenting their own work and networking with researchers in their field. In addition, well-funded assistantships and tuition assistance have the potential to be used as a tool to recruit more qualified applicants.

b. Objective: Increase funding support from partner organizations.

Rationale: In order to support external voluntary funding, EPS will work with the College Alumni Club and program graduates to increase communications with former students.

c. Objective: Increase funding support for graduate students through extra-mural funding

Rationale: Extra-mural funding supports graduate student assistantships, work learning opportunities, conference travel, and supplies and equipment. Proposals for extra-mural funding should include graduate assistantships when possible.

Additional program goals and objectives are in Appendix H.