**The University System of Georgia**
**New Program Proposal**

**University of Georgia**
**College of Education**
**Department of Educational Administration and Policy**

# Doctor of Philosophy in Educational Administration and Policy

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**25 January 2005**

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**Institution:** The University of Georgia **Date:** 1/25/05

**School/Division:** College of Education

**Department:** Educational Administration and Policy

**Name of Proposed Program:** Doctor of Philosophy in Educational Administration and Policy

**Degree:** Doctor of Philosophy (Ph.D.)

**Major:** Educational Administration and Policy

**CIP Code:**

**Starting date:** Fall Semester 2006

**Signatures:**

Department Head Dean of College Dean of Grad School

## 1. Program abstract

The purpose of this proposal is to establish a Ph.D. program in Educational Administration and Policy. As the cornerstone degree of the newly chartered Department of Educational Administration and Policy, the Ph.D. program in Educational Administration and Policy will prepare an exclusive cadre of future scholars and leaders in educational administration and policy for careers in which research and scholarship on educational policy are central activities. This degree will be responsive to the vision for the new Department of Educational Administration and Policy as stated in the Department Charter, approved by the Board of Regents in June 2002: "The department will create an environment to stimulate, foster and support inquiry into the legal, economic, historical, philosophical, social, political, and

international context of educational policy and practice." The focus of the proposed Ph.D. program is the preparation of students for the professoriate, executive positions in educational administration, and other high level policy positions. In addition to supporting the National Policy Board for Educational Administration's *Standards for Advanced Programs in Educational Leadership* (2002), the objectives of the Ph.D. program in Educational Administration and Policy directly support essential aspects of the Institutional Strategic Plan of the University of Georgia and of the College of Education.

The proposed program will serve three important needs. First, the proposed Ph.D. program will help prepare a new generation of researchers and executive educational administrators who will fill positions created by faculty retirements, a shortage of highly qualified school administrators, and the need for policy analysts created by the increasingly vital role that education reform plays in public policy. The need for this new generation of researchers and school administrators has become especially acute as the impact of educational administration on student achievement is recognized. Of the six universities in the southeast that offer a Ph.D. in educational leadership, only two focus primarily on policy analysis and research. Second, the proposed Ph.D. program will attract external funding available for policy research and analysis. Third, the proposed Ph.D. program will enable the University of Georgia to become a national and international leader in research and analysis of education policy.

The proposed curriculum will provide students with a robust understanding of definitive dimensions of educational administration and policy and pertinent social and behavioral sciences, as well as expertise in one research methodology and working knowledge of a second. The proposed program will focus on the preparation of scholars of educational policy and of a select group of school administrators capable of interpreting and implementing educational

policy in the interest of student and social welfare. The Ph.D. program in Educational Administration and Policy will seek world-class faculty, as well as promising students, with diverse intellectual and cultural perspectives.

Faculty for the proposed Ph.D. program will be those in the Department of Educational Administration and Policy at the University of Georgia and will be hired from outside the university if and when additional faculty lines become available. The proposed program will be housed in the River's Crossing building on College Station Road, and will require no additional equipment or facilities. The proposed Ph.D. program will be administered within the newly chartered Department of Educational Administration and Policy, a unit of the College of Education at the University of Georgia.

**2. Objectives of the program**

The purpose of the Ph.D. program in Educational Administration and Policy is to prepare scholars and administrators who combine the expertise of the academic researcher with the perspectives of the public intellectual to advance the knowledge and practice of preK-12 educational administration and policy making. The Ph.D. program will establish the University of Georgia as a nationally and internationally recognized leader in the preparation of scholars of educational administration and policy and executive educational administrators. The objectives of the Ph.D. program in Educational Administration and Policy are as follows:

1. Provide students with theoretical and research-based knowledge of educational administration and policy.
2. Educate students in methods of inquiry in educational administration and policy, to advance the systematic, disciplined investigation of the practices of educational administration and policy making.

3. Foster the integration and application of knowledge and modes of inquiry from specializations within educational administration and policy as well as from related cognate disciplines as they bear on the analysis of educational administration and policy in preK-12 settings.
4. Promote the generation and dissemination of academic knowledge in educational administration and policy for the wider social benefit.

The Ph.D. will be the cornerstone degree of the newly chartered Department of Educational Administration and Policy. (See Appendix A) The proposed program will prepare an exclusive cadre of future scholars and leaders in educational administration and policy for careers in which research and scholarship are central activities. These careers include the professoriate, full-time research positions in other significant institutions such as the Education Commission of the States, the Rockefeller Center for the States, and the American Institutes for Research, analysts for state and federal legislatures and agencies, and executive administrative roles in lighthouse school systems.

The proposed Ph.D. in Educational Administration and Policy responds in particular to new demands on educational administrators identified by the National Policy Board on Educational Administration (2002). In the current context of educational reform, the school administrator is called upon to act less as a "policy recipient" and more as "policy participant." The NPBEA continues, "School leaders . . . must be involved in policy development to ensure that policy guidelines reflect consensus or compromise rather than contradiction" (p. 4). The proposed Ph.D. program will provide executive educational administrators with the capacities to interpret policies effectively for local implementation.

The objectives of the proposed Ph.D. program in Educational Administration and Policy relate directly to key aspects of the current Institutional Strategic plan for the University of Georgia. The proposed program will prepare students who will generate knowledge that will enable UGA to serve Georgia's citizens in pivotal ways. As it contributes to the expansion of the volume of research and scholarship and concentrates resources efficiently on educating a select group of doctoral students, the proposed program will serve the State by establishing the University of Georgia as a premier research institution in educational administration and policy, thus enhancing the University's and the College of Education's national and international presence. The proposed program will support Strategic Direction 1, Building the New Learning Environment, by preparing students for positions as executive educational administrators in lighthouse preK-12 education systems, as faculty in other doctoral granting institutions within and beyond the University System of Georgia, and as policy analysts in government and other public and private agencies. The proposed program will support Strategic Direction 2, Research Investment, by providing new opportunities to attract external funding, thus enhancing the national distinction of the College. The proposed program will contribute to Strategic Direction 3, Competing in a Global Economy, by adding an international and comparative analysis dimension to the study of educational administration and policy and by contributing to the improvement of pre-K-12 education.

**3. Justification and need for the program**

a. Societal need for graduates prepared by this program. The proposed Ph.D. program in Educational Administration and Policy is needed to support a continuing and growing need for scholars and policy analysts in the field of educational administration and policy. Currently, over 150 universities offer advanced degrees in educational administration and policy. Many of

the faculty at these institutions are nearing retirement age. As faculty retire, an increasing need for outstanding new scholars in educational administration and policy will emerge. McCarthy (1999), for example, concluded that "continued faculty turnover can be expected into the twenty-first century. But an adequate supply of new faculty members to replenish professorial ranks is not assured" (p. 130). Furthermore, as educational reform has become an increasingly vital component of public policy, and as educational reform has begun to focus on the impact of educational administration on student achievement, the need for policy analysts in public and private agencies has grown (Olson, 2000; Guthrie & Sanders, 2001). Unprecedented involvement in school reform on the part of federal and state agencies has created a corresponding need for individuals capable of rigorous inquiry into the development, implementation, and effects of educational policy. The kind of research that will emerge from the proposed Ph.D. program will focus on assisting state legislators to understand the impact of educational policies on schools.

While other units of the University of Georgia, such as the School of Public and International Affairs, the Institute for Higher Education, and the Departments of Economics, Political Science, and Sociology, house faculty who study educational policy, most examine aspects of higher education policy. Currently, no unit in the University of Georgia focuses explicitly on preK-12 educational policy and administration. The proposed Ph.D. in Educational Administration and Policy will complement other policy-related programs by focusing exclusively and systematically on training policy researchers and analysts who focus on preK-12 educational administration and policy problems, issues, and practices, and thus will expand the range of policy problems studied at the University. Consultations during the development of this

proposal with other policy-oriented units suggested that they welcome the proposed Ph.D. in Educational Administration and Policy as a complement to their work.

b. Student demand for the program. Over the past five years, the number of inquiries regarding a Ph.D. program in educational administration at the University of Georgia has increased. Interest in doctoral studies in educational administration has historically exceeded available resources. Based on available data, it is anticipated that demand for the proposed Ph.D. program will far exceed the maximum student capacity in this select program. The Ph.D. program in Educational Administration and Policy is expected to begin operation in the fall of 2005.

c. Additional reasons that make the program desirable. 1) Institutional Prestige: The newly chartered Department and proposed Ph.D. program in Educational Administration and Policy will establish the University of Georgia as a national and international leader in research and analysis in the field. A tremendous need exists for high quality research and analysis in this area. National rankings of the University of Georgia in this area are likely to rise dramatically as faculty build a national and international reputation for producing the highest quality research and for preparing promising scholars, policy analysts, and school leaders in this area. 2) External Funding: The field of educational administration is increasingly at the center of state and national policy debates. Education policy makers and scholars are being asked to provide assistance in restructuring public education systems, increasing accountability, and enhancing student safety and achievement, among other things. Significant scholarly research and judicious policy analysis will be necessary to attain these objectives, and funding will be available to support such research. Such opportunities for external funding will likely become increasingly available through provisions in the 2001 *No Child Left Behind Act*. The University of Georgia

Department of Educational Administration and Policy faculty and Ph.D. students will play a significant role in this future research.

d. Reports of advisory committees and supporting statements of consultants, if available.

External reviewers were unanimous in their endorsement of this proposed Ph.D. Program in Educational Administration and Policy. (See Appendix B) Dr. James W. Guthrie, Chair of the Department of Leadership, Policy, and organization at Peabody College, Vanderbilt University, identified four strengths of the proposed program. Dr. Guthrie claimed that "the joining of 'administration' with 'policy'" is "exactly what is warranted" for such a program. He determined that the current faculty "is sufficient to launch" the new degree and that the "curriculum is appropriate as proposed." In summary, even though allowing that our proposed program will compete with his program, Dr. Guthrie endorsed our proposal.

Dr. Jacqueline Stefkovich, Chair of the Department of Education Policy Studies at The Pennsylvania State University, judged that the proposal "responds to cutting edge, current research and reflections about what is needed today in educational administration programs." With respect to the need for the proposed Ph.D. in Educational Administration and Policy, Dr. Stefkovich claimed that it "fills a training gap nationally, but particularly in the south." Among several identified strengths, Dr. Stefkovich characterized the curriculum as "an exceptionally strong academic component." In an overall assessment of the academic integrity of the proposal, Dr. Stefkovich observed, "Course requirements are rigorous and highly appropriate. The research requirements are very impressive as are the core course offerings." She noted, "The program offers a nice balance between what is required and what students may choose on their own." Dr. Stefkovich summarized, "The academic integrity of this program is excellent."

Dr. Pedro Reyes, Associate Vice Chancellor at the University of Texas System, also praised and endorsed the proposal. He applauded the proposed program's articulation with strategic objectives of the university. He commended the proposed curriculum, observing, "It has all the components that strong educational policy programs exhibit throughout the country." He identified the faculty associated with the program as the "most important strength of this proposal." He concluded, "As a group of specialized faculty, they have perhaps the most focused group among research institutions to address educational policy." Dr. Reyes, who had served earlier as an on-site consultant in the development of this proposal, summarized, "This program is well conceptualized and technically strong. It has all the elements of a strong policy program." Dr. Reyes concluded, "I recommend this program strongly. It compares well with the most prominent educational policy programs around the nation."

In the spirit of support, external reviewers also offered several suggestions for further strengthening the proposed program. The results of a close consideration of the external reviewers' suggestions follow. James Guthrie's suggestion that the proposal consider the caliber of prospective students is addressed in the proposed admission criteria, criteria that are in line with Graduate School standards. As a small program, however, we anticipate having the opportunity to be highly selective in admissions. Dr. Guthrie's suggestion that the proposal address financial aid for full time graduate students is addressed by the reality that graduate assistantships are currently allocated by the College of Education to departments and programs. We will designate a reasonable proportion of our allocation of GA's to Ph.D. students. We also anticipate that the research emphasis of the new department will position us to pursue external funding that can support graduate assistants. Dr. Guthrie's suggestion that the proposal include policy internships as an alternative to the academic apprenticeship has been added to the

proposed curriculum. Finally, we welcome Dr. Guthrie's suggestion that two additional faculty appointments are necessary to propel our new department into national prominence and we will request additional lines as they are available.

Jacqueline Stefkovich suggests that the proposal address advising procedures. We recognize the importance of advising and mentoring doctoral students and will adhere to Graduate School guidelines as students are admitted to the proposed Ph.D. in Educational Administration and Policy.

Pedro Reyes suggests that the proposal address evaluation of the degree once it is operationalized. Because the responsibility for program evaluation resides at the departmental level, in addition to the means of assessment identified in section 11 below, the proposed Ph.D. will be subject to evaluation procedures consistent with department, college, and university guidelines. Dr. Reyes suggests that the proposal address relationships with cognate areas. In the course of developing this proposal, departments in related disciplines were approached; letters from department heads are included in Appendix C. We welcome Dr. Reyes's suggestion for the appointment of an additional faculty member. We think, however, that rather than necessarily seeking a specialization in economics of education, out program will benefit more from a scholar versed in the most recent quantitative research methods employed in the analysis of educational policy and school organization.

e. <u>List of all other public and private institutions in the state offering similar programs</u>.

Only one other public institution in the state of Georgia offers a Ph.D. in Educational Administration and Policy, Georgia State University; its principal mission, however, is the preparation of school leaders rather than of educational researchers. The tendency among doctoral programs in the southeast is to concentrate on the preparation of school leaders at the

neglect of the preparation of policy researchers. In the southeast, a Ph.D. in educational leadership is offered by George Peabody College of Education at Vanderbilt University, the University of Virginia, the University of Florida, and Florida State University. Only the programs at Peabody College and the University of Virginia—the only schools in the southeast ranked among the top 20 Education Policy programs by *U.S. News and World Report*--offer a specialization in educational policy analysis. As mentioned above, because other policy-oriented units at the University of Georgia tend to focus on aspects of higher education policy, the proposed Ph.D. in Educational Administration and Policy will fill an important void at this institution, as well.

**4. Procedures used to develop the program**

During the 2002 academic year, Louis Castenell, Dean of the College of Education, commenced a reinvention initiative to address ongoing concerns about quality in the former Department of Educational Leadership and to make the program more responsive to contemporary state and national school reform efforts. The first significant outcome of the reinvention initiative was the newly chartered Department of Educational Administration and Policy. The proposed Ph.D. program will serve as the cornerstone degree of this new Department. In February 2002, Karen Watkins, Director of the former School of Leadership and Lifelong Learning, appointed a committee of interested faculty to draft this proposal. In drafting this proposal, the committee relied heavily on the recommendations of the Department of Educational Leadership's Department Review Committee of 2000-2001, recommendations that emerged from an analysis of current literature about educational administration preparation programs, top-ranked programs around the country, ISSLC and NCATE standards, surveys of current students, alumni, and faculty outside the department, focus groups conducted with key

constituencies around the state (including the Georgia School Superintendents Association, the Georgia Association of Secondary School Principals, the Georgia Council of Administrators of Special Education, the Georgia Association of Curriculum and Instructional Supervisors, and the Atlanta Public Schools), and input from faculty and from an external consultant. In effect, this proposal is an outgrowth of the recommendations of the department Review Committee. During the fall of 2002, input from faculty in the Program of Educational Leadership at the University of Georgia was incorporated into the draft proposal. During summer 2003, the Committee solicited input from all faculty members of the Department of Educational Administration and Policy and from the Head of the Department of Adult Education.

The Committee continued to refine the proposal, including taking into consideration the recently released National Policy Board for Educational Administration *Standards for Advanced Programs in Educational Leadership*, until it was sent to three external assessors for formal review during fall 2003. During spring semester 2004, assessments and suggestions offered by the external reviewers were incorporated into the proposal. During spring and summer 2004, faculty developed 17 new course proposals and 2 course revisions and, in order to ensure articulation with existing programs on campus, the committee chair solicited feedback on the proposal from the heads of the departments of Sociology, History, Political Science, Economics, and Public Administration and policy, and from the Director of the Institute for Higher Education. (See Appendix C) Often as a result of consulting with their faculty, these heads offered suggestions that resulted in refinements to this proposal. These department heads saw no redundancy between this proposal and their programs, identified course-taking opportunities for our students in their programs, and even considered our proposed program as a complement to theirs. Finally, a projected budget was developed.

**5. Curriculum**

Students enrolled in the Ph.D. program in Educational Administration and Policy will successfully complete at least 53 graduate semester hours of study beyond the master's degree. Students planning to assume executive leadership positions will have previously completed coursework required for administrative certification or will enroll in such coursework in addition to the requirements described below. The proposed curriculum will provide students with a robust understanding of definitive dimensions of educational administration and policy and pertinent social and behavioral sciences, and will include a variety of research methods, including historical, econometric, legal, qualitative and quantitative data analysis. Students who complete the proposed curriculum will possess both a breadth of understanding of educational administration and policy and in-depth understanding of a specialization within that field, as well as proficiency in one research methodology and working knowledge of another. The proposed program will focus on the preparation of scholars of educational policy and of school administrators capable of interpreting and implementing educational policy in the interest of student and social welfare. The curriculum is comprised of the following components: 1) Educational Administration and Policy Core; 2) Cognate Graduate Study; 3) Specialization; 4) Research Methodology; 5) Dissertation; and 6) Apprenticeship in Academe or Internship in Educational Administration and Policy. These components are described in detail below. Only 16 of the 53 credits required beyond the masters degree involve required courses, leaving sufficient latitude for customizing programs to student interests. Consistent with Graduate School policies, these components represent minimum requirements; in consultation with the student, the doctoral advisory committee will determine a course of study that effectively

provides the research proficiency, breadth of scholarship, and comprehensive knowledge of a specialized field that are hallmarks of doctoral study.

Admissions. A comprehensive admissions process will identify a select group of promising students for the proposed Ph.D. program in educational administration and policy. Criteria for admission will follow general guidelines for admissions established by the Graduate School. Admissions will occur annually, with fall semester enrollment.

Educational Administration and Policy Core. Students will complete four core courses (16 graduate semester hours) that examine the definitive dimensions of educational administration and policy on the local, state, national, and international levels. These core courses will introduce students to the foundational knowledge that provides a breadth of understanding of educational administration and policy with respect to the wider social benefit. The four core courses are as follows:

*EDAP 9010 Educational Administration and Policy Analysis* (4 sem hours)

*EDAP 9015 Curriculum and Educational Policy* (4 semester hours)

*EDAP 9020 Education Finance and Policy* (4 semester hours)

*EDAP 9025 Law and Educational Policy* (4 semester hours)

These courses will provide students with foundational theory and knowledge of the field of educational administration and policy. Course descriptions for new courses are provided below.

Cognate Graduate Study. Students will complete a minimum of 9 semester hours of graduate course work in a cognate field outside the Department either prior to (as in a master's degree) or parallel to their coursework in the program. Cognate studies are above and beyond the 53 required graduate semester hours of coursework. Cognate studies will relate to students' areas of interest within the broad field of educational administration and policy, such as politics

of education, education finance, education law, or the history of curriculum reform. Possible cognate courses are suggested in the Sample Programs of Study, below. For example, enrollment in EDHI 9520 Policy Studies in Higher Education could serve as an elective that would widen students' perspectives on policy studies. Students will be encouraged to enroll in a research seminar in their cognate area. Grounding in a social sciences or humanities discipline outside the Department will enable students to bring such specialized knowledge and modes of inquiry to bear on problems of educational administration and policy, will enhance the multidisciplinary nature of the proposed curriculum.

Specialization. Students will complete at least 12 graduate semester hours in a specialization (e.g., law, finance, curriculum, supervision, administration, policy) within the field of educational administration and policy. These courses, selected by the student in consultation with the major professor and the doctoral advisory committee, will provide in-depth understanding of a specialization within the field of education policy and administration. These courses will be selected from courses offered through the Department of Educational Administration and Policy, and from courses in related disciplines across the College of Education and the University.

Research Methodology. Students will complete at least four courses (12 graduate semester hours) in research methods beyond such courses that were part of a masters degree or cognate studies so that they will possess expertise in one research methodology and a working knowledge of a second. Recognizing that coursework in research methodology varies from field to field, say from law, to economics, to history, in consultation with the student, the doctoral advisory committee will identify research competencies necessary for the student to engage in his/her area of research and will direct the student toward appropriate coursework. Recognizing

that research competencies are not effectively developed through separate courses alone, course work in the Ph.D. program in Educational Administration and Policy will require the application of research methodologies to actual data sets throughout the student's program.

Dissertation. Students will complete at least 3 hours of dissertation study.

Apprenticeship in Academe or Internship in Educational Administration and Policy. Consistent with its special emphasis on the preparation of professional scholars in educational administration and policy, the proposed Ph.D. program will include a series of planned experiences that will introduce students to the routines and responsibilities unique to the professoriate. Consistent with Graduate School policy, to fulfill residency requirements students will enroll for at least 30 semesters of consecutive course work. Students will team-teach with the major professor a significant portion of at least one graduate level course, shadow the major professor in his or her responsibilities for engaging in service activities for the university and for learned societies, and attend university-sponsored cultural events. During this year students will enroll in EDAP 9800 Academic Apprenticeship in Educational Administration and Policy (3 graduate semester hours) and are strongly encouraged to enroll simultaneously in EDHI 9100 The American Professoriate (2 graduate semester hours). Additionally, from work that grows out of the research and specialization components of the student's curriculum, the student will present at least one academic paper at a meeting of a learned society and submit at least one manuscript to a scholarly journal.

Students who seek careers in government agencies or policy centers may arrange, in consultation with their major professor and their advisory committee, policy-related internships in relevant settings. Similarly, students who seek careers in executive educational leadership positions may arrange, in consultation with their major professor and their advisory committee,

administration-related internships in relevant settings. These internships will provide first-hand experience in an executive administrative or a policy analysis setting with the cooperation of a practicing educational administrator or policy analyst and under the direction of the student's major professor. This hands-on experience will complement students' academic study of educational administration and policy. Informal inquiries from local, state, and federal officials indicate that internship experiences will be available to our students.

New Courses

Seventeen new courses are necessary to make available course taking opportunities not granted by current course offerings, including the 4 courses in the core area and 7 in the specialized areas. (See Appendix D and Appendix E)

New Core Courses:

*EDAP 9010 Educational Administration and Policy Analysis:* Critical examination and analysis of organizational theory as it applies to educational policy issues in the context of the current educational reform movement with emphasis on improved student learning and accountability.

*EDAP 9015 Curriculum and Educational Policy:* Analysis of educational policy from a curriculum perspective that considers sociopolitical contexts, historic precedents, and assumptions, intellectual integrity, and effects of decisions about what students should learn in preK-12 settings.

*EDAP 9020 Education Finance and Policy:* Examination and analysis of the formulation, implementation, and consequences of school finance policy

*EDAP 9025 Law and Educational Policy:* Advanced study of law and education policy, focusing on the roles of federal and state constitutions, legislation, regulations, and judicial decisions in the establishment, implementation, and assessment of education policies.

New Specialization Courses:

*EDAP 8020 Teacher Evaluation:* The options and variables involved for school administrators for evaluating teachers against national, state, and local policies and standards while reviewing and analyzing the relevant and classical literature to gain historical and theoretical knowledge base needed to gain explore current trends in teacher evaluation practice, procedure, and policy.

*EDAP: 8110 Administration and Supervision of Special Programs:* The administration and supervision of special programs in PK-12 settings requires knowledge of history and development including legislation, court cases, national standards, and the contemporary issues that involve administrative and supervisory support.

*EDAP 8150 Learning Communities and Professional Development:* As an organizational arrangement, learning community is a powerful form of professional development that promotes school improvement through structures and processes that lead through continuous inquiry the development of shared vision, values, and objectives in which teachers and administrators continuously seek and share learning and act on what they learn.

*EDAP 9030 Theoretical Bases for Educational Policy:* Exploration of various theoretical approaches to policy development and the application and consequences pf current and past education policies.

*EDAP 9035 Perspectives on Educational Policy Seminar:* A year-long seminar (for a total of 4 graduate semester hours) providing exposure to multiple disciplinary perspectives on

educational policymaking, processes, and implementation. Mix of lecture and student-led discussion informs students' development of researchable dissertation topics.

*EDAP 9050 Doctoral Seminar in Education Finance Policy:* Analysis and discussion of current issues in federal and state education finance policy. Mix of lecture and student-led discussion informs students' development of researchable dissertation topics.

*EDAP 9060 Historical Perspectives on Curriculum Reform:* Evaluation of historical interpretations of major curriculum reform efforts in the United States and internationally that emphasizes reexamination of original sources.

Other New Courses:

*EDAP 9800 Academic Apprenticeship in Educational Administration and Policy:* A series of planned experiences that introduce students to the routines and responsibilities unique to the professoriate.

Standard Graduate Level Courses at the University of Georgia:

*EDAP 9000 Doctoral Research:* Research while enrolled for a doctoral degree under the direction of faculty members.

*EDAP 9300 Doctoral Dissertation:* Dissertation writing under the direction of the major professor.

*EDAP 9620 Directed Doctoral Readings:* Specialized study while enrolled for a doctoral degree under the direction of the major professor.

*EDAP 9630 Critique of Literature in Educational Administration and Policy:* Critical analysis and evaluation of literature in educational administration and policy.

*EDAP 9700 Internship in Educational Administration and Policy*: Advanced supervised internship experience in and educational administration or policy setting.

In addition to these new courses, in order to promote curriculum articulation, content changes are proposed for EDAP 8210 Educational Policy Analysis and for EDAP 9040 Curriculum Theory and Policy, the latter of which will change its focus and name to Curriculum Theory.

Sample Programs of Study

The following exhibits illustrate several hypothetical programs of study for students who already possess a master's degree pursuing various specializations within the Ph.D. program in Educational Administration and Policy. As these sample programs of study reveal, sufficient latitude exists when selecting cognate study, the specialization, and research courses in collaboration with the major professor and the doctoral advisory committee, for students to tailor a program of study to their special interests within the field of educational administration and policy.

## Sample Program of Study-Policy Specialization

Core (16 credits)

| | |
|---|---|
| EDAP 9010 Educational Administration and Policy Analysis | 4 |
| EDAP 9015 Curriculum and Educational Policy | 4 |
| EDAP 9020 Education Finance and Policy | 4 |
| EDAP 9025 Law and Educational Policy | 4 |

Cognate Graduate Study (9 credits)

| | |
|---|---|
| PADP 8620 Policy Process | 3 |
| PADP 8630 Policy Implementation | 3 |
| PADP 8640 Policy Evaluation | 3 |

Specialization (12 credits)

| | |
|---|---|
| EDAP 8290 Politics of Education | 4 |
| EDAP 9030 Theoretical Bases for Educational Policy | 4 |
| EDAP 8310 Current Educational Policies in the US | 4 |

Research Methodology (12 credits)

| | |
|---|---|
| ERSH 6300 Applied Statistical Methods in Education | 3 |
| ERSH 8400 Qualitative Research Traditions | 3 |
| ERSH 8310 Applied Analysis of Variance Methods in Education | 3 |
| ERSH 8320 Applied Correlation and Regression Methods in Education | 3 |

Other courses

| | |
|---|---|
| EDAP 9800 Academic Apprenticeship in Educational Administration and Policy | 3 |
| EDHI 9100 American Professoriate | 2 |
| Dissertation Research | 3 |

## Sample Program of Study-Finance Specialization

Core (16 credits)

| | |
|---|---|
| EDAP 9010 Educational Administration and Policy Analysis | 4 |
| EDAP 9015 Curriculum and Educational Policy | 4 |
| EDAP 9020 Education Finance and Policy | 4 |
| EDAP 9025 Law and Educational Policy | 4 |

Cognate Graduate Study (9 credits)

| | |
|---|---|
| ECON 8010 Microeconomic Theory I | 3 |
| ECON 8020 Microeconomic Theory II | 3 |
| ECON 8410 Labor Economics | 3 |

Specialization (12 credits)

| | |
|---|---|
| EDAP 8080 School Finance | 2 |
| EDAP 9090 Economics of Education | 4 |
| EDAP 9050 Doctoral Seminar in Education Finance Policy | 4 |
| EDAP 9620 Directed Doctoral Readings | 2 |

Research Methodology (12 credits)

| | |
|---|---|
| ERSH 6300 Applied Statistical Methods in Education | 3 |
| ERSH 8400 Qualitative Research Traditions | 3 |
| ERSH 8310 Applied Analysis of Variance Methods in Education | 3 |
| ERSH 8320 Applied Correlation and Regression Methods in Education | 3 |

Other courses

| | |
|---|---|
| EDAP 9800 Academic Apprenticeship in Educational Administration and Policy | 3 |
| EDHI 9100 American Professoriate | 2 |
| Dissertation Research | 3 |

## Sample Program of Study-Law Specialization

Core (16 credits)

| | |
|---|---|
| EDAP 9010 Educational Administration and Policy Analysis | 4 |
| EDAP 9015 Curriculum and Educational Policy | 4 |
| EDAP 9020 Education Finance and Policy | 4 |
| EDAP 9025 Law and Educational Policy | 4 |

Cognate Graduate Study (9 credits)

M.A. in Political Science

Specialization (12 credits)

| | |
|---|---|
| EDAP 7040 School Law | 4 |
| EDAP 9170 Seminar in School Law | 2 |
| EDAP 9620 Directed Doctoral Readings | 2 |
| EDAP 8290 Politics of Education | 4 |

Research Methodology (12 credits)

| | |
|---|---|
| ERSH 6300 Applied Statistical Methods in Education | 3 |
| ERSH 8400 Qualitative Research Traditions | 3 |
| ERSH 8410 Designing Qualitative Research | 3 |
| ERSH 8420 Analyzing Qualitative Data | 3 |

Other courses

| | |
|---|---|
| EDAP 9800 Academic Apprenticeship in Educational Administration and Policy | 3 |
| EDHI 9100 American Professoriate | 2 |
| Dissertation Research | 3 |

## Sample Program of Study-Curriculum Specialization

Core (16 credits)

| | |
|---|---|
| EDAP 9010 Educational Administration and Policy Analysis | 4 |
| EDAP 9015 Curriculum and Educational Policy | 4 |
| EDAP 9020 Education Finance and Policy | 4 |
| EDAP 9025 Law and Educational Policy | 4 |

Cognate Graduate Study (9 credits)

M.A. in History, including coursework in history of education

Specialization (12 credits)

| | |
|---|---|
| EDAP 8010 Curriculum Foundations and History | 4 |
| EDAP 9040 Curriculum Theory | 4 |
| EDAP 9060 Historical Perspectives on Curriculum Reform | 4 |

Research Methodology (12 credits)

| | |
|---|---|
| EFND 8100 History of Education in the US: Historiography and Research | 3 |
| ERSH 8400 Qualitative Research Traditions | 3 |
| Directed Readings: Curriculum History Research | 3 |
| ERSH 8410 Designing Qualitative Research | 3 |

Other courses

| | |
|---|---|
| EDAP 9800 Academic Apprenticeship in Educational Administration and Policy | 3 |
| EDHI 9100 American Professoriate | 2 |
| Dissertation Research | 3 |

**Sample Program of Study-Administration Specialization**

Core (16 credits)

| | |
|---|---|
| EDAP 9010 Educational Administration and Policy Analysis | 4 |
| EDAP 9015 Curriculum and Educational Policy | 4 |
| EDAP 9020 Education Finance and Policy | 4 |
| EDAP 9025 Law and Educational Policy | 4 |

Cognate Graduate Study (9 credits)

M.A. in Sociology

Specialization (12 credits)

| | |
|---|---|
| EDAP 8030 Classic Theories of Organizational Leadership | 4 |
| EDAP 8060 History of Leadership in Schools | 4 |
| EDUL 8050 Organizational Development and Change | 2 |
| EDUL 9120 Public School Superintendency | 2 |

Research Methodology (12 credits)

| | |
|---|---|
| ERSH 6300 Applied Statistical Methods in Education | 3 |
| ERSH 8400 Qualitative Research Traditions | 3 |
| ERSH 8310 Applied Analysis of Variance Methods in Education | 3 |
| ERSH 8410 Designing Qualitative Research | 3 |

Other courses

| | |
|---|---|
| EDAP 9700 Internship in Educational Administration and Policy | 3 |
| EDHI 9100 American Professoriate | 2 |
| Dissertation Research | 3 |

**Sample Program of Study—Supervision Specialization**

Core (16 credits)

| | |
|---|---|
| EDAP 9010 Educational Administration and Policy Analysis | 4 |
| EDAP 9015 Curriculum and Educational Policy | 4 |
| EDAP 9020 Education Finance and Policy | 4 |
| EDAP 9025 Law and Educational Policy | 4 |

Cognate Graduate Study (9 credits)

As approved by chair and dissertation committee

Specialization (13 credits)

| | | |
|---|---|---|
| EDAP 8010 | Curriculum Foundations and History | 4 |
| EDAP 8130 | Trends and Issues in | 3 |
| EDAP 9250 | Supervision Theory | 2 |
| EDAP 8090 | Instructional Development | 4 |

Research Methodology (12 credits)

| | | |
|---|---|---|
| ERSH 8400 | Qualitative Research Traditions | 3 |
| ERSH 8410 | Designing Qualitative Research | 3 |
| ERSH 8420 | Analyzing Qualitative Data | 3 |
| ERSH 8530 | Case Study Research in Education | 3 |

Other Courses

| | |
|---|---|
| EDAP 9800 Academic Apprenticeship in Educational Administration and Policy | 3 |
| EDHI 9100 American Professoriate | 2 |
| Dissertation Research | 3 |

**6. Inventory of faculty directly involved**

The Ph.D. Program in Educational Administration and Policy will be staffed by faculty in the newly chartered Department of Educational Administration and Policy. Staffing for the new Department will include interested faculty who were invited to join the department from other departments as well as new faculty hired because of their expertise. During 2002-2003, a national search resulted in the appointment of two assistant professors who specialize in educational politics and policy analysis. That the new Department can attract this caliber of faculty indicates the potential interest in the proposed Ph.D. program in Educational Administration and Policy nationally. As noted above, two external reviewers, while recognizing that current faculty are sufficient to launch the proposed program, recommended the addition of two faculty appointments. In order to diversify faculty expertise, prospective faculty with training in social science disciplines will be sought. As new faculty lines become available to the College of Education, we will request additional faculty to continue to build a strong core of nationally-recognized faculty. Faculty who were reassigned to the new Department as well as faculty recently appointed are profiled below. See Appendix F for faculty vitas. Enrollment growth in the Ph.D. program may justify additional specializations and faculty.

Department Faculty

| Name/Rank/Graduate Faculty Status | Degrees Earned and Institutions | Academic Specialization |
|---|---|---|
| John Dayton<br>Professor<br>Graduate Faculty | Ed.D., Indiana University<br>J.D., Indiana University<br>M.A., Ball State University<br>B.S., Ball State University | Education Law |
| Elizabeth H. DeBray<br>Assistant Professor<br>Provisional<br>Graduate Faculty | Ed.D., Harvard University<br>Ed.M., Harvard University<br>B.A., Wellesley College | Educational Policy and Politics |
| Jennifer M. Gong<br>Assistant Professor<br>Provisional<br>Graduate Faculty | Ph.D., UCLA<br>M.P.P., Harvard University<br>B.A., University of California, Berkeley | Educational Policy and Politics |
| Catherine Sielke<br>Associate Professor<br>Graduate Faculty | Ph.D., Michigan State University<br>Sp.A., Eastern Michigan University<br>M.A., Eastern Michigan University<br>B.A., University of Michigan | Education Finance<br>School Business Management |
| William G. Wraga<br>Professor and Program Coordinator<br>Graduate Faculty | Ed.D., Rutgers University<br>M.A.T., University of Chicago<br>A.B., Rutgers College | Curriculum Theory, Development, Policy, and History |
| Sally J. Zepeda<br>Associate Professor<br>Graduate Faculty | Ph.D., Loyola University, Chicago<br>M.Ed., Loyola University, Chicago<br>B.A., College of St. Scholastica | Instructional Supervision, Staff Development, School Improvement |

Faculty Profiles

**John Dayton, Professor,** is a lawyer and Co-Director of the Education Law Consortium, specializing in research and analyses of education law and policy issues. Dr. Dayton joined the faculty at the University of Georgia in 1991, and was the College of Education's first recipient of the Glickman Faculty Fellow Award, recognizing excellence in research and teaching. He is widely recognized as a leading national expert on Education Law, and has authored over 100 publications on topics including funding litigation, special education law, free speech, equal protection, desegregation, and constitutional law and governance. Dr. Dayton's work regularly appears in the premier education law and finance journals, including the *Journal of Law & Education*, the *Education and Law Journal*, the *Education Law Reporter*, and the *Journal of Education Finance*. His scholarly publications are frequently cited in leading law, finance, and education journals. Dr. Dayton's expertise on education law and policy issues is often sought by State Attorneys General, judges, legislators, scholars, school administrators, and others, in the United States, Canada, England, and Japan.

**Elizabeth DeBray, Assistant Professor,** investigates the impact of federal and state policies on elementary and secondary schools and on the politics of education. She will teach courses in the areas of educational policy analysis, policy implementation, and politics of education. Her current research is on the implementation and effects of the federal No Child Left Behind Act in selected schools and school districts in Georgia and other southern states. Dr. DeBray is co-editor, with Gary Orfield, of *Hard Work for Good Schools: Facts Not Fads in Title I Reform* (The Civil Rights Project, Harvard University, 1999). Other recent publications include "The Federal Role in School Accountability: Assessing Recent History and the New Law," in *Voices in Urban Education* (2003) and "Federal Educational Activities: History," in *The*

*Encyclopedia of Education, 2nd edition* (2003). Dr. DeBray is completing a book analyzing the politics of the reauthorization of the Elementary and Secondary Education Act in the 106th (second Clinton) and 107th (first G. W. Bush) Congresses.

**Jennifer Gong, Assistant Professor,** analyzes the ways power and participation shape the purposes, forms, and outcomes of policymaking processes. Before pursuing graduate study in educational policy, Dr. Gong served as Sloan Fellow with the Rand Graduate Institute and worked as a consultant for the California State Assembly Education Committee. She has presented five papers at annual meetings of the American Educational Research Association and has five publications, a sole-authored article in *Research in Middle Level Education Quarterly*, a co-authored article in *The Elementary School Journal*, a co-authored chapter in the National Society for the Study of Education' yearbook *Creating New Educational Communities*, as well as a book review and a technical report. Her substantive service experience includes serving as student editor of *Educational Evaluation and Policy Analysis*.

**Catherine C. Sielke, Associate Professor**, analyzes state finance reform legislation, funding for school infrastructure, rural school funding, and the use of reform dollars by local school districts. Her research has been published in the *Journal of Education Finance, Educational Considerations,* and *School Business Affairs*. She has presented papers at the American Education Finance Association, American Education Research Association, and University Council for Educational Administration conferences. Dr. Sielke was lead editor of *Public School Finance Programs of the United States and Canada, 4th Edition*, which is sponsored by the American Education Finance Association and the National Education Association. She has contributed chapters concerning the issues of state funding of school facilities and other infrastructure needs to two books. She just completed two elected terms

(total of 6 years) on the Board of Directors of the American Education Finance Association. She was elected to serve as Program Chair for the AERA SIG: Fiscal Issues, Policy and Education Finance for the 2003 conference in Chicago. Dr. Sielke served 8 years (1995-2003) on the Editorial Board of the Association of School Business Officials International and chaired that Board for the last two years. Dr. Sielke was appointed to a National Center for Education Statistics Task Force on school accounting and data comparability and was actively involved in the writing of the federal accounting handbook for schools, *Financial Accounting for Local and State School Systems: 2003 Edition*. She continues her work with the Task Force on the issues of data comparability.

**William G. Wraga, Professor and Program Coordinator,** specializes in curriculum theory, development, policy, and history. His 111 publications include 1 sole-authored book, 3 co-edited books, 8 book chapters, 44 articles (28 in refereed journals), 2 essay reviews, and 18 book reviews. He is the author of *Democracy's High School*, and co-editor of *Research Review for School Leaders*. His research has been published in leading international scholarly journals such as *Journal of Curriculum Studies*, *Journal of Curriculum and Supervision*, *Curriculum Inquiry*, *The Curriculum Journal* (UK), *Educational Administration Quarterly*, *Journal of School Leadership*, *History of Education Quarterly*, *The Classical Journal*, and *Educational Researcher*. He has served as Factotum (president) of Professors of Curriculum, as president of the Society for the Study of Curriculum History, and on the board of directors for the John Dewey Society and the Society of Professors of Education. He has served as consultant for the Louisiana Board of Regents and to the development of national civics curricula for the Czech Republic, Armenia, Bulgaria, and the Republics of Georgia and Moldova. He has served on 34

doctoral advisory committees, and has served as major professor for 11 doctoral students, six of whom have completed their degrees.

**Sally J. Zepeda, Associate Professor and Graduate Coordinator,** conducts research on differentiated forms of instructional supervision as well as the relationship of supervision to school improvement and teacher development. Dr. Zepeda has written 10 books, over 30 articles, and 3 book chapters spanning instructional supervision, staff development, mentoring and induction, and the principalship relative to school improvement. She is a member of the Council of Professors of Instructional Supervision (COPIS), the audio and book column editor for the *Journal of Staff Development*, the ASCD Instructional Supervision Network facilitator, and is currently working as a guest editor on a themed issue for the NASSP *Bulletin*. Dr. Zepeda is a former member of the editorial board of the Journal of *Curriculum and Supervision*, and she reviews manuscripts for numerous scholarly and practitioner journals. Dr. Zepeda has served on 84 doctoral advisory committees, has served as major professor for 42 doctoral students, 19 of whom have completed their degrees.

**7. Outstanding programs of this nature in other institutions**

The following Ph.D. programs are exemplars in the field of educational administration and policy because of their comprehensiveness, quality of faculty research, quality of instruction, and success at preparing researchers for the field.

<u>The Pennsylvania State University</u>

The Department of Education Policy Studies at the Pennsylvania State University offers five doctoral programs, including programs in Educational Administration and Education Theory and Policy. The Educational Theory and Policy program seeks to synthesize humanistic, social science, and educational studies in order to explain and evaluate educational policy.

Contact: Jacqueline A. Stefkovich, Professor, Department Head, Department of Education Policy Studies, 300 Rackley Building, University Park, PA 16802 814-863-3775

The University of Texas at Austin

The Department of Educational Administration at the University of Texas at Austin offers four programs of study that prepare students for positions as school leaders and as educational researchers. The Ph.D. Specialization in Educational Policy and Planning provides a multi-disciplinary curriculum that engages students in study of educational foundations, leadership studies, pertinent social and behavioral sciences, and a variety of research methodologies.

Contact: Pedro Reyes, Professor, Department of Educational Administration, George I. Sanchez Building, Room 310, Austin, TX 78712-1291, 512-471-7551.

Peabody College at Vanderbilt University

Peabody College at Vanderbilt University offers two related programs through one department, the Department of Leadership, Policy, and Organizations. One program offers an Ed.D. in preparation for school leadership positions. The other program offers a Ph.D. in preparation for academic careers in education policy analysis.

Contact: James Guthrie, Peabody Box 317, 230 Appleton place, Nashville, TN 37203, 615-322-8000.

**8. Inventory of pertinent library resources**

The main Library at the University of Georgia is the largest library in the State of Georgia and serves as the Regional Depositor for federal government publications for the State. The library holds more than 3.4 million books, serials, and documents. These collections will support the work of the graduate faculty in the Ph.D. program in Educational Administration and

Policy. The library subscribes to all of the journals commonly used in teaching and research in the academic field of educational administration and policy. Additionally, numerous databases and document repositories are available through GALILEO, the statewide electronic library service.

An inventory of library resources pertinent to this proposed Ph.D. program completed by Bucilla L. Hawks-Bradley, Education Librarian, reveals that the UGA Library holdings are more than adequate to support this program. A copy of the inventory is included in Appendix H.

**9. Facilities**

The Ph.D. program in Educational Administration and Policy will be housed in the River's Crossing building on College Station Road. Recently renovated for the College of Education, Rivers Crossing includes state-of-the-art classrooms, conference rooms, office space, GSAMS facility, a technology lab, and both PC and mac computer labs, as well as office space for graduate assistants. No additional equipment or facilities are required for the new program.

**10. Administration**

The Ph.D. program in Educational Administration and Policy will be the cornerstone degree of the newly chartered Department of Educational Administration and Policy until it is formally merged into the new Department of Lifelong Education, Administration, and Policy as part of the reorganization of the College of Education. The Department will operate as a unit of the College of Education.

**11. Assessment**

Periodically the Ph.D. program in Educational Administration and Policy will be assessed by faculty and students using a variety of measures. These will include student ratings, surveys, interviews, and peer observations. Follow-up studies of graduates will be conducted to

determine job placement and progress. The program will undergo periodic external peer review consistent with university policies, as well. Additionally, an advisory group comprised of representative constituents (e.g., faculty, practicing administrators, sitting school board member, current student, legislator, federal agency personnel) will advise the program on education policy issues and how those might be addressed within the program.

**12. Accreditation**

The College of Education is accredited by the National Council for the Accreditation of Teacher Education (2001). The Ph.D. program in Educational Administration and Policy will meet the relevant criteria in the college's periodic re-accreditation process, including criteria articulated in the NPBEA *Standards*. Additionally, the program will participate in five-year reviews conducted by the University Council on Educational Administration to maintain membership in the Council.

**13. Affirmative action impact**

The Ph.D. program in Educational Administration and Policy will contribute to the university's goals in the area of cultural diversity. Intellectual and cultural diversity within a department create a pluralism conducive to lively debate and new ways of thinking. Further, a multiplicity of perspectives is the essential fuel of productive academic debate. The Ph.D. program in Educational Administration and Policy will seek world-class faculty, as well-as promising students, with diverse intellectual and cultural perspectives.

**14. Degree inscription**

Doctor of Philosophy in Educational Administration and Policy

**15. Fiscal and enrollment impact and established budget**

We can support the implementation of the proposed Ph.D. in Educational Administration and Policy with existing faculty. Student demand for our existing courses, however, makes the appointment of additional faculty advisable in order to enable us both to launch the new degree and to continue to offer the range of courses and number of course sections that we currently schedule. Although we can support the implementation of the proposed Ph.D. in Educational Administration and Policy with existing faculty, we have optimistically proposed a projected budget that includes the addition of faculty lines should such lines become available. See Appendix H for a projected budget and budget narrative.

**References**

Guthrie, J. W., & Sanders, T. (2001, January 7). Who will lead the public schools? *New York Times Education Life*, 46-47.

McCarthy, M. (1999). The evolution of educational leadership preparation programs. In J. Murphy & K.S. Louis, (Eds.). *Handbook of research on educational administration* (pp. 119-139). San Francisco: Jossey-Bass.

National Policy Board for Educational Administration. (2002). *Standards for Advanced Programs in Educational Leadership*. Alexandria, VA: NPBEA.

Olson, L. (2000, January 12). Policy focus converges on leadership. *Education Week*, 1, 16, 17.

## Appendices

A. Founding Documents of the Department of Educational Administration and Policy

B. External Reviews

C. Letters from Heads of Related Departments at UGA

D. Existing EDAP Courses

E. Proposed EDAP Courses

F. EDAP Faculty Vitas

G. Library Inventory

H. Projected Budget and Narrative

# Appendix A

The University of Georgia

Office of the Vice President for Instruction

**MEMORANDUM**

TO: Dean Louis A. Castenell, Jr.
College of Education

FROM: Dr. James E. Fletcher
Associate Vice President for Instruction

DATE: August 2, 2002

SUBJECT: Board of Regents' Approval

The Board of Regents has approved the request to establish the Department of Educational Administration and Policy, effective immediately. The attached correspondence is for your information and distribution.

cc: Dr. Karen A. Holbrook
Dr. Delmer D. Dunn
Mr. Gary D. Moore
Dr. Jeri Benson
Dr. Karen E. Watkins ✓
Ms. Pearl M. Bigfeather
Ms. Nita B. Jones

Office of Curriculum Systems • 203 Old College • Telephone (706) 542-6358 • Fax (706) 542-0435
Old College • Athens, Georgia 30602

BOARD OF REGENTS
OF THE
UNIVERSITY SYSTEM OF GEORGIA

OFFICE OF THE CHANCELLOR
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

PHONE (404) 656-2202
FAX (404) 657-6979



July 12, 2002

Dr. Michael F. Adams
President
University of Georgia
456 E. Broad Street
Administration Building
Athens, Georgia 30602 - 1661

Dear President Adams:

The Board of Regents, at its meeting on June 12, 2002, approved the University of Georgia's request to establish the Department of Educational Administration and Policy. This approval is effective immediately.

Sincerely,

Thomas C. Meredith
Chancellor

TCM/mmm

cc: Dr. Karen Holbrook
Dr. James Fletcher
Dr. Daniel S. Papp
Dr. Frank Butler
Dr. Cathie Mayes Hudson
Dr. Joseph Szutz
Ms. Marci M. Middleton

19. **Establishment of the Department of Educational Administration and Policy, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia ("UGA") be authorized to establish the Department of Educational Administration and Policy, effective June 12, 2002.

Abstract: UGA requests approval to establish the Department of Educational Administration and Policy in response to changing conditions both in terms of the expectations within the profession of educational leadership and in state and national educational environments, including efforts to reform educational leadership programs in Georgia. The department will be characterized by its focus on scholarship and its preparation of individuals to assume executive leadership positions in P-12 schools, faculty positions in higher education, and research and leadership roles in other agencies, such as state departments of education or legislative policy analysis teams. The department will create an environment to stimulate, foster, and support inquiry into the legal, economic, historical, philosophical, social, political, and international context of educational policy and practice. Staffing for the department will include interested faculty invited to join the department from other departments and individuals recruited nationally from available faculty lines. No new funding is requested for the establishment of this unit. Currently, three faculty members have expressed an interest in joining the proposed department. The College of Education is holding three vacant faculty lines against which it will recruit after the new department has been ratified by the Board. The department will foster an environment to engage in intellectual discourse and research in multi-disciplinary issues associated with educational policy and practice in diverse settings.

# Appendix B

*Department of Leadership, Policy, and Organizations*

VANDERBILT Peabody College

November 12, 2003

Professor William G. Wraga
College of Education
University of Georgia
Athens, Georgia 30602

Dear Professor Wraga:

I am responding to your October 2, 2003 letter requesting an external view of suggested arrangements for a proposed University of Georgia Ph.D. program in educational administration and policy.

By way of full disclosure to you and all of your University of Georgia colleagues, it should be understood from the outset that I am the chair of a comparable academic department and program at Peabody College of Vanderbilt University. Our efforts at Vanderbilt might be seen as competitive with the endeavor proposed for your institution, and I do not want to be masquerading as a totally disinterested party. Indeed, if your program eventuates, we certainly would take it to be a competitor. However, I am not sure that is bad. We would intend nothing but friendly competition and often rivalry can evoke better performance for each party.

First, I would like to comment on the joining of "administration" with "policy." I think this is exactly what is warranted. The operation of schools and the understanding of education policy are moving closer intellectually. The "No Child Left Behind Act" makes this condition clear. One cannot today manage schools effectively without having a grasp of resource allocation research and knowledge of the continually shifting policy landscape surrounding issues such as "high quality teaching," "adequate yearly progress," and measures of pupil and school performance.

Second, I would like to comment on the quality of the faculty to be associated with your proposed program. Several of these individuals are well known to me, and I realize fully that they already participate in national activities, publish in highly regarded journals, and stand poised to be recognized even more fully in scholarly circles. I think that added luster will assuredly be forthcoming from these individuals. Still, what you have now is sufficient to launch the endeavor fruitfully.

VANDERBILT UNIVERSITY

Peabody #514
230 Appleton Place
Nashville, Tennessee 37203-5721

http://peabody.vanderbilt.edu/lpo/index.htm
tel 615.322.8000
fax 615.343.7094

Beyond simply getting started, however, I think that for the program to reach the desired levels of regional and national recognition, the program would greatly benefit from the addition of one or two highly recognized senior level appointments.

Third, the curriculum is appropriate as proposed. An added item for your collective consideration is the prospect of adding "policy internships" with state and federal agencies. These would be for students who have little or no government experience.

Four, I am unable to judge the caliber of graduate students to be sought and admitted. I think this requires added consideration. We are admitting individuals based on criteria listed below. I make no case that these should be yours, but they may be worthy of your consideration.

Peabody's Ph.D. leadership and policy program admits students who:

- Have bachelor degrees from accredited institutions
- Have master's degrees in relevant social science and other fields from accredited institutions
- Have combined verbal and quantitative GRE scores of 1400 or higher
- Who submit personal statements displaying keen intellect and commitment.
- Who provide letters of recommendation that go beyond the conventional.
- Otherwise provide evidence of scholarly capacity, diligence, and commitment to a career in leadership or policy.

Finally, I see little or not mention made of student financial aid. I know from painful firsthand experience that this matters a great deal. Before Peabody tooled up forcefully to compete nationally, Stanford and Harvard routinely exceeded our financial aid package. Now, we have redoubled our efforts in this regard and seldom lose top-flight admission candidates to another university. Financial aid has made the difference.

I wish you and your colleagues nothing but success as you pursue this endeavor.

Sincerely yours,

James W. Guthrie
Chair

PENNSTATE

Department of Education
Policy Studies

The Pennsylvania State University
300 Rackley Building
University Park, PA 16802-3201

Fax: (814) 865-1480
http://www.ed.psu.edu/eps/

Memorandum

To: William Wraga
From: Jacqueline Stefkovich
Date: November 20, 2003
Re: New Ph.D. Program Proposal

I appreciate the opportunity to review The University of Georgia's program proposal for the new Ph.D. in Educational Administration and Policy. Below, I have outlined my observations relative to the proposal's strengths, suggestions for improvement, and assessment of the academic integrity of the proposed program.

Proposal Strengths

Those individuals preparing this proposal obviously spent a great deal of thought, time, and effort in its construction. They should be commended for these efforts. The proposal is very clear and exceptionally well written and it responds to cutting edge, current research and reflections about what is needed today in educational administration preparation programs. For example, the proposal:

- Responds to local, state, regional, and national needs and provides a nice balance among these constituencies.
- Fills a training gap nationally, but also particularly in the southeast.
- Has an exceptionally strong academic component that affords students the opportunity to acquire skills in those areas most vital to the education field, including specialization and cognate areas and as well as research requirements.
- Is very responsive to the tough issues confronting public schools, such as implications of the No Child Left Behind Act and its emphasis on accountability and student achievement.
- Acknowledges the importance of and provides strategies for collaboration and partnerships among school districts, the university, government, and business and industry.
- Includes an internship component that combines theory and practice.
- Involves faculty with impressive academic credentials, experience, and specializations in the areas most important to this program.
- Provides opportunities to team teach graduate courses with a faculty member.

Suggestions for Improvement

Because I was very impressed with the proposal, my suggestions for improvement are not meant as criticism but are merely ideas that the authors may want to consider. In that spirit, I suggest that the program consider in more detail how they will handle the admissions and advising process. I mention this because the various programs in my particular department operate quite differently.

In one, the program coordinator admits doctoral students based on grades, cut-off scores, letters of recommendation, and a personal statement and then assigns a faculty advisor. Little attention is paid to compatible interests unless a student or faculty member mentions a preference. This advisor is only an academic advisor helping with course selection; students request a change in this advisor once they are in the program. Students later choose dissertation committees, which may or may not include this advisor. At that time, the dissertation chair becomes the (new) academic advisor. The entire program faculty does not meet on admissions and the program coordinator only consults with faculty when the applicant's credentials are "borderline" or the personal statement is not well aligned with program aims.

In another program, the entire faculty meets and decides who should be admitted. In a third program, the entire faculty meets and qualified students may actually be rejected if their research interests are not aligned with any of the faculty members. Here, the faculty decide among themselves who will advise each student and that academic advisor generally stays with that faculty member throughout the dissertation process.

My sense is that the Georgia faculty know how they will handle these issues, but it might be a good idea to clarify this in writing either in this proposal or elsewhere if that is more appropriate. There is mention of this process in the proposal but not much detail.

Assessment of Program's Academic Integrity

The academic integrity of this program is excellent. Course requirements are rigorous and highly appropriate. The research requirements are very impressive as are the core course offerings. Courses offered in the areas of specialization and cognates look very good. The program offers a nice balance between what is required and what students may choose on their own. Flexibility of specializations coupled with opportunities for internships and graduate teaching make for a strong well-rounded academic experience.

THE UNIVERSITY OF TEXAS SYSTEM

*Office of the Chancellor*

601 COLORADO STREET AUSTIN, TEXAS 78701-2982

January 20, 2004

Professor William G. Wraga
The University of Georgia
College of Education
Department of Educational Administration and Policy
314 River's Crossing
Athens, Georgia 30602-4808

Dear Professor Wraga,

I apologize for the lateness of this communication. I had several professional and personal challenges that prevented me from finishing this review earlier. I have carefully reviewed the document explaining the rationale, purpose, and content of the proposed Doctor of Philosophy in Educational Administration and Policy. In doing so, I will comment on its strengths, provide suggestions for improving it, and provide a summative assessment of the academic integrity of the proposed program.

**Strengths**

The most important strength in this proposal is the core faculty hired or appointed to direct the program. These faculty members have a unique set of skills and experiences that provide the program students with a variety of perspectives needed to succeed in this program. Dr. Dayton covers the legal area, which basically frames many of the policy issues students will encounter in policy research and evaluation. Many in the field recognize his work. Catharine Sielke provides students also with significant expertise in school finance. She has been chair of the American Education Finance Association. Dr. Wraga adds significant stimulation to students bringing in the intellectual history of schools. He deals directly with the essence of schools-curriculum development, policy, and implementation. Dr, Zepeda provides the other perspective on instructional theory and development. These are accomplished scholars in their own right. They are complemented by two new assistant professors that have expertise in federal and state policy. As a group of specialized faculty, they have perhaps the most focused group among research institutions to address the educational policy.

Another strength of the proposal is its focus. The focus of this proposal is sharp; it has clearly articulated objectives and a plan to develop it. It is embedded in the strategic objectives of the university community. Thus, it makes compelling sense to adopt the program.

The curriculum is another strength. The curriculum is well designed to provide the students with intellectual stimulation. It is well balanced between theory, practice, and skill development. It provides the outside theoretical grounding needed for students to develop their thinking. It also provides the technical knowledge to conduct research of the first kind. It also provides students with enough grounding in school policy issues. It has all the components that strong educational policy programs exhibit throughout the country.

**Suggestions for Improvement**

The proposal does not articulate how this program will be evaluated once it is implemented. I believe it is necessary to have a plan to evaluate the future contributions of this program. A good plan will include a design to begin collecting data as soon as the program is implemented. It also needs a plan to follow up with graduates of the program. This is important in that being able to connect with graduates will offer possibilities for outcome evaluations such as placement, performance, and further services for graduates.

Another recommendation is for the proposal planners to explore relationships with the potential disciplines where students may get their theoretical grounding. The reason for this is that students may eventually need professors from other disciplines to serve as members of their dissertation committee. Therefore, I would advise the program director to establish relationships with political science, economics, sociology, and public policy. I am sure the students will benefit greatly from such relationships. Furthermore, some collaboration may be fostered to do scholarly work across disciplines.

My final recommendation is to hire a new assistant professor with economics of education training. I believe once that addition is made to the current faculty, the University of Georgia will have one of the most well balance programs in the country.

**Summative Assessment**

I have witnessed this program grow out of a review I conducted several years ago. This program is well conceptualized and technically strong. It has all the elements of a strong policy program. The most important characteristic is that it has a core of outstanding scholars leading this program. I recommend this program strongly. It compares well with all the most prominent educational policy programs around the nation.

Respectfully yours,

Pedro Reyes, Ph.D.
Associate Vice Chancellor
UT System Administration

# Appendix C

1785
The University of Georgia

School of Public and International Affairs
*Department of Public Administration and Policy*

June 22, 2004

Professor Bill Wraga, Interim Head
Department of Educational Administration and Policy
School of Leadership and Lifelong Learning
College of Education
The University of Georgia
314 River's Crossing
850 College Station Road
Athens, GA 30602-4808

Dear Professor Wraga:

Professor Ed Kellough, this Department's Graduate Coordinator, and I enjoyed our meeting with you today. As we indicated this afternoon, we have reviewed your proposal for a Ph.D. in Educational Administration and Policy. There are some possible links to our programs and graduate courses, but we do not see any real redundancies. In particular, our seminars on the public policy process and policy analysis may be of interest to some in your new program.

In short, we are supportive of your proposal and wish you success.

Sincerely,

Laurence J. O'Toole, Jr.
Professor and Head

204 Baldwin Hall • Athens, Georgia 30602-1615 • Telephone (706) 542-9660 • Fax (706) 583-0610

Date: Wed, 19 May 2004 15:50:53 -0400
From: Michael Winship <mwinship@arches.uga.edu>
X-Accept-Language: en
To: wwraga@coe.uga.edu
Subject: PhD program proposal
X-Virus-Scanned: by amavisd-milter (http://amavis.org/)
X-Spam-Checker-Version: SpamAssassin 2.60 (1.212-2003-09-23-exp) on
scribe.coe.uga.edu
X-Spam-Status: No, hits=0.0 required=5.0 tests=none autolearn=no version=2.60
X-Spam-Level:
Status:

To whom it may concern,
I have examined this proposal and see no redundancy between it and the
history department's PhD program.
Yours truly,
Michael P. Winship,
Graduate Coordinator and
Coordinator of Instruction,
History Department

Date: Tue, 04 May 2004 10:17:08 -0400
From: Robert Grafstein <bobgraf@uga.edu>
X-Accept-Language: en-us, en
To: wwraga@coe.uga.edu
Subject: Ph.D. proposal
X-Virus-Scanned: by amavisd-milter (http://amavis.org/)
X-Spam-Checker-Version: SpamAssassin 2.60 (1.212-2003-09-23-exp) on
scribe.coe.uga.edu
X-Spam-Status: No, hits=0.0 required=5.0 tests=none autolearn=no version=2.60
X-Spam-Level:
Status:

Dear Professor Wraga,

Thanks for forwarding your Ph.D. proposal to me. I appreciate your interest in the views of political science. I do not see any serious redundancies between your proposed program and ours. We have a methodology sequence in our graduate program, currently encompassing three courses in research design and statistics, a course covering the practical aspects of data and software, and a course designed to provide the technical prerequisites for our most advanced methods course. But I trust the two programs will have different statistical emphases and substantive applications.
One potential redundancy involves not my department but my fellow SPIA department, Public Administration and Policy. Contingent on their reaction, you have my support. Good luck on your proposal.

Bob

—

Robert Grafstein
Professor and Head
Department of Political Science
Baldwin Hall
University of Georgia
Athens, GA 30602
Tel. 706.542.4147
FAX 706.542.4421

The University of Georgia

Franklin College of Arts and Sciences
*Department of Sociology*

April 23, 2004

Dr. William G. Wraga
Interim Head
Department of Educational Administration and Policy
309 River's Crossing
Campus

Dear Bill:

I have reviewed the proposal to establish a Ph.D. program in Educational Administration and Policy and I strongly endorse it. The proposed program appears to address a variety of critical needs and will be a significant addition to the College of Education's graduate curriculum. In addition, I am pleased to see that it will offer a new opportunity for students who receive M.A. degrees in the social sciences, including sociology.

Cordially,

William Finlay
Professor and Head

Baldwin Hall • Athens, Georgia 30602-1611
Telephone (706) 542-2421 • Fax (706) 542-4320

X-Original-To: wwraga@scribe.coe.uga.edu
Delivered-To: wwraga@scribe.coe.uga.edu
From: "William D. Lastrapes" <last@terry.uga.edu>
To: "'William Wraga'" <wwraga@scribe.coe.uga.edu>
Cc: <rcervero@coe.uga.edu>
Subject: RE: EDAP PhD proposal
Date: Wed, 1 Sep 2004 14:35:54 -0400
X-Priority: 3 (Normal)
Importance: Normal
X-Junkmail-Status: score=0/60, host=puntd2.cc.uga.edu
X-Virus-Scanned: by amavisd-new at coe.uga.edu
Status:

Bill,

Thanks for letting us read over the EDAP PhD proposal. While your proposal is clear and persuasive, I would prefer not to formally endorse it on behalf of the economics department. I and the faculty members with whom I conferred don,t feel that we know enough about all aspects of the need for such a program to do so. However, as long as we have seats available (we often must limit class size because of external demand), your students would be welcomed in our courses.

We wish you the best as you move forward with the proposal.

Sincerely,
Bill

---

William D. Lastrapes
Professor and Head
www.terry.uga.edu/people/last/personal/

Department of Economics — 534 Brooks Hall
Terry College of Business — 706 542 3569 (Office)
University of Georgia — 706 542 3376 (Fax)
Athens, GA 30602 — last@terry.uga.edu

> -----Original Message-----
> From: William Wraga [mailto:wwraga@scribe.coe.uga.edu]
> Sent: Friday, August 27, 2004 3:37 PM
> To: last@terry.uga.edu
> Cc: rcervero@coe.uga.edu
> Subject: EDAP PhD proposal
>
> Dear Bill,
>
> This afternoon I placed in the campus mail a copy of our revised
> proposal for a PhD program in Educational Administration and Policy
> for your consideration. Our committee was agreeable to the
> suggestions that you and your faculty offered. You will see two
> changes that stemmed from your suggestions: 1) the substitution of
> the economics course that you suggested were more appropriate for our
> students for those we had suggested on p. 30; and 2) a
> recommendation for diversifying our faculty with future appointments
> who have specialized expertise in social science disciplines on p. 35
> .

> We hope that you and your faculty find our revised proposal suitable
> for your support and endorsement. If you do, we would be pleased to
> include in an appendix a letter of support from you. Please know
> that we hope to submit a complete proposal to the College of
> Education Curriculum Committee by September 13th.
>
> In the next few days either Ron Cervero, new interim head of our
> department, or I will follow-up by telephone to schedule a meeting
> with you.
>
> Thank you for your consideration of our proposal. I look forward to
> speaking with you.
>
> Bill Wraga
>
> William G. Wraga
> Professor
> Department of Educational Administration and Policy
> College of Education
> University of Georgia
> 850 College Station Road
> Athens, GA 30602
> 706-542-4166

1785
The University of Georgia

Institute of Higher Education

September 13, 2004

Professor William G. Wraga
School of Leadership and Lifelong Learning
University of Georgia
309 R Rivers Crossing
Campus–4808

Dear Bill:

My colleagues and I have reviewed the proposal for the Ph.D. in Educational Administrative Policy. We are happy to endorse it. We believe it is a creative and well-designed proposal that will be a welcome addition to the university curriculum.

The proposal, when enacted, will complement our own efforts in higher education policy. We look forward to future collaborations on matters of mutual research and pedagogical interest.

Sincerely,

Thomas G. Dyer
University Professor and Director

Meigs Hall • Athens, Georgia 30602-6772 • Telephone (706) 542-3464 • Fax (706) 542-7588

# Appendix D

## EXISTING COURSES

**EDAP 7000 Master's Research.** 1 – 9 hours.

Course can be repeated for credit – maximum credit allowed 9 hours. The course will not be open to students who have credit in the following courses: EDUL 7000. Prerequisite: Permission of department. Research while enrolled for a master's degree under the direction of faculty members.

**EDAP 7020 Supervision of Instruction.** 4 hours.

This course will not be open to students who have credit in EDUL 7020. The basic concepts of supervision, its contribution to the total school program, and means of improving instruction through supervision.

**EDAP 7030 Organizational Leadership in Schools.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 7030. Theories, models, and research focusing on the development of a reflective-critical understanding of school leadership.

**EDAP 7040 School Law.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 7040. Legal principles applied to educational institutions, including federal and state constitutional provisions, legislation, administrative regulations, and case law.

**EDAP 7050 Personnel Administration and Staff Development.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 7050. Principles, policies, and procedures for employer-employee relationships in school systems. Comprehensive planning and implementation of staff development programs in schools. Emphasis is on human resource management.

**EDAP 7060 School Business and Resource Management.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 7060. Business management functions, with emphasis given to the budgeting process, accountability, and educational efficiency.

**EDAP 7070 Curriculum Development and Evaluation.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 7070. Principles of curriculum development and evaluation for the improvement of the life and program of schools.

**EDAP 7600 Research in Educational Administration and Policy.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 7600. The types of educational research and issues in research design and methodology in educational leadership.

**EDAP 7800 Master's Practicum in Educational Administration.** 1-9 hours.

**EDAP 8000 Special Problems in Educational Administration and Policy.** 1-4 hours.

Course can be repeated for credit – maximum credit allowed 8 hours. The course will not be open to students who have credit in the following courses: EDUL 8000.
Projects are designed to provide specialized training appropriate to the needs of the individual. The project may involve intensive library investigation or the collection and analysis of original data pertinent to a given problem.

**EDAP 8010 Curriculum Foundations and History.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 8030. Analysis and application of classic theories of organizational leadership with respect to educational settings.

**EDAP 8030 Classic Theories of Organizational Leadership.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 8030. Analysis and application of classic theories of organizational leadership with respect to educational settings.

**EDAP 8040 Social Psychology of Schools.** 3 hours.

The course will not be open to students who have credit in the following course: EDUL 8040. The organizational and cultural factors that contribute to the formation of teacher and student identities. Practices such as tracking, assignment of students to special education, extra-curricular activities, evaluation, rewards, and peer influences will be considered in terms of their implications for self development and understanding.

**EDAP 8060 History of Leadership in American Schools.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 8060. Examination of noted leaders and historical development of leadership in American education.

**EDAP 8070 Ethics in Educational Leadership.** 3 hours.

The course will not be open to students who have credit in the following courses: EDAP 8070. The various ethical dimensions of educational leadership, involving both content and process.

**EDAP 8080 School Finance.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 8080. Analysis of intergovernmental transfers of resources for public education. Concepts of equity, equality, and adequacy will form the basis for analysis. Completion of computer simulations of funding mechanisms as well as calculation of equity measures will be required.

**EDAP 8090 Instructional Development.** 4 hours.

The course will not be open to students who have credit in the following course: EDUL 7090. The nature of classroom instruction, key elements of the instructional process, organizing operations, skills for supervising and evaluating instruction, and the role of the school administrator in instructional development.

**EDAP 8130 Trends and Issues in Educational Administration and Policy.** 3 hours.

The course will not be open to students who have credit in the following courses: EDUL 8130. Course can be repeated for credit – maximum credit allowed 9 hours. Selected issues in educational leadership.

**EDAP 8210 Education Policy Analysis.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 8210. The context, causes, and consequences of education policy.

**EDAP 8290 Politics of Education.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 8290. Local, state, federal, and nongovernmental political influences operating in the public schools.

**EDAP 8310 Current Educational Policies in the United States.** 4 hours.

The course will not be open to students who have credit in the following courses: Prerequisites: EDAP 8210 or EDAP 8290.
An overview of both the state of evidence and the variety of political perspectives about current educational policies in the United States. Readings offer diverse perspectives about empirical effects, sociopolitical contexts, and controversies surrounding each policy.

**EDAP 8800 Specialist Practicum in Educational Administration and Policy.** 2 hours.

The course will not be open to students who have credit in the following courses: Guided learning opportunities for the advanced graduate student to increase knowledge and skills of educational administration especially at the school district level.

**EDAP 9040 Curriculum Theory and Policy.** 4 hours.

The course will not be open to students who have credit in the following courses: EDUL 9040.
Analysis and evaluation of competing curriculum theories and their implications for educational policy and practice.

**EDAP 9090 Economics of Education.** 2 hours.

The course will not be open to students who have credit in the following courses: EDUL 8390/EDUL 9090.
Economic forces, including those involved in financing public schools.

**EDAP 9170 Seminar in School Law.** 2 hours.

Course can be repeated for credit – maximum credit allowed 4 hours. The course will not be open to students who have credit in the following courses EDUL 9170.
Specific areas of school law mutually agreed upon by the student and instructor.

**EDAP 9250 Supervision Theory.** 2 hours.

The course will not be open to students who have credit in the following courses: EDUL 9250.
Forces impinging upon education and the implications of these findings for supervision.

# Appendix E

NEW COURSES
Proposed Ph.D. in Educational Administration and Policy

*EDAP 8020 Teacher Evaluation:* National, state, and local policies and standards of teacher evaluation are examined. Relevant and classical literature is used to explore current trends in teacher evaluation practice and policy.

*EDAP: 8110 Administration and Supervision of Special Programs:* The history and development of special programs in prek-12 schools along with key legislation, court cases, national standards, and contemporary issues, are examined. Aspects of administration as well as supervision are covered.

*EDAP 8150 Learning Communities and Professional Development:* As an organizational arrangement, learning community is a powerful form of professional development that promotes school improvement through structures and processes that lead through continuous inquiry the development of shared vision, values, and objectives in which teachers and administrators continuously seek and share learning and act on what they learn.

*EDAP 9000 Doctoral Research:* Research while enrolled for a doctoral degree under the direction of faculty members.

*EDAP 9010 Educational Administration and Policy Analysis:* Critical examination and analysis of organizational theory as it applies to educational policy issues in the context of the current educational reform movement with emphasis on improved student learning and accountability.

*EDAP 9015 Curriculum and Educational Policy:* Analysis of educational policy from a curriculum perspective that considers sociopolitical contexts, historic precedents, and assumptions, intellectual integrity, and effects of decisions about what students should learn in preK-12 settings.

*EDAP 9020 Education Finance and Policy:* Examination and analysis of the formulation, implementation, and consequences of school finance policy.

*EDAP 9025 Law and Educational Policy:* Advanced study of law and education policy, focusing on the roles of federal and state constitutions, legislation, regulations, and judicial decisions in the establishment, implementation, and assessment of education policies.

*EDAP 9030 Theoretical Bases for Educational Policy:* Exploration of various theoretical approaches to policy development and the application and consequences pf current and past education policies.

*EDAP 9035 Perspectives on Educational Policy Seminar:* Seminar providing exposure to multiple disciplinary perspectives on educational policymaking, processes, and implementation.

Mix of lecture and student-led discussion informs students' development of researchable dissertation topics.

*EDAP 9050 Doctoral Seminar in Education Finance Policy:* Analysis and discussion of current issues in federal and state education finance policy. Mix of lecture and student-led discussion informs students' development of researchable dissertation topics.

*EDAP 9060 Historical Perspectives on Curriculum Reform:* Evaluation of historical interpretations of major curriculum reform efforts in the United States and internationally that emphasizes reexamination of original sources.

*EDAP 9300 Doctoral Dissertation:* Dissertation writing under the direction of the major professor.

*EDAP 9620 Directed Doctoral Readings:* Specialized study while enrolled for a doctoral degree under the direction of the major professor.

*EDAP 9630 Critique of Literature in Educational Administration and Policy:* Critical analysis and evaluation of literature in educational administration and policy.

*EDAP 9700 Internship in Educational Administration and Policy*: Advanced supervised internship experience in an educational administration or policy setting.

*EDAP 9800 Academic Apprenticeship in Educational Administration and Policy:* A series of planned experiences that introduce students to the routines and responsibilities unique to the professoriate.

**Appendix F**
**EDAP Faculty Vitas**
(for copies, please contact the
Office of Curriculum Systems, 542-6358)

**Appendix G**
**Library Inventory**
(for copies, please contact the
Office of Curriculum Systems, 542-6358)

# Appendix H

**Budget**
**Proposed Ph.D. Program in Educational Administration and Policy**

| I. ENROLLMENT PROJECTIONS (indicate basis for projections in narrative) | | FY 06-07 First Year | FY 07-08 Second Year | FY 08-09 Third Year |
|---|---|---|---|---|
| A. Student majors | | | | |
| 1. Shifted from other programs | 0 | 0 0 | | |
| 2. New to institution | | 10 | 10 | 10 |
| TOTAL MAJORS | | 10 | 10 | 10 |
| B. Course sections satisfying program requirements | | | | |
| 1. Previously existing | | 18 | 18 18 | |
| 2. New | | 5 | 6 | 7 |
| TOTAL PROGRAM COURSE SECTIONS | | 23 | 24 | 25 |
| C. Credit hours generated from those course | | | | |
| 1. Existing enrollments | | 1296 | 1296 | 1296 |
| 2. New enrollments | | 128 | 221 | 322 |
| TOTAL CREDIT HOURS | 1424 | 1517 | 1618 | |
| D. Degrees awarded | | 0 (yr 2) | 0 (yr 3) | 2 (yr 4) |

| II. COSTS | EFT | Dollars | EFT | Dollars | EFT | Dollars |
|---|---|---|---|---|---|---|
| A. Personnel-reassigned or existing positions | | | | | | |
| 1. Faculty | .75 | 51,881 | 1.35 | 92,687 | 1.2 | 85,281 |
| 2. Part-time faculty | 0 | 0 | 0 | 0 | 0 | 0 |
| 3. Graduate assistant | .75 | 30,093 | .75 | 30,093 | .75 | 30,093 |
| 4. Administrators | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. Support staff | 0 | 0 | 0 | 0 | 0 | 0 |
| 6. Fringe benefits | | 14,007 | | 25,025 | | 23,025 |
| 7. Other personnel costs | | 0 | | 0 | | 0 |
| TOTAL EXISTING PERSONNEL COSTS | | $95,981 | | $147,805 | | $138,399 |
| B. Personnel-new positions | | | | | | |
| 1. Faculty | 1.50 | 110,000 | 2.25 | 169,950 | 2.25 | 175,050 |
| 2. Part-time faculty | 0 | 0 | 0 | 0 | 0 | 0 |
| 3. Graduate assistant | 0 | 0 | .25 | 10,031 | .50 | 20,062 |
| 4. Administrators | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. Support staff | 0 | 0 | 0 | 0 | 0 | 0 |
| 6. Fringe benefits | | 29,700 | | 45,886 | | 47,263 |
| 7. Other personnel costs | | 0 | | 0 | | 0 |
| TOTAL NEW PERSONNEL COSTS | | $139,700 | | $169,217 | | $242,375 |

| | First Year | Second Year | Third Year |
|---|---|---|---|
| C. Start-up costs (one-time expenses) | | | |
| 1. Library/learning resources | 0 | 0 | 0 |
| 2. Equipment | 14,000 | 7,000 | 0 |
| 3. Other (_____) | 0 | 0 | 0 |
| D. Physical facilities: construction or Major renovation | 0 | 0 | 0 |
| TOTAL ONE-TIME COSTS | $14,000 | $7,000 | 0 |
| E. Operating costs (recurring costs—base budget) | | | |
| 1. Supplies/expenses | 2109 | 3476 | 3427 |
| 2. Travel | 1500 | 2400 | 2300 |
| 3. Equipment | 0 | 0 | 0 |
| 4. Library/learning resources | 500 | 1000 | 1000 |
| 5. Other (_____) | 0 | 0 | 0 |
| TOTAL RECURRING COSTS | $4109 | $6876 | $6727 |
| GRAND TOTAL COSTS | $253,790 | $330,898 | $387,501 |
| III. REVENUE SOURCES | | | |
| A. Source of funds | | | |
| 1. Reallocation of existing funds | 97,184 | 150,009 | 140,391 |
| 2. New student workload | xxxxxxxxx | xxxxxxxxxxx | 0 |
| 3. New tuition | 9,464 | 17,576 | 24,336 |
| 4. Federal funds | 0 | 0 | 0 |
| 5. Other grants | 0 | 0 | 0 |
| 6. Student fees | 3,539 | 6,751 | 9,636 |
| 7. Other (_____) | 0 | 0 | 0 |
| Subtotal | 110,187 | 174,336 | 174,363 |
| New state allocation requested | 143,603 | 156,562 | 213,138 |
| GRAND TOTAL REVENUES | $253,790 | $330,898 | $387,501 |
| B. Nature of funds | | | |
| 1. Base budget | 239,790 | 323,898 | 387,501 |
| 2. One-time funds | 14,000 | 7,000 | 0 |
| GRAND TOTAL REVENUES | $253,790 | $330,898 | $387,501 |

Proposed Ph.D. in Educational Administration and Policy
**Budget Narrative**

I. ENROLLMENT PROJECTIONS

A. Student Majors

We anticipate admitting 10 students per year during the first 3 years of the new program. This rate of admissions will enable us to manage enrollments within the limitations of existing and projected resources, namely, the size of our faculty and availability of graduate assistantships. At the same time, this rate of admissions will allow our new classes to "make," and will generate sufficient credit hour production, especially when considered cumulatively.

We have no indication that students will shift to our program from other programs. Because of our history of part-time students and of the number of graduate assistantships, we anticipate that during the first year, 3 students will enroll full time and 7 will enroll part time, while during years two and three the ratio of full to part time student will increase to 4:6 and 5:5, respectively. Although this ratio may increase thereafter, we nevertheless anticipate always enrolling part-time students.

B. Course Sections Satisfying Program Requirements

Our seven faculty members, taking into account administrative releases, collectively teach 18 course sections per year without new course sections as part of the Ph.D. program.

We anticipate offering the 4 core courses during each of the first 3 years of the new program, as well as 1, 2, and 3 additional new elective courses over those 3 years respectively, as more students enter the program and they complete core, cognate, and research courses and select elective courses for their specializations.

C.

Credit hours from existing enrollments were estimated multiplying the number of sections taught by an average of 18 students per section by the number of credits per section.

Credit hours for new enrollments were calculated by projecting the number of both full and part time students enrolled over the 3 years and multiplying by the number of credit hours per course.

D.

We anticipate that 2 full-time students will complete their degrees by the end of the 4$^{th}$ year of the program.

## II. COSTS

### A. Personnel—Reassigned or Existing Positions

All of our faculty members currently teach courses in L5 certification, M.Ed., and Ed.S. programs. Because we anticipate that our faculty will continue to teach courses in several of our programs, it is unlikely that any of our faculty will teach full time in the proposed Ph.D. program. With .15 EFT as roughly equivalent to teaching one course section, the five new Ph.D. courses taught during the first year of the program will equally .75 EFT, or one full faculty line. With additional new courses offered during the 2nd and 3rd years of the program, and acknowledging the appointment of additional faculty (discussed below), we anticipate that EFT of existing faculty teaching in the proposed program will be 1.35 and 1.2, respectively. Salary figures were estimated proportional to current AY salaries increased by 3% per year. Fringe benefits were estimated at a rate of 27% of salaries.

Graduate assistant EFT and salaries were estimated based on our current allotment of 3 GA's and the current EFT and salary for GA's.

### B. Personnel—New Positions

At this time, we anticipate the addition of two tenure-track faculty during the first year and a third during the second year of the program. These new faculty will teach largely in our L5 certification, M.Ed., and Ed.S. programs, at least initially, as our experienced faculty teach increasingly in the Ph.D. program.

In order to attract promising full-time students, we request adding one assistantship during each of the 2nd and 3rd years of the program.

### C. Start-up Costs

For each new faculty appointment, we budgeted $6,000 for computer and $1,000 for furniture.

### D. Physical Facilities

We anticipate no one-time construction costs.

### E. Operating Costs (recurring costs—base budget)

Supplies/expenses were estimated based on current allotment per faculty, proportional to reassigned existing faculty EFT and per new faculty appointments.

Travel was estimated based upon current allotment per faculty, proportional to reassigned existing faculty EFT and per new faculty appointments.

Library resources were estimated based upon acquisition recommendations we anticipate.

III. REVENUE SOURCES

A. Source of Funds

Reallocation of existing funds represents the sum of Total Existing Personnel Costs and Supplies/expenses and Travel costs proportional to existing faculty EFT reassigned to the Ph.D. program (IIA1).

Because full-time Graduate Assistantships waive tuition, new tuition was projected for part-time students based on revenue of $169 per in-state graduate credit.

Student fees were projected for part-time students and estimated for Graduate Assistants based upon the Bursar's Office current Tuition and Fee Schedule.

New State Allocation requested represents the difference between Grand Total Costs and Source of Funds Subtotal.

B. Nature of Funds

Base budget funds represent all revenues except one-time costs (IIC and D).

Note: Although grand Total Costs and new State Allocation Requested increase over the three years, these will be offset somewhat by increases in enrollment and tuition in L5, M.Ed., and Ed.S. programs.