Introduction:
The ideas included on our BCOE template were developed using a comprehensive and inclusive process that incorporated feedback from: our three taskforces (undergraduate, graduate, and research/scholarship) comprised of faculty, staff, and college leadership; three college meetings where feedback was sought; and two surveys conducted to collect data from faculty and staff unable to attend one of the most recent two meetings about BCOE R2 in April. Data collected during the last two college meetings and via the surveys were also taken into consideration for inclusion on this template, but it is important to note that some of the ideas have not been fully vetted by the college as a whole.

BCOE’s R2 Vision:
As one of the top producers of educators for the state of Georgia, the Bagwell College of Education (BCOE) is uniquely positioned to contribute to Kennesaw State University (KSU) establishing itself as a top tier R2 university by advancing excellence in educator preparation. This vision will be achieved by 1) offering high-quality educational experiences at the undergraduate and graduate levels, with particular emphasis on doctoral studies; 2) preparing teachers and leaders who create socially just, equitable, and innovative technology solutions to current and future educational challenges, both locally and globally, and 3) producing research and scholarship that addresses critical educational issues and improves the lives of people in Georgia and beyond. Informed by responsive engagement and mutually beneficial partnerships, the BCOE will heighten the visibility of the university and its respective programs through innovative teaching, purposeful research and scholarship, and community outreach and service.

R2 KSU Baseline of 2-, 4-, and 6-year marks:

I. Undergraduate:
a. Baseline and specific RPG goals for the Bagwell College of Education and each of our academic programs at the 2-, 4-, and 6-year marks.

Table 1. RPG Goals for BCOE

<table>
<thead>
<tr>
<th>Bagwell College of Education</th>
<th>Current 2 year</th>
<th>Current 4 year</th>
<th>Current 6 year</th>
<th>Projected 2 year</th>
<th>Projected 4 year</th>
<th>Projected 6 year</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. in Elementary Education (P-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention rate in major</td>
<td>75.0</td>
<td>28.7</td>
<td>3.7</td>
<td>77</td>
<td>30.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Graduation rate in major</td>
<td>NA</td>
<td>34.7</td>
<td>55.6</td>
<td>NA</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>B.S. in Early Childhood Education Birth – Kindergarten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention rate in major</td>
<td>83.3</td>
<td>33.3</td>
<td>0.0</td>
<td>83.3</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>Graduation rate in major</td>
<td>NA</td>
<td>33.3</td>
<td>20.0</td>
<td>NA</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td>B.S. in Middle Grades Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention rate in major</td>
<td>78.9</td>
<td>42.9</td>
<td>0.0</td>
<td>80</td>
<td>42</td>
<td>0</td>
</tr>
<tr>
<td>Graduation rate in major</td>
<td>NA</td>
<td>42.9</td>
<td>100</td>
<td>NA</td>
<td>43</td>
<td>50</td>
</tr>
<tr>
<td>B.S.Ed. in Secondary Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention rate in major</td>
<td>74.7</td>
<td>29.4</td>
<td>3.4</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Graduation rate in major</td>
<td>NA</td>
<td>35.8</td>
<td>58.0</td>
<td>NA</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

*The B.S.Ed. in Secondary Education program is new and began accepting candidates in Fall 2018. Prior to Fall 2018, the B.S. degrees in Secondary Mathematics and the three Science content areas were separate degrees. Data provided above for the B.S.Ed. will not accurately reflect either the new BSED or the prior degrees, therefore we are not establishing projected targets based on the data requested.
b. Specific goals related to activities and initiatives enhancing the undergraduate experience in the Bagwell College of Education.

### Table 2. Undergraduate Education Initiatives

<table>
<thead>
<tr>
<th>Bagwell College of Education</th>
<th>Baseline</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. QEP Goal:</strong> Engage BCOE candidates in opportunities to participate in Practicum, Clinical, and Field Experiences (Internships) throughout their academic programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Increase in number of internship experiences</td>
<td>38</td>
<td>-</td>
<td>-</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>b. Increase in the number of candidates completing internship experiences</td>
<td>3512</td>
<td>-</td>
<td>-</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>2. QEP Goal:</strong> Engage BCOE undergraduate candidates in opportunities to participate and/or lead activities related to undergraduate research.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Increase the # of courses that offer undergraduate research opportunities.</td>
<td>3</td>
<td>20%</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>b. Increase the # of candidates who participate in undergraduate research opportunities.</td>
<td>28</td>
<td>20%</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>c. Increase resources and supports for faculty and candidates relating to undergraduate research.</td>
<td>Prospective: amount to be determined based on strategies prioritized during our implementation planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. QEP Goal:</strong> Engage BCOE candidates in opportunities to participate and/or lead structured service learning activities as part of their academic coursework. Using the definition of Service Learning identified in the KSU QEP – It’s About Engagement, 1 structured service learning activity was offered during AY18. This data point was used as a baseline upon which to determine the service learning targets for years 2-5 of the QEP as outlined by the KSU QEP: It’s About Engagement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Increase the # of courses offering service learning opportunities.</td>
<td>1</td>
<td>-</td>
<td>200%</td>
<td>65%</td>
<td>30%</td>
<td>22%</td>
</tr>
<tr>
<td>b. Increase in # of candidates participating in service learning opportunities.</td>
<td>575</td>
<td>-</td>
<td>1%</td>
<td>10%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>4. Improve the recruitment, retention, and progression of students in achieving their academic goals in a timely manner</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Decrease the number of bottleneck points for candidates seeking to complete a program.</td>
<td>We continually monitor for bottleneck points (full sections, high DFW rates, etc.) and work to address them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. Increase the number of online sections offered per academic year (444 sections in 2018-19) | 43 | >47 (10%) | >54 (15%) | >65 (20%) | >78 (20%) | >98 (25%) 
---|---|---|---|---|---|---

c. Increase the number of hybrid sections offered per academic year | 52 | >55 (5%) | >60 (10%) | >69 (15%) | >83 (20%) | >107 (25%) 
---|---|---|---|---|---|---

d. Increase the number and percentage of experiential learning opportunities (e.g., bridge program, summer camps, study abroad). | We have a number of experiential learning opportunities that occur – some on a regular basis, some that vary from year to year. We will be conducting an inventory of what exists, how it is funded, who it serves, and how frequently it has been offered, then develop a plan to strategically offer the programs with the greatest impact while identifying and planning for additional programs as appropriate. 
---|---|---|---|---|---|---

5. Create equitable and inclusive educational experiences for students, faculty, and staff from diverse backgrounds 

a. Increase the support structures available to students, faculty, and staff from diverse backgrounds | Both of these items will be addressed with our BCOE Strategic Plan for Diversity that is being drafted this summer. 
---|---|---|---|---|---|---

b. Increase the number of professional development opportunities relating to race, equity, inclusion, and recruitment of diverse populations offered for candidates, faculty, and staff. | The college leadership team will be participating in professional development this summer so that we are all on the same page and better able to provide the types of structures and supports – and professional development – that will best benefit our students, faculty, and staff – particularly those from diverse backgrounds. 
---|---|---|---|---|---|---

6. Foster sustainable and mutually beneficial relationships to enrich innovative teaching, purposeful research and scholarship, and community outreach and service 

a. Implement a mentor/cooperating teacher program to increase the number of B-12 teachers who participate in mentoring related activities. | Prospective: We will pilot these with districts where we have enhanced partnerships and will expand from there. 
---|---|---|---|---|---|---

b. Expand the number of mutually beneficial partnership activities engaged in by faculty. | Prospective: We are developing enhanced partnerships/MOUs with select districts and will develop a base-line and projections based on that work. 
---|---|---|---|---|---|---

c. Launch an induction collaborative to support educators who graduate from KSU up to three years after graduation. | Prospective: We are developing enhanced partnerships/MOUs with select districts and will develop a base-line and projections based on that work. 
---|---|---|---|---|---|---

d. Increase the number of professional development opportunities offered for teachers and administrators. | Prospective: We currently offer a number of professional development opportunities but do not have an accurate inventory. We will develop and inventory to establish a baseline, but our targets will depend on district needs and BCOE capacity to deliver. 
---|---|---|---|---|---|---

e. Increase and strengthen school partnerships and | Prospective: We currently have an extensive array of school partnerships and offer a number of educational outreach programs, but do not have an accurate inventory of those. 
---|---|---|---|---|---|---
We will develop and inventory to establish a baseline, but our targets will depend on district needs and BCOE capacity to deliver.

c. **Resources needed/redirected to achieve these initiatives.**

**Table 3. Resources Needed for Undergraduate Programs**

<table>
<thead>
<tr>
<th>Bagwell College of Education</th>
<th>Need</th>
<th>Redirected</th>
<th>New</th>
</tr>
</thead>
</table>
| 1. **QEP Goal:** Engage BCOE candidates in opportunities to participate in Practicum, Clinical, and Field Experiences (Internships) throughout their academic programs. | • Field placement sites  
• GoReact License ([https://get.goreact.com](https://get.goreact.com))  
• Expanded Avatar lab hours | GoReact license will be funded by the college rather than one department | Staff and other financial support needed to expand Avatar Lab hours |
| 2. **QEP Goal:** Engage BCOE undergraduate candidates in opportunities to participate and/or lead activities related to undergraduate research. | • 50 hours per semester for college coordinator  
• Undergraduate research grants for faculty and students  
• Infrastructure to support undergraduate research – administrative, Research Collaborative Consortium (RCC)  
• Support for curriculum revision to incorporate undergraduate research opportunities as appropriate | Restructuring of admin assignments to better support undergraduate research  
Faculty reassignment – coordination  
Increased RCC support | Salary and benefits for curriculum development assignments in summer semesters  
Designating funding to support undergraduate research initiatives and mini-grants |
| 3. **QEP Goal:** Engage BCOE candidates in opportunities to participate and/or lead structured service-learning activities as part of their academic coursework. | • Infrastructure to develop, administer, and assess the effectiveness of service learning opportunities  
• 50 hours per semester for college coordinator | Restructuring of administrative assignments to better support service learning | Salary and benefits for curriculum development assignments in summer semesters |
| 4. Improve the recruitment, retention, and progression of students in achieving their academic goals in a timely manner | • Faculty lines for bottleneck courses  
• Support structures for faculty creating online and hybrid courses  
• Time  
• Student mentoring program | Restructuring of administrative assignments to better support student mentoring program  
Refining course | New funding to support faculty lines in high need areas  
Having BCOE’s instructional designer become 100% BCOE instead of .5FTE BCOE/.5FTE DL – and funding to |
| 5. | Create equitable and inclusive educational experiences for students, faculty, and staff from diverse backgrounds | • Program faculty  
• Time  
• Mentoring programs for students, faculty, and staff of diverse backgrounds  
• Faculty expertise in equity, inclusion, and social justice. | Restructuring of administrative assignments to better support equitable, inclusive educational experiences and support for mentoring programs | Funding to support PD and mentoring initiatives |

| 6. | Foster sustainable and mutually beneficial relationships to enrich innovative teaching, purposeful research and scholarship, and community outreach and service | • Staff and program faculty time  
• Opportunities for faculty/student research  
• GoReact License ([https://get.goreact.com](https://get.goreact.com))  
• ATLAS License ([https://www.nbpts.org/atlas/](https://www.nbpts.org/atlas/))  
• Induction collaborative  
• Professional development opportunities for collaborative teachers and B-12 administrators | $ to support software licenses  
Restructuring of administrative assignments to better support initiatives | University supported software opportunities |

II. Graduate Education:

   a. *Programs strategically tied to achieving the Bagwell’s R2 vision- including its value proposition (economic, enrollment, social, etc.), enrollment (in Fall 2018, Fall 2020, Fall 2022), and envisioned “steady state” for new and prospective programs.*

The Clarice C. and Leland H. Bagwell College of Education is one of the largest and strongest educator preparation units in the University System of Georgia, offering graduate programs at the master’s, education specialist, and doctor of education levels as well as graduate endorsement and certificate programs.

Bagwell graduate degree programs are housed in five academic departments (Educational Leadership, Elementary and Early Childhood Education, Inclusive Education, Instructional Technology, and Secondary and Middle Grades Education). In addition, multiple departments contribute to college-wide, collaborative graduate program areas in Curriculum and Instruction, Reading Education, and Teacher Leadership. The Bagwell College of Education has a rich history in graduate education, offering more graduate programs than any other college at Kennesaw State University. In fact, Bagwell is the first college at KSU campus to develop a doctoral program and houses two of the five largest graduate programs on campus.
All Bagwell College of Education graduate programs are central to BCOE’s R2 vision. In the table below, the value propositions for each degree are reviewed and individual program strengths are highlighted. Aligned with our R2 College Vision, our graduate programs are another way that we offer high quality educational experiences to support teachers and leaders in creating socially just, equitable, and innovative technology solutions to current and future educational challenges, both locally and globally. BCOE’s graduate programs—and our particular emphasis on doctoral programs—are central to our commitment to producing research and scholarship that addresses critical educational issues. In addition, our work with graduate students is informed by responsive engagement and mutually beneficial partnerships and heightens the visibility of the university through innovative teaching, purposeful research and scholarship, and community outreach and service.

Due to our standards-based requirements with the Georgia Professional Standards Commission, many of our programs have similarities at different degree levels. Therefore, the table below is organized by content area and lists the information specific for each degree level along with the value proposition.

**Table 4. Ed.S. in Curriculum and Instruction - Value Proposition**

<table>
<thead>
<tr>
<th>Program</th>
<th>Enroll. (F18)</th>
<th>Enroll. (F20)</th>
<th>Enroll. (F22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.S. in Curriculum and Instruction</td>
<td>99</td>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>

The Ed.S. in Curriculum and Instruction (100% online) is one of the largest graduate programs in our college. Even so, we anticipate increasing enrollment by 20% in Fall 2020. We will maintain this level of enrollment in Fall 2022, unless we receive additional faculty resources.

Through this college-wide, collaborative graduate program, candidates develop the knowledge, skills, and dispositions to serve as curriculum specialists at the classroom, department, building or system level in P-12 schools. This program’s courses, experiences, and assessments are aligned with the Georgia Professional Standards Commission’s (GaPSC) Standards for Curriculum and Instruction as outlined in GaPSC Rule 505-3-.55.

Candidates admitted to this degree possess a clear renewable T-5 certificate (or equivalent) and hold a master’s degree in an education-related field. Completion of the 33 graduate-credit-hour program and subsequent passage of the Georgia Assessment for the Certification of Educators (GACE) examination in Curriculum and Instruction results in a new Service (S) certificate being added to the candidate’s existing teaching or leadership certificate. Online delivery of the program meets the needs of busy educators and enables us to serve students from throughout Georgia, including many students from rural areas. Students complete coursework related to content and curriculum in their area of certification, coursework that broadens their expertise to a P-12 focus, and coursework that helps them develop research skills to conduct research in the areas of curriculum, instruction, and program evaluation. The program is taught by SACS-qualified faculty members.

The health of the program is strong and we continue to attract many student applications. Program enrollment, retention, and graduation rates have steadily increased over the past three years. Additionally, the Ed.S. in Curriculum and Instruction graduates have a recent 100% pass rate on the required Georgia Assessment for the Certification of Educators (GACE) exam for Curriculum and Instruction (C&I). This pass rate is a testament to the quality of the program and program faculty.
Table 5. Early Childhood Education Programs - Value Propositions

<table>
<thead>
<tr>
<th>Program</th>
<th>Enroll. (F18)</th>
<th>Enroll. (F20)</th>
<th>Enroll. (F22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. in Early Childhood Education</td>
<td>5</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Ed.S. in Early Childhood Education</td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>M.Ed. in Early Childhood Education</td>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
</tbody>
</table>

The M.Ed. program serves as a pipeline for other degrees within the BCOE. The quality of the program ensures current and alumni recommendations for the program as well as confidence that other graduate programs will be worthwhile. The program typically has 100-125 applicants each year; program size has remained consistent to ensure quality of instruction in relation to available human resources. In part due to resources, the Ed.S. and Ed.D. programs were put on hold to ensure that students who were already enrolled were able to move through the system with appropriate levels of support. Due to the enrollment pause, we are taking the opportunity to review and revise the degree program to ensure that it is designed based on P-12 student needs, in turn better preparing practitioners in conjunction with the vision of BCOE. Time to move the program revisions through the curriculum cycle is necessary prior to beginning recruitment and enrollment. The program includes coursework that will lead to the Education Specialist degree (Ed.S.) that can be counted towards the Education doctorate (Ed.D.) – enrollment projections indicate this reality. These programs contribute to KSU establishing itself as a top tier R2 university through high-quality educational experience at the doctoral level.

Table 6. Educational Leadership Programs - Value Propositions

<table>
<thead>
<tr>
<th>Program</th>
<th>Enroll. (F18)</th>
<th>Enroll. (F20)</th>
<th>Enroll. (F22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. in Educational Leadership</td>
<td>32</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Ed.S. in Educational Leadership</td>
<td>25</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>MED in Educational Leadership</td>
<td>61</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

The Ed.D. departmental capacity is 34 students given current faculty numbers.

The Ed.S. was impacted by the GaPSC Rules Change. Numbers will increase as the new tiered Leader Certification system is absorbed.

MED/Tier I Cert Only numbers are healthy and will continue to increase, especially with the new district-need-based cohorts that are being developed.

EDL’s Programming—Our MED/Tier I Certification, EdS/Tier II Certification, EdD, and Independent & Charter Schools Leadership Certificate—offer value in that they cover the scope of school leadership and prepare educational leaders for current and future educational challenges and opportunities. As Georgia moves toward implementing principal pipelines after the model of the Wallace Foundation University Principal Preparation Initiative (UPPI), EDL is poised to partner with surrounding districts to build strong “pipelines” for district succession planning. According to the National Association of Secondary School Principals (NASSP) and the Institute for Education Statistics, one in five principals working in schools in the 2011-12 school year left their school by the 2012-13 school year. Additional research shows that one out of every two principals is not retained beyond their third year of leading a school. School leaders who are retiring, transferring schools, or pursuing new opportunities within the education sector are not being replaced by enough qualified candidates. As a result, many school districts across the country report principal vacancies and a serious lack of qualified applicants to replace them.

It is widely anticipated that the demand for employment of elementary, middle, and high school principals will grow 6 percent nationwide by the year 2022 due to population increases. This surge in demand will increase the financial burden on districts since the cost to recruit, hire, prepare, mentor,
and continue training principals can cost school districts between $36,850 and $303,000, with typical urban school districts spending $75,000 per principal beyond salary and benefits Many school districts across the country are facing a teacher and principal shortage that requires immediate attention and careful long-term planning.

To address this shortage, EDL Programs follow NASSP recommendations in that we collaborate with school districts to increase school leader recruitment efforts and work to decrease the gap between principal training and practice. Our preparation programs include a strong clinical component that often exceeds other USG programs and are oriented toward competencies critical to principal effectiveness in improving instruction, teacher quality, and student achievement (https://www.nassp.org/policy-advocacy-center/nassp-position-statements/principal-shortage/).

U.S. Department of Labor Occupational Outlook Handbook states the Job Outlook for School Principals is 8% per year, with an approximate 20,000 employment change over the next ten years https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm. Our EDL programs play a strong role in meeting these current and future needs facing Georgia’s schools and the needs in other states beyond Georgia.

Table 7. MED in ESOL/TESOL - Value Proposition

<table>
<thead>
<tr>
<th>Program</th>
<th>Enroll. (F18)</th>
<th>Enroll. (F20)</th>
<th>Enroll. (F22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. in ESOL (formerly M.Ed. in TESOL)</td>
<td>18</td>
<td>20</td>
<td>22</td>
</tr>
</tbody>
</table>

The program was renamed due to GaPSC requirements and students have not been admitted to the M.Ed. in TESOL since Fall 2013 when the M.Ed. in ESOL name went into effect.

Numerous courses for the FY 2019-2020 year will be combined with the TESOL MAT students to help with enrollment numbers. According to the University System of Georgia data on Fall enrollment 2014-2018, KSU is the top producing program for candidates enrolled in the MEd TESOL programs. However, graduation rates are unavailable. Historically, this program has been scrutinized by some for its low enrollment numbers despite the fact we contribute highly qualified teachers to help address a national and state TESOL teacher shortage that is considered to be critical according to superintendents. When compared to our constituents, our university is one of the top producing programs for TESOL qualified educators.

Furthermore, Drs. Bennett & Gambrell recently received a $130k grant that focuses on recruiting and retaining special education and TESOL teacher candidates who are already valued school employees and provide them financial and mentoring support throughout their program. Project STEPP: (SPED and TESOL Educational Paraprofessional Pathway) that seeks to dismantle educational barriers for historically underserved students, especially English Language Learners (ELL) and/or students receiving Special Education Services. SPED and TESOL are high-need disciplines within pre-Kindergarten, through secondary schools (P-12) and the activities and programs provided by this grant funding will help to addresses the well documented shortage of teachers in Georgia and throughout the United States (US DOE, 2016). The goal of Project STEPP is to develop a teacher force that is thoroughly prepared to support the growing cultural, linguistic, and neurological/physical diversity in Georgia’s P-12 schools. Project STEPP is significant because many P-12 schools around the nation are seeking qualified educators of ELL students and students receiving SPED services. Therefore, creating a viable pathway to licensure—while not sacrificing the quality of the preparation program—is urgently important.
Table 8. Instructional Technology Programs - Value Propositions

<table>
<thead>
<tr>
<th>Program</th>
<th>Enroll. (F18)</th>
<th>Enroll. (F20)</th>
<th>Enroll. (F22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. in Instructional Technology</td>
<td>26</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Ed.S. in Instructional Technology</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>M.Ed. in Instructional Technology</td>
<td>140</td>
<td>140</td>
<td>140</td>
</tr>
</tbody>
</table>

The Ed.D. in Instructional Technology is completely online and is the only such program in Georgia. This program is also the only Ed.D. program specifically designed to prepare Technology Directors in the state and very few exist across the country.

The Ed.S. in Instructional Technology is completely online and is designed to prepare technology coaches for school districts and teachers who can use technology effectively in their classrooms and help other teachers and leaders use technology. The Ed.S. program assists Georgia educators in upgrading their teaching certificates from T5-T6 (teaching certificate level 5-6) and enables candidates to become eligible for a S6 (service certificate level 6) in instructional technology through GaPSC. The program is aligned to Georgia educational technology standards and national technology coaching standards. The program is also one of the largest instructional technology programs in the state of Georgia and the 3rd largest graduate program at KSU.

The M.Ed. in Instructional Technology is fully online and therefore able to meet the needs of learners everywhere who are without access to an on-campus program. The M.Ed. in Instructional Technology is one of the largest instructional technology programs in Georgia and one of the largest graduate programs at KSU. The M.Ed. is ranked in the top 50 on the 2019 list of Best Online Master’s in Educational Technology Programs based on academic quality, student success, and affordability. The program is also ranked in the top 25 as a Best Value School.

Table 9. Middle Grades Education Programs - Value Propositions

<table>
<thead>
<tr>
<th>Program</th>
<th>Enroll. (F18)</th>
<th>Enroll. (F20)</th>
<th>Enroll. (F22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. in Middle Grades Education</td>
<td>3</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Ed.S. in Middle Grades Education</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>M.Ed. in Middle Grades Education</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

The Ed.D. degree in Middles Grades Education is designed for candidates who possess a teaching certificate and hold a Master's degree in a Georgia Professional Standards Commission recognized area of certification. Through this program, candidates develop the knowledge, skills, and dispositions to serve as learner-centered specialists engaging in scholarly inquiry and research. Through Teaching Field courses and electives, they deepen their expertise in a chosen area of study. This program of study thus provides the skills necessary to synthesize theory and practice through further examination of theoretically-based curriculum development, understanding of global education issues, and inquiry into making education equitable, democratic, humane, and socially just.

The Ed.S. in Middles Grades Education is fully embedded into the Ed.D. program, meaning those students who complete the Ed.S. in Secondary or Middles Grades Education at Kennesaw State University may apply their entire program of study to the Ed.D. Those students who have completed their Ed.S. at another institution are eligible to have their transcripts analyzed and can possibly receive up to 17 hours credit toward the Ed.D. The Ed.S. is designed for teachers who desire opportunities to further develop and refine their expertise and skills that they learned in the M.Ed.

The Master of Education (M.Ed.) in Middle Grades Education is for teachers certified in middle (4-8) or secondary (6-12) English/language arts, history/social studies, mathematics, or the sciences.
These content-focused, standards-based programs emphasize the development of:

- evidence-based instructional leaders who know how to build on the strengths and meet the needs of all learners;
- reflective scholar-practitioners who know how to use, produce, and disseminate educational research; and
- responsive change agents who know how to maintain partnerships with families and communities.

In relationship to the BCOE R2 Vision all of these programs focus on educating well-qualified educators who are prepared to use socially just, equitable, and research-informed strategies to improve the lives and communities of students they teach.

### Table 10. Secondary Education Programs – Value Propositions

<table>
<thead>
<tr>
<th>Program</th>
<th>Enroll. (F18)</th>
<th>Enroll. (F20)</th>
<th>Enroll. (F22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. in Secondary Education</td>
<td>31</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>Ed.S. in Secondary Education</td>
<td>39</td>
<td>40</td>
<td>41</td>
</tr>
<tr>
<td>M.Ed. in Secondary Education</td>
<td>36</td>
<td>40</td>
<td>42</td>
</tr>
</tbody>
</table>

The Ed.D. degree in Secondary Education is designed for candidates who possess a teaching certificate and hold a Master’s degree in a Georgia Professional Standards Commission recognized area of certification. Through this program, candidates develop the knowledge, skills, and dispositions to serve as learner-centered specialists engaging in scholarly inquiry and research. Through Teaching Field courses and electives, they deepen their expertise in a chosen area of study. This program of study thus provides the skills necessary to synthesize theory and practice through further examination of theoretically-based curriculum development, understanding of global education issues, and inquiry into making education equitable, democratic, humane, and socially just.

The Ed.S. in Secondary Education is fully embedded into the Ed.D. program, meaning those students who complete the Ed.S. in Secondary or Middles Grades Education at Kennesaw State University may apply their entire program of study to the Ed.D. Those students who have completed their Ed.S. at another institution are eligible to have their transcripts analyzed and can possibly receive up to 17 hours credit toward the Ed.D. Similar to the Ed.S. in Middle Grades Education, the Ed.S. in Secondary Education is designed for educators who desire opportunities to further develop and refine the expertise and skills they learned in their M.Ed.

The Master of Education (M.Ed.) in Secondary Education is for teachers certified in middle (4-8) or secondary (6-12) English/language arts, history/social studies, mathematics, or the sciences.

These content-focused, standards-based programs emphasize the development of:

- evidence-based instructional leaders who know how to build on the strengths and meet the needs of all learners;
- reflective scholar-practitioners who know how to use, produce, and disseminate educational research; and
- responsive change agents who know how to maintain partnerships with families and communities.

In relationship to the BCOE R2 Vision all of these programs focus on educating teachers who are prepared to use socially just, equitable, and research-based strategies to improve the lives and communities of students they teach.
Table 11. Special Education Programs – Value Proposition

<table>
<thead>
<tr>
<th>Program</th>
<th>Enroll. (F18)</th>
<th>Enroll. (F20)</th>
<th>Enroll. (F22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. in Special Education</td>
<td>7</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Ed.S. in Special Education</td>
<td>0</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>M.Ed. in Special Education</td>
<td>36</td>
<td>40</td>
<td>42</td>
</tr>
</tbody>
</table>

According to the University System of Georgia data on Fall enrollment 2014-2018, KSU is the top producing program for candidates enrolled in the MEd in SPED program. This program may appear to have low enrollment numbers, however we contribute highly qualified teachers to help address a national and state critical SPED teacher shortage. Compared to our peers, our university one of the top producing programs as illustrated by the table below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Avg of 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGA</td>
<td>18</td>
<td>38</td>
<td>35</td>
<td>24</td>
</tr>
<tr>
<td>GSU</td>
<td>8</td>
<td>12</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>KSU</td>
<td>28</td>
<td>26</td>
<td>36</td>
<td>28</td>
</tr>
<tr>
<td>Augusta</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Georgia Southern</td>
<td>18</td>
<td>19</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>UWGa</td>
<td>24</td>
<td>13</td>
<td>44</td>
<td>28</td>
</tr>
<tr>
<td>Valdosta State</td>
<td>10</td>
<td>14</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

Within our Ed.D. program, we currently have 4 doctoral candidates working on their dissertations, 1 doctoral student who successfully passed their comprehensive exams (comps), and 1 doctoral student who is completing comps. The graduation rate for the Ed.D. and Ed.S. SPED programs are:

<table>
<thead>
<tr>
<th>Degree</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD SPED</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>EDS SPED</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>13</td>
</tr>
</tbody>
</table>

We believe a distinguishing feature of our Special Education programs is our ability to offer access to learning in the recently opened AVATAR Lab, providing a simulated learning opportunity for students to practice their interactions with special needs students. Only 19 institutions in the nation have a similar lab. Additionally, our faculty regularly submit and receive federally funded grants, and will be participating in the AACTE Special Education Teacher Shortage Networked Improvement Community (NIC), bringing greater visibility to KSU, BCOE, and our SPED programs.

Table 12. Teacher Leadership Programs – Value Proposition

<table>
<thead>
<tr>
<th>Program</th>
<th>Enroll. (F18)</th>
<th>Enroll. (F20)</th>
<th>Enroll. (F22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. in Teacher Leadership</td>
<td>31</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>Ed.S. in Teacher Leadership</td>
<td>3</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>M.Ed. in Teacher Leadership</td>
<td>12</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

Teacher Leadership is a relatively new degree field in the state of Georgia and it is rapidly becoming an area of anticipated growth and need for the state according to a recent forum on Teacher Pipelines. Teacher Leadership (GaPSC Rule 505-3-.53) prepares teachers with Level 6 certification for “providing professional development, building a school culture of continuous improvement and becoming change agents while maintaining the role of classroom teacher” (GaPSC Guidance for Educators, May 9, 2012). Graduates of this performance-based program are teacher leaders who plan and lead professional
development; who mentor and coach other teachers; who align curriculum, instruction, and assessment; who model best teaching practices; who analyze data and improve learning through data-informed decision-making; who apply research-based approaches to instructional challenges; and who collaborate with all stakeholders to improve student learning.

KSU has the only Ed.D. in Teacher Leadership degree program in the state of Georgia. As our recent Ed.D. in Teacher Leadership graduation rates demonstrate, faculty have been working diligently to support Teacher Leadership doctoral students through the completion of the dissertation and graduation (e.g., a total of 18 doctoral students graduated from this program in FY18 and FY19). Ed.D. in Teacher Leadership is an important contributor to the number of doctoral graduates needed for KSU to maintain its R2 status. We anticipate that enrollment in the Ed.D. program will remain relatively steady due to the current level of faculty resources.

BCOE’s M.Ed., Ed.S. and Ed.D. in Teacher Leadership were designed so that the eight core courses serve all three degrees. Thus, the eight core course enrollments are well above the minimums for graduate courses. Because KSU is a leader in the state of Georgia in the field of teacher leadership (our faculty serve on state committees and have been invited to attend/lead special statewide meetings), we are committed to increasing the enrollment— and thus the graduation rates—of both the M.Ed. and Ed.S. in Teacher Leadership. In the Ed.S., we will increase the enrollment to 10 in Fall 2020 and 15 in Fall 2022. In the M.Ed., we will increase the enrollment to 15 in Fall 2020 and 20 in Fall 2022. Note: students may achieve Teacher Leadership certification at only one level (Ed.D., Ed.S., or M.Ed.). We have found that many students complete the Ed.S. or M.Ed. in another area (such as Instructional Technology or Elementary Education) and then complete Teacher Leadership certification at the Ed.D. level. Thus, this program design (i.e., students’ opportunity to achieve Teacher Leadership certification at only one degree level at KSU) may affect our Ed.S. and M.Ed. enrollments in Teacher Leadership.

Table 13. M.Ed. in Reading Value Proposition

<table>
<thead>
<tr>
<th>Program</th>
<th>Enroll. (F18)</th>
<th>Enroll. (F20)</th>
<th>Enroll. (F22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. in Reading</td>
<td>10</td>
<td>12</td>
<td>20</td>
</tr>
</tbody>
</table>

M.Ed. in Reading is designed to prepare content experts in the field of Reading who can effectively teach diverse groups of struggling readers and assist other teachers and leaders by means of systematic literacy coaching.

Two-thirds of Georgia’s third-graders are not reading on grade level, bringing long-term negative consequences to these children, their families, their communities, and our state. Unwilling to yield any longer to the unspeakable rate of illiteracy in Georgia, hundreds of public and private leaders from across the state and across sectors have come together to take on third-grade reading as an urgent priority for all who care about children’s health and well-being and created Get GA Reading, a statewide initiative.

Even though the target group of students for Get GA Reading are children, ages 0-8, the third-grade illiteracy rates result in high levels of disengagement and low achievement in math, science and social studies in grades 4-12. Therefore, GA’s high illiteracy rates in elementary school result in low high school graduation rates in high school.

In May of 2019, Governor Brian Kemp is expected to sign into law requirements that GA schools (and universities) offer services to students classified with Dyslexia. According to the research, students with Dyslexia require systematic, structured language instruction that is not offered on a regular basis in GA schools. One of the reasons for this gap in services is the fact that GA universities do not routinely prepare teachers on how to implement these systematic, structured language approaches. At the present time, only the University of GA offers a certificate in Dyslexia. Once signed into law by the
governor, the GA PSC is expected to require all teacher education programs to align their programs with the professional standards of the International Dyslexia Association (IDA). If this occurs, the Reading faculty in all universities (including KSU) will have to work closely with faculty in other content areas to assure that the standards are met. Similarly, all of the Reading programs will have to be updated and upgraded.

As one of the largest producers of teachers in the State of GA, the Bagwell College of Education has a responsibility to our partner school districts, and to the community at large, to reverse this trend of illiteracy, particularly as related to students with Dyslexia. Fortunately, we have faculty expertise in the area of addressing dyslexia. This means that we must support the faculty who work with the two programs with low enrollment. In 2018-2019, the faculty designed and submitted significant changes to streamline and market the programs to enhance the quality and increase enrollment. When (if) those changes are approved and implemented, we believe that enrollment will begin to increase. The BCOE now has the potential to become a major player in reversing the tide of illiteracy in GA with two high quality online Reading programs (and a high tech Literacy Center).

Table 14. MAT in Teaching Concentrations – Value Propositions

<table>
<thead>
<tr>
<th>Program</th>
<th>Enroll. (F18)</th>
<th>Enroll. (F20)</th>
<th>Enroll. (F22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT in Teaching</td>
<td>54</td>
<td>60</td>
<td>62</td>
</tr>
</tbody>
</table>

The Master of Arts in Teaching (MAT) plays an essential role in facilitating career transitions for professionals who hold an undergraduate degree in a discipline and have professional experience in a specific discipline to transition into the teaching field. There are eight MAT concentrations housed within three of the KSU academic colleges: 1) Bagwell College of Education, 2) College of the Arts, and College of Humanities and Social Sciences. Since the MAT in Teaching is a single degree and major, the Department of Secondary and Middle Grades Education serves as the primary home for all eight concentrations and coordinates the program implementation across all departments associated with a concentration. The concentrations include:

- Biology Education (grades 6-12),
- Chemistry Education (grades 6-12),
- Physics Education (grades 6-12),
- English Education (grades 6-12),
- Mathematics Education (grades 6-12),
- Art Education (grades P-12),
- ESOL (grades P-12),
- Special Education (grades P-12).

The value proposition for the MAT in Teaching program is that it recruits professionals from extremely high needs content areas to become certified educators in teaching shortage areas. Doing so supports goal 2 of the BCOE R2 Roadmap Vision: preparing teachers and leaders who create socially just, equitable, and innovative technology solutions to current, and future, educational challenges, both locally and globally.

Educators teaching in high needs fields such as science, math, special education, art and ESOL must be prepared to implement technology enhanced learning, and advocate for socially just practices for all P-12 students.

Moving forward, the College wishes to consider adding an elementary education concentration to the MAT in Teaching. There has been increased demand and requests in the past two years, as well as faculty interest in such a program.

b. Graduate programs either not meeting or in danger of not meeting USG expectations of viability (less than 5 graduates per year at doctoral or specialist level and 8 at a master’s degree level), including the number of applications to those programs in the last year, acceptance/graduation rates, average class sizes (excl. thesis & dissertation), percentages of f/t and p/t faculty teaching in the program.
Table 15. BCOE Programs Not Meeting or In Danger of Not Meeting USG Expectations with Rationale

<table>
<thead>
<tr>
<th>Program</th>
<th>3 Yr Avg Graduation (FY16, 17, 18)</th>
<th>5 Yr Avg Graduation (FY14, 15, 16, 17, 18)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. in Special Education</td>
<td>1</td>
<td>1</td>
<td>Given the current national and state critical shortage of special education teachers and the fact that Georgia has maintained a shortage of special education teachers dating back to the 1990-1991 school year (US. DOE, 2017) there is a need to support in- and pre-service teachers in obtaining the knowledge, skills, and dispositions to be highly effective in ensuring positive outcomes for children with disabilities that will strengthen their transition throughout their schooling. We have currently suspended enrolling for this program until Summer 2020 for a variety of reasons. We have numerous faculty that have received outside awards and leadership positions (i.e., Interim Chair, Year of Morocco and Greece, BCOE Research Fellowship, Tenured Teaching Sabbatical, etc.) which stretches our SPED faculty thin and want to ensure that our candidates have the best supports possible. Furthermore, for the upcoming academic year SPED faculty will focus our recruitment efforts on increasing our SPED MAT numbers and revising the SPED MAT program.</td>
</tr>
<tr>
<td>Ed.D. in Educational Leadership</td>
<td>4</td>
<td>3</td>
<td>We had more graduates in FY18 than either our 3- or 5-Yr Ave. With 30 students currently, our doctoral numbers are robust and at capacity.</td>
</tr>
<tr>
<td>Ed.D. in Instructional Technology</td>
<td>1</td>
<td>1</td>
<td>We have intentionally kept the enrollment low in the Ed.D. in Instructional Technology (ITEC) due to the lack of faculty within the ITEC Department. We have 11 total faculty members (not including the Department Chair). Therefore, we stopped enrolling for a few years until we could hire additional faculty. We hired 3 new assistant professors in Fall 2018, so we have been admitting new students again.</td>
</tr>
<tr>
<td>Ed.D. in Middle Grades Education</td>
<td>0</td>
<td>0</td>
<td>Since 2005, five students were admitted to the EdD in Middle Grades Education. All qualified students were admitted. We recruited for this program at 6 state or regional conferences. There is not an EdD concentration in science, which could be one reason that the enrollment is low.</td>
</tr>
<tr>
<td>Ed.D. in Secondary Education</td>
<td>5</td>
<td>4</td>
<td>Between 2015 and 2018, 5 Secondary EdD students have graduated. Although this graduation number is small, (1) the program was just getting off the ground and becoming known to potential students prior to 2015. We had only a few students the first couple of years in the program; (2) our students are working full time, and it is not expected</td>
</tr>
</tbody>
</table>
that they will complete their degree in less than four years. We will have 5 graduates in Spring 2019 and 3 more in Summer 2019. Three new students start in Spring 2019 and we have 5 applicants for Summer 2019, all of whom were accepted. We have inquiries about the program almost daily. We do not have a science concentration for the EdD program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Graduates</th>
<th>Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. in Early Childhood Education</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Ed.D. in Teacher Leadership</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Ed.S. in Special Education</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Ed.S. in Middle Grades Education</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Suspended Enrollment until Fall 2021. Ed/S/Ed.D. was put on hold to ensure that students who were already enrolled were able to move through the system with adequate faculty support. Time to move the program revisions through the curriculum cycle is necessary before we begin recruitment and enrollment.

Teacher Leadership is a relatively new degree field in the state of Georgia. The Ed.D. program curriculum requires six semesters (two full years) plus a minimum of 9 credit hours of dissertation. Since FY17, we have steadily graduated Teacher Leadership doctoral students as follows: FY17 – 3, FY18 – 9, and FY19 – 9. Due to the newness of the program, we do NOT yet have an accurate 5-year graduation average. However, our most current three-year graduation average for FY17, FY18, and FY19 is seven (7).

A total of 18 doctoral students graduated from this program in FY18 and FY19.

Given the current national and state critical shortage of special education teachers and the fact that Georgia has maintained a shortage of special education teachers dating back to the 1990-1991 school year (US. DOE, 2017) there is a need to support in- and pre-service teachers in obtaining the knowledge, skills, and dispositions to be highly effective in ensuring positive outcomes for children with disabilities that will strengthen their transition throughout their schooling.

We have currently suspended applications for this program until Summer 2020 for a variety of reasons, but primarily dealing with lack of faculty numbers to appropriately support new students. We have numerous faculty that have received outside awards and leadership positions (i.e., Interim Chair, Year of Morocco and Greece, BCOE Research Fellowship, Tenured Teaching Sabbatical, etc.) which stretches our SPED faculty thin and want to ensure that our candidates have the best supports possible.

Enrollment numbers in the Ed.S. in Middle Grades Education have risen from 3 to 8 across the past six years: 2013 = 3, 2014 = 2, 2015 = 2.
In addition, due to the fact our Ed.D. program is embedded with our Ed.S. degree, often time, the students we admitted for MGE Ed.D. began their coursework at the Ed.S. level. Therefore, we should also account for the number of students who were admitted and enrolled in the Ed.D. programs when reviewing the numbers.

<table>
<thead>
<tr>
<th>Program</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.S. in Early Childhood Education</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ed.S. in Teacher Leadership</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>M.Ed. in Teacher Leadership</td>
<td>9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>M.Ed. in Reading</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>M.Ed. in TESOL (currently MED in ESOL)</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Suspended Enrollment until Fall 2021. Ed/S/Ed.D. was put on hold to ensure that students who were already enrolled were able to move through the system with support. Time to move the program revisions through the curriculum cycle is necessary before we begin recruitment and enrollment.

Teacher Leadership is a relatively new degree field in the state of Georgia. BCOE’s M.Ed., Ed.S. and Ed.D. in Teacher Leadership were designed so that the eight core courses serve all three degrees. Thus, the core course enrollments are well above the minimums for graduate courses. Because KSU is a leader in the state of Georgia in the field of teacher leadership, we are committed to increasing the enrollment—and thus the graduation rates—in the Ed.S. in Teacher Leadership. See previous section on Teacher Leadership for enrollment increase projections.

BCOE’s M.Ed. in Teacher Leadership has experienced a five-year average fall semester enrollment of 16 students.

Because KSU is a leader in the state of Georgia in the field of teacher leadership, we are committed to increasing the enrollment—and thus the graduation rates—in the M.Ed. in Teacher Leadership.

According to Dean Dishman and the former Associate Vice President for Curriculum, the M.Ed. in Reading is considered a new program since the first candidates were admitted in Summer 2015. Therefore, this program has not yet had the opportunity to graduate cohorts over a three and five year period. As of Fall 2018, the M.Ed. in Reading had ten candidates enrolled in the program.

This program was renamed in Fall 2013 to M.Ed. in ESOL, therefore the M.Ed. in TESOL should not be included in this list.
In Fall 2013, this program was renamed to the M.Ed. in ESOL due to GaPSC requirements. The last M.Ed. in TESOL candidates graduated in Spring 2014 and effective Summer 2014, all candidates in the program were under the new M.Ed. in ESOL program. The program title was discontinued. The renamed program M.Ed. in ESOL has healthy enrollment and graduation averages.

Table 16. Data for Programs on USG Not Meeting Expectations List

<table>
<thead>
<tr>
<th>Program</th>
<th># of Applications FY18</th>
<th># of Acceptances FY18</th>
<th>Acceptance Rate</th>
<th># of Graduates FY18</th>
<th>Average Class Size</th>
<th>% of FT Faculty</th>
<th>% of PT Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. in Special Education *</td>
<td>3</td>
<td>1</td>
<td>33%</td>
<td>0</td>
<td>16</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>Ed.D. in Educational Leadership</td>
<td>16</td>
<td>16</td>
<td>100%</td>
<td>6</td>
<td>4</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Ed.D. in Instructional Technology</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>16</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>Ed.D. in Middle Grades Education</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>14</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>Ed.D. in Secondary Education</td>
<td>21</td>
<td>16</td>
<td>76%</td>
<td>3</td>
<td>12</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>Ed.D. in Early Childhood Education *</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Ed.D. in Teacher Leadership</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>9</td>
<td>10</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>Ed.S. in Special Education</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>17</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Ed.S. in Middle Grades Education</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>1</td>
<td>16</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>Ed.S. in Early Childhood Education *</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>17</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>Ed.S. in Teacher Leadership</td>
<td>3</td>
<td>2</td>
<td>67%</td>
<td>0</td>
<td>17</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>M.Ed. in Teacher Leadership</td>
<td>11</td>
<td>11</td>
<td>100%</td>
<td>7</td>
<td>17</td>
<td>46%</td>
<td>54%</td>
</tr>
</tbody>
</table>

*Temporarily suspended enrollment as described in the previous sections.

Table 17. USG Low Enrollment List Program Details

**Ed.D. in Special Education**

*Description of Program Administration Structure & Annual Resources*

- The Ed.D. SPED program is comprised of 66 credit hours (minimum) of course work over a period if approximately 4-5 semesters (including courses in summer). They may take another 2-3 semesters to complete their dissertation. We typically enroll every Summer, although we currently have paused this program for a variety of departmental reasons. We plan to recruit heavily within the upcoming academic year and open the application process for a Summer 2020 cohort.
• This program prepares candidates to be leaders in the field of special education and will allow candidates to advance from to move between T, L, PL, and/or S certificates of greater influence and impact for schools and P-12 students of Georgia.
• This program typically has a Program coordinator who would receive one course reassignment for Fall and Spring. Due to the program pause, the Chair is fielding program inquiries, student questions, and other programmatic duties.

**Description of Enrollment/Graduation Rates of Comparator Programs**
The below table is enrollment data for EDD SPED program across the state of Georgia, according to the University System of Georgia data on Fall enrollment 2014-2018. Graduation rates are unavailable. Historically, this program has been scrutinized for its low enrollment numbers despite the fact we contribute highly qualified teachers to a national and state critical SPED teacher shortage. Yet compared to our constituents, our university is one of the only programs producing candidates with a SPED Ed.D. degree.

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Avg of 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGA</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GSU</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>KSU</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Augusta</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GA Southern</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>UWGA</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Justification and Recommendation of Need to Achieve College’s R2 Vision**
• Given the current national and state critical shortage of special education teachers and the fact that Georgia has maintained a shortage of special education teachers dating back to the 1990-1991 school year (US. DOE, 2017) there is a need to support in- and pre-service teachers in obtaining the knowledge, skills, and dispositions to be highly effective and ensuring positive outcomes for children with disabilities that will strengthen their transition throughout their schooling.
• This program aligns to the BCOE’s vision of preparing teachers and leaders who create socially just solutions to current, and future, educational challenges (both locally and globally) and producing scholarship that addresses critical societal issues and improves the lives of people in Georgia and beyond.
• Drs. Zimmer & Bennett applied to join the AACTE Special Education Teacher Shortage Networked Improvement Community (NIC), which focuses on special education teacher recruitment and retention. This NIC aims to address the problem of the shortage of prepared ad credentialed special education teachers in public schools across the nation. This participation in this NIC aligns with the vision of the R2 Roadmap collaborating with other institutions of higher education on strategies to increase retention and enrollment in our special education licensure/certification programs at KSU. Furthermore, we are seeking innovative strategies to offer mentoring/professional development to our graduates once they graduate our programs and enter the workforce.

**Ed.D. in Educational Leadership**

**Description of Program Administration Structure & Annual Resources**
The Ed.D. in Educational Leadership is a 45-hour professional degree program. It is comprised of Core Courses (12 hours), Concentration Courses (12 hours), Elective Courses (12 hours), and Dissertation Hours (9 hours). Currently students are required to hold an Education Specialist degree in Educational Leadership to enroll in the Ed.D.
• The program admits for both summer and fall semesters.

• A program coordinator (PC) administers this program. The PC is provided with a course reassignment each fall and spring and receives a coordinator stipend in the summer.

Description of Enrollment/Graduation Rates of Comparator Programs

Average Five Year Enrollment of Comparator Institutions:

KSU’s USG-reported Five Year Average: 28
Georgia State: 38
UGA: 60
Georgia Southern: 107
(includes 2 combined strands: P-12 Admin and Higher Education or Teacher Leadership)
West Georgia: 56 (EdD in School Improvement -- which is open to classroom teachers)

Justification and Recommendation of Need to Achieve College’s R2 Vision

Our graduate programs in educational leadership are at the core of BCOE’s vision to provide high quality educational experiences at the graduate and doctoral levels in addition to preparing leaders who are equipped with the tools needed to provide socially just solutions to problems in the field of education. Additionally, the Department of Educational Leadership is well positioned with faculty who are highly skilled and able to investigate critical societal issues that will impact policy and practice locally, nationally, and globally. Further, EDL has engaged in and continues to engage in innovative teaching, and purposeful research, some of which is supported by grants secured by faculty, community outreach that connects with ongoing departmental goals and initiatives, and service that aligns with the vision and the mission of the college. As one of the central tenets of the BCOE vision is to form mutually beneficial partnerships, EDL has already begun forging partnerships with some local school districts and critical community stakeholders.

Ed.D. in Instructional Technology

Description of Program Administration Structure & Annual Resources

The program has one program coordinator who receives one course release each semester. We enroll every other Fall semester. Our next enrollment period will be Fall 2020.

Description of Enrollment/Graduation Rates of Comparator Programs

Enrollment data for doctoral-level programs in the USG. Graduation rates are unavailable.

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGA – Ph.D.</td>
<td>45</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>GSU – Ph.D.</td>
<td>22</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>KSU – Ed.D.</td>
<td>14</td>
<td>13</td>
<td>26</td>
</tr>
</tbody>
</table>

Justification and Recommendation of Need to Achieve College’s R2 Vision

We have intentionally kept the enrollment low in the Ed.D. in Instructional Technology (ITEC) due to the lack of faculty within the ITEC Department. We only have 11 total faculty members within the department (not including the Department Chair), and we have very high enrollment in our M.Ed. and Ed.S. programs. By design, we only enroll every two years in the Ed.D. program in order to ensure a high-quality program. We enrolled our first cohort in our revised program in 2016 and our second cohort in 2018. We plan to enroll our next cohort of 20 students in Fall 2020. Once these initial cohorts begin to graduate (Fall 2020), we should produce enough graduates to be removed from the low producing programs list. The Ed.D. in ITEC will soon be an important contributor to the number of doctoral graduates needed for KSU to maintain its R2 status.

Ed.D. in Middle Grades Education

Description of Program Administration Structure & Annual Resources
The program admits for both summer and fall semesters.

A program coordinator (PC) administers this program with the assistance of a committee comprised of representatives from each of the disciplines represented within the program. The same PC also administers the Ed.D. in Secondary Education. The PC is provided with a course reassignment each fall and spring and in alternating summers (alternated with the PC of the Ed.S.).

**Description of Enrollment/Graduation Rates of Comparator Programs**

The comparator institutions (Valdosta State, Georgia Southern, UGA, Georgia State) do not have an Ed.D. program in middle grades education.

**Justification and Recommendation of Need to Achieve College’s R2 Vision**

Since 2005, five students were admitted to the EdD in Middle Grades Education. All qualified students were admitted. We recruited for this program at 6 state or regional conferences. There is not an EdD concentration in science, which could be one reason that the enrollment is low.

KSU has the only EdD program available in middle grades education in our comparator institutions. We believe this program is important and aligned with our R2 vision.

Kennedy et al. (2016) argue, “the following conceptual questions need to be addressed by middle level scholars in order to create a foundation for the development of a collection of research studies on cultural responsiveness that can be synthesized and shared.” 1) “What is Cultural Responsiveness in Middle Level Education?” 2) “What Does It Mean to be an Effective, Culturally Responsive Middle School?” 3) “What Research Methodologies and Methods Best Capture Middle Level Educators’ Successes with Marginalized Students?” (Kennedy, et al., p. 8)

Part of our R2 Vision in BCOE is to prepare teachers and leaders to be socially just and equitable teachers. The answers to conceptual questions 1 and 2 would be salient for this goal. The third conceptual question demonstrates the importance of doctoral level work in creating successful and just middle grades educators. These are critical educational issues that would improve the lives of middle school students in Georgia and beyond, which is another aspect of our R2 vision.

With our EdD program in middle grades being the only one available among our comparator institutions, we believe it is important to ramp up recruitment efforts to bring middle grades teachers into the program in an effort to improve the middle grades education for Georgia’s students, especially those from traditionally underserved populations.

Despite its importance, we do recognize that the program is struggling. We intend to combine the middle and secondary EdDs at Kennesaw State into a single program, but we will still address issues that are specific to middle grades learners.


**Ed.D. in Secondary Education**

**Description of Program Administration Structure & Annual Resources**

A program coordinator (PC) administers this program with the assistance of a committee comprised of representatives from each of the disciplines represented within the program. The same PC also administers the Ed.D. in Secondary Education. The PC has with a course reassignment each fall and spring and in alternating summers (alternated with the PC of the Ed.S.).
Description of Enrollment/Graduation Rates of Comparator Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Avg of 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGA—EdD in Science Education</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Georgia Southern—EdD in Curriculum Studies</td>
<td>153</td>
<td>145</td>
<td>139</td>
<td>152</td>
</tr>
<tr>
<td>Valdosta State—EdD in Curriculum and Instruction</td>
<td>93</td>
<td>105</td>
<td>103</td>
<td>99</td>
</tr>
<tr>
<td>Georgia State—EdD in Curriculum and Instruction</td>
<td>32</td>
<td>40</td>
<td>39</td>
<td>31</td>
</tr>
</tbody>
</table>

Note: UGA offers Ph.D.s in Mathematics Education, Science Education, & Language and Literacy Education. Georgia State has a Ph.D in Teaching and Learning. Curriculum and Instruction (see offerings listed above), while having some similarities, is a different content area than Secondary Education.

Justification and Recommendation of Need to Achieve College’s R2 Vision

Between 2015 and 2018, 5 Secondary EdD students graduated. Although this graduation number is small, (1) the program was just getting off the ground and becoming known to potential students prior to 2015. We only had a few students during the first couple of years in the program; (2) Our students are working full time, and it is not expected that they will complete their degree in less than four years. We will have 5 graduates in Spring 19 and 3 more in Summer 19. Three new students start in Spring 10 and we have 5 applicants for Summer 2019, all of whom were accepted. We have inquiries about the program almost daily. We do not have a science concentration for the EdD program. Combining the EdD program in middle grades with the EdD program in secondary will strengthen the enrollment of both programs.

The key to a just society is a just educational system. Gutierrez (2002) claimed, “equity in... education will not be achieved until it is no longer possible to predict... achievement and participation based solely on student characteristics such as race, class, ethnicity, sex, beliefs, and proficiency in the dominant language” (p. 153). Unequal outcomes, achievement gaps, what Ladson-Billings (2006) called the “education debt” are perhaps the most important issues in modern education. Doctoral programs and research at all levels of K-12 education are paramount in moving toward a more just society. Therefore, programs with low enrollment or low graduation rates should be targeted to increase enrollments and graduation rates, not for deactivation. How will we move the field forward toward more equitable and just education without reflective, knowledgeable teacher leaders and educational researchers both at the university and K-12 levels?


Ed.D. in Early Childhood Education

Description of Program Administration Structure & Annual Resources

Program coordination is currently at the chair/assistant chair level. As enrollment is reinstituted, the coordination will move to a faculty member at one course release per semester. This faculty member will coordinate admission, ensure that online course sections are well developed and work to support students through the program. Annual resources will include personnel to teach and serve as dissertation committee members.

The Ed.S. coursework is included in the Ed.D. program of study, allowing students the option of completing their degree or applying the coursework to the Ed.D.

Description of Enrollment/Graduation Rates of Comparator Programs
UGA and Georgia State have deactivated their PhD programs in Early Childhood/Elementary. No university in the USG currently has an EdD in Early Childhood or Elementary based on the USG comparative report.

**Justification and Recommendation of Need to Achieve College’s R2 Vision**

Ed/S/Ed.D. was put on hold to ensure that students who were already enrolled were able to move through the system with support. Time to move the program revisions through the curriculum cycle is necessary to begin recruitment and enrollment.

The Ed.D. in ECE should definitely be maintained as it will soon be an important contributor to the number of doctoral graduates needed for KSU to maintain its R2 status. With very few options for Ed.D. programs in Elementary/Early Childhood Education in the USG, our revised program has the potential of being highly sought after as well as filling a gap for those looking for higher degree level options within the state. The plan to begin enrollment again in Fall 21 should help meet the BCOE vision of high-quality educational experiences at the graduate level that leads to better preparation of teachers and leaders who create socially just solutions to current and future educational challenges.

**Ed.D. in Teacher Leadership**

*Description of Program Administration Structure & Annual Resources*

Teacher Leadership is a relatively new degree field in the state of Georgia. Teacher Leadership (GaPSC Rule 505-3-.53) prepares teachers with Level 6 certification for “providing professional development, building a school culture of continuous improvement and becoming change agents while maintaining the role of classroom teacher” (GaPSC Guidance for Educators, May 9, 2012). Graduates of this performance-based program will be teacher leaders who plan and lead professional development; who mentor and coach other teachers; who align curriculum, instruction, and assessment; who model best teaching practices; who analyze data and improve learning through data-informed decision-making; who apply research-based approaches to instructional challenges; and who collaborate with all stakeholders to improve student learning.

The Ed.D. in Teacher Leadership program includes a minimum of 48 hours delivered in an online format.

All of BCOE’s Teacher Leadership programs (Ed.D., Ed.S., M.Ed., and Endorsement) are administered by one faculty program coordinator who receives two course reassignments annually and 10% salary in summer. Because the program is a collaborative graduate program, it is not affiliated with an academic department; oversight is currently provided by the BCOE Associate Dean for Graduate Studies and Research, but we will be aligning all of the BCOE collaborative programs with academic home departments for oversight next year.

**Description of Enrollment/Graduation Rates of Comparator Programs**

The BCOE Teacher Leadership programs began enrolling students in Fall 2013 (or FY14). Since FY17, we have steadily graduated Teacher Leadership Ed.D. students as follows: FY17 – 3, FY18 – 9, and FY19 – 9. Due to the newness of the program, we do NOT yet have an accurate 5-year graduation average (i.e., no graduates in FY14, FY15 or FY16). However, our most current three-year graduation average for FY17, FY18, and FY19 is seven (7). A total of 18 doctoral students graduated from this program in FY18 and FY19.

KSU has the only Ed.D. in Teacher Leadership degree program in the state of Georgia.

**Justification and Recommendation of Need to Achieve College’s R2 Vision**

The Ed.D. in Teacher Leadership is central to our College’s R2 Vision. Along with other doctoral programs in the college, the Ed.D. in Teacher Leadership will continue to contribute to the number of annual doctoral graduates for the college (e.g., a total of 18 students graduated from this program in FY18 and FY19).
Ed.S. in Special Education

**Description of Program Administration Structure & Annual Resources**

- The EdS SPED program is comprised of 30 credit hours (minimum) of course work over a period of approximately 3-4 semesters (including courses in summer). We typically enroll every Summer, although we currently have paused this program for a variety of departmental reasons. We plan to recruit heavily within the upcoming academic year and open the application process for a Summer 2020 cohort.
- This program prepares candidates to be leaders in the field of special education and will allow candidates to advance from to move between T, L, PL, and/or S certificates of greater influence and impact for schools and P-12 students of Georgia.
- This program typically has a Program coordinator who would receive one course reassignment for Fall and Spring. Due to the program pause, the Chair is fielding program inquiries, student questions, and other programmatic duties.

**Description of Enrollment/Graduation Rates of Comparator Programs**

The below table is enrollment data for EDS SPED program across the state of Georgia, according to the University System of Georgia data on Fall enrollment 2014-2018. Graduation rates are unavailable. Majority of our EdS candidates move from the EdS program to our EDD program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Avg of 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGA</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>Deactivated</td>
</tr>
<tr>
<td>GSU</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>KSU</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Augusta</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Georgia Southern</td>
<td>13</td>
<td>14</td>
<td>32</td>
<td>18</td>
</tr>
<tr>
<td>UWGa</td>
<td>49</td>
<td>61</td>
<td>75</td>
<td>66</td>
</tr>
<tr>
<td>Valdosta State</td>
<td>22</td>
<td>34</td>
<td>29</td>
<td>22</td>
</tr>
</tbody>
</table>

**Justification and Recommendation of Need to Achieve College’s R2 Vision**

- Given the current national and state critical shortage of special education teachers and the fact that Georgia has maintained a shortage of special education teachers dating back to the 1990-1991 school year (US. DOE, 2017) there is a need to support in- and pre-service teachers in obtaining the knowledge, skills, and dispositions to be highly effective and ensuring positive outcomes for children with disabilities that will strengthen their transition throughout their schooling, and to help ease Georgia’s shortage in this area.
- This program aligns to the BCOE’s vision of preparing teachers and leaders who create socially just solutions to current, and future, educational challenges (both locally and globally) and producing scholarship that addresses critical societal issues and improves the lives of people in Georgia and beyond.
- Drs. Zimmer & Bennett submitted an application to join the AACTE Special Education Teacher Shortage Networked Improvement Community (NIC), which focuses on special education teacher recruitment and retention. This NIC aims to address the problem of the shortage of prepared ad credentialed special education teachers in public schools across the nation. This participation in this NIC aligns with the vision of the R2 Roadmap collaborating with other institutions of higher education on strategies to increase retention and enrollment in our special education licensure/certification programs at KSU. Furthermore, we are seeking innovative strategies to offer mentoring/professional development to our graduates once they graduate our programs and enter the workforce.
- We have currently suspended application for this program until Summer 2020 for a variety of reasons. We have numerous faculty that have received outside awards and leadership positions (i.e., Interim Chair, Year of Morocco and Greece, BCOE Research Fellowship, Tenured Teaching Sabbatical, etc.) which stretches our
SPED faculty thin and want to ensure that our candidates have the best supports possible to ensure timely graduation. We currently have 4 doctoral candidates, 1 doctoral student who has successfully passed comps, and 1 doctoral student who is completing comps.

Ed.S. in Middle Grades Education

**Description of Program Administration Structure & Annual Resources**
- The program admits for both summer and fall semesters.
- A program coordinator (PC) administers this program with the assistance of a committee comprised of representatives from each of the disciplines represented within the program. The same PC also administers the Ed.S. in Secondary Education. The PC has a course reassignment each fall and spring and in alternating summers (alternated with the PC of the Ed.D.).

**Description of Enrollment/Graduation Rates of Comparator Programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Avg of 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGA- deactivated</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Georgia Southern</td>
<td>0</td>
<td>0</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>Valdosta State</td>
<td>No EdS in Middle Grades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia State EdS in Teaching &amp; Learning--deactivated</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Justification and Recommendation of Need to Achieve College’s R2 Vision**
Recent changes implemented by the Georgia Professional Standards Commission (GaPSC) require that advanced degrees obtained by a professional educator be in a major and in the concentration consistent with a certification area already held by the educator (*GaPSC Certificate Level Upgrade Rule 505-2-.33, August 25, 2014*). The PSC specifically addresses unique circumstances of Middle Grades educators. In the notes section of the Certificate Upgrade Advisor the GaPSC states, “Middle Grades Educators may only upgrade in a field for which they already hold certification. For example, if the certificate indicates Middle Grades Math, the educator may only upgrade with an advanced degree in Middle Grades Math Education or a content (non-education) degree in math. For middle grades certification where two concentrations are typically required, the candidate must choose one area of certification for upgrade purposes. The transcript must indicate the content concentration” (citation available).

Given the trajectory of increased enrollment in Middle Grades, we believe Middle Grades Education Ed.S. will meet or exceed the minimum number of 3 graduates/degrees conferred across a three-year average. In addition, combining the MGE program and the SMGE cohorts (along with Secondary Education Ed.S.) to be more robust, as the Secondary Education Ed.S. program was one of the programs recognized by Graduate College for the biggest growth. In summer and fall of 2018, the cohort also increased its size with a total of 46 students (8 MGE, 38 SE). With increased cohort numbers in the Ed.S., we expect more students will choose to go on to an Ed.D. program.

Ed.S. in Early Childhood Education – Lee Langub

**Description of Program Administration Structure & Annual Resources**
Program coordination is currently at the chair/assistant chair level. As enrollment is reinstituted, the coordination will move to a faculty member at one course release per semester. This faculty member will coordinate admission, ensure that online course sections are well developed and work to support students through the program. Annual resources will include personnel to teach and serve as dissertation committee members.
The Ed.S. coursework is included in the Ed.D. program of study, allowing students the option of completing their degree or applying the coursework to the Ed.D.

### Description of Enrollment/Graduation Rates of Comparator Programs

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Georgia</td>
<td>16</td>
<td>21</td>
<td>43</td>
<td>73</td>
<td>133</td>
</tr>
<tr>
<td>Columbus</td>
<td>14</td>
<td>7</td>
<td>6</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Georgia Southwestern</td>
<td>0</td>
<td>104</td>
<td>90</td>
<td>89</td>
<td>89</td>
</tr>
</tbody>
</table>

These are the only Ed.S. in Elementary/Early Childhood in the USG – enrollment rates are provided above.

### Justification and Recommendation of Need to Achieve College’s R2 Vision

With very few options for Ed.S. programs in Elementary/Early Childhood Education in the state, our revised program has the potential of being highly sought after as well as filling a gap for those looking for higher degree level options within the state. The plan to begin enrollment again in Fall 21 should help meet the BCOE vision of high-quality educational experiences at the graduate level that leads to better preparation of teachers and leaders who create socially just solutions to current and future educational challenges.

### Ed.S. in Teacher Leadership

**Description of Program Administration Structure & Annual Resources**

Teacher Leadership is a relatively new degree field in the state of Georgia. Teacher Leadership (GaPSC Rule 505-3-.53) prepares teachers with Level 6 certification for “providing professional development, building a school culture of continuous improvement and becoming change agents while maintaining the role of classroom teacher” (GaPSC Guidance for Educators, May 9, 2012). Graduates of this performance-based program will be teacher leaders who plan and lead professional development; who mentor and coach other teachers; who align curriculum, instruction, and assessment; who model best teaching practices; who analyze data and improve learning through data-informed decision-making; who apply research-based approaches to instructional challenges; and who collaborate with all stakeholders to improve student learning.

The Ed.S. in Teacher Leadership program includes a minimum of 33 credit hours delivered in an online format.

All of BCOE’s Teacher Leadership programs (Ed.D., Ed.S., M.Ed., and Endorsement) are administered by one faculty program coordinator who receives two course reassignments annually and 10% salary in summer. Because the program is a collaborative graduate program, it is not affiliated with an academic department; oversight is provided by the BCOE Associate Dean for Graduate Studies and Research.

### Description of Enrollment/Graduation Rates of Comparator Programs

Other state of Georgia programs for the Ed.S. in Teacher Leadership include the following:

- Georgia College and State University
- LaGrange College
- Mercer University
- Thomas University
- Valdosta State University

BCOE’s Ed.S. in Teacher Leadership is experiencing low enrollment, with a five-year average fall semester enrollment of 6 students. Comparator programs have healthier enrollments. For example, the five-year average fall semester enrollment for Valdosta’s Ed.S. in Teacher Leadership is 103, while Georgia College and State University has enrolled 43 and 45 Ed.S. in Teacher Leadership students in the most recent two years.

Due to program design, KSU students may achieve Teacher Leadership certification at only one level (Ed.D., Ed.S., or M.Ed.). BCOE’s M.Ed., Ed.S. and Ed.D. in Teacher Leadership were designed so that the eight core courses serve all three degrees. Thus, the core course enrollments are well above the minimums for graduate courses.
We have found that many KSU students complete the M.Ed. and/or Ed.S. in another area (such as Elementary Education or Curriculum and Instruction) and then seek to complete Teacher Leadership certification at the Ed.D. level. This situation may be contributing to low enrollment in the Ed.S. in Teacher Leadership.

**Justification and Recommendation of Need to Achieve College’s R2 Vision**

Teacher Leadership is a relatively new field in the state of Georgia, and KSU was one of the first institutions in the state to develop new programs in this area. Our Teacher Leadership programs are central to BCOE’s vision to offer high quality educational experiences to support teachers and leaders in creating socially just solutions to current and future educational challenges. These programs also contribute to our commitment to engagement in mutually beneficial partnerships, as each Teacher Leadership candidate must work closely with a team of mentors from KSU and their school district.

KSU is a leader in the state of Georgia in the field of teacher leadership (our faculty serve on statewide task forces and committees and have been invited to lead special statewide meetings), and we are committed to increasing the enrollment—and thus the graduation rates—in the Ed.S. in Teacher Leadership. We will increase the enrollment to 10 in Fall 2020 and 15 in Fall 2022. With additional faculty resources, the program has the potential for greater growth.

Finally, all BCOE Teacher Leadership programs do not currently have a department home and are currently overseen by the Associate Dean for Graduate Studies and Research. Faculty who teach in the programs and coordinate the programs are on loan from their respective departments. Teacher Leadership needs a permanent department home to demonstrate greater faculty and college commitment to these important programs and this will be addressed during FY19-20.

**MED in Teacher Leadership**

**Description of Program Administration Structure & Annual Resources**

Teacher Leadership is a relatively new degree field in the state of Georgia. Teacher Leadership (GaPSC Rule 505-3-.53) prepares teachers with Level 6 certification for “providing professional development, building a school culture of continuous improvement and becoming change agents while maintaining the role of classroom teacher” (GaPSC Guidance for Educators, May 9, 2012). Graduates of this performance-based program will be teacher leaders who plan and lead professional development; who mentor and coach other teachers; who align curriculum, instruction, and assessment; who model best teaching practices; who analyze data and improve learning through data-informed decision-making; who apply research-based approaches to instructional challenges; and who collaborate with all stakeholders to improve student learning.

The M.Ed. in Teacher Leadership program includes a minimum of 36 credit hours delivered in an online format. All of BCOE’s Teacher Leadership programs (Ed.D., Ed.S., M.Ed., and Endorsement) are administered by one faculty program coordinator who receives two course reassignments annually and 10% salary in summer. Because the program is a collaborative graduate program, it is not affiliated with an academic department; oversight is provided by the BCOE Associate Dean for Graduate Studies and Research.

**Description of Enrollment/Graduation Rates of Comparator Programs**

Other state of Georgia programs for the M.Ed. in Teacher Leadership include the following:

- Augusta University
- Clayton State University
- Columbus State University
- Georgia State University
- Thomas University
- Valdosta State University

BCOE’s M.Ed. in Teacher Leadership has experienced a five-year average fall semester enrollment of 16 students. At least one comparator program has healthier enrollments. For example, the five-year average fall semester enrollment for Columbus State University’s M.Ed. in Teacher Leadership is 29. However, Augusta University’s five-
year average fall semester enrollment is quite low at 4 students in the M.Ed. in Leadership with a concentration in Teacher Leadership.

Due to program design, KSU students may achieve Teacher Leadership certification at only one level (Ed.D., Ed.S., or M.Ed.). BCOE’s M.Ed., Ed.S. and Ed.D. in Teacher Leadership were designed so that the eight core courses serve all three degrees. Thus, the core course enrollments are well above the minimums for graduate courses.

We have found that many KSU students complete the M.Ed. and/or Ed.S. in another area (such as Elementary Education or Curriculum and Instruction) and then seek to complete Teacher Leadership certification at the Ed.D. level. This situation may be contributing to the state of the enrollment in the M.Ed. in Teacher Leadership.

**Justification and Recommendation of Need to Achieve College’s R2 Vision**

Teacher Leadership is a relatively new field in the state of Georgia, and KSU was one of the first institutions in the state to develop new programs in this area. Our Teacher Leadership programs are central to BCOE’s vision to offer high quality educational experiences to support teachers and leaders in creating socially just solutions to current and future educational challenges. These programs also contribute to our commitment to engagement in mutually beneficial partnerships, as each Teacher Leadership candidate must work closely with a team of mentors from KSU and their school district.

Because KSU is a leader in the state of Georgia in the field of Teacher Leadership (our faculty serve on statewide task forces and committees and have been invited to lead special statewide meetings), we are committed to increasing the enrollment—and thus the graduation rates—in the M.Ed. in Teacher Leadership. We will increase the enrollment to 15 in Fall 2020 and 20 in Fall 2022. With additional faculty resources, and oversight aligned with an academic department, the program has the potential for greater growth.

Table 18. BCOE Graduate Education Goals

<table>
<thead>
<tr>
<th>Bagwell College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Improve the quality of graduate education</strong></td>
</tr>
<tr>
<td>a. Solicit input and feedback from candidates, employers, and other stakeholders on the quality of graduate programs for continuous cycles of reflection and improvement.</td>
</tr>
<tr>
<td>b. Study, visit, and learn from comparator and aspirant R2 institutions.</td>
</tr>
<tr>
<td>c. Build and nurture a community of learners for graduate candidates in the BCOE.</td>
</tr>
<tr>
<td>d. Provide increased funding for a variety of professional learning opportunities for graduate faculty and candidates to remain abreast of the issues, trends and research in their fields and inform all aspects of graduate programming. Additionally, provide funding for faculty to attend practitioner conferences for presenting and recruiting.</td>
</tr>
<tr>
<td>e. Ensure candidates are prepared to work with diverse student populations.</td>
</tr>
<tr>
<td>f. Expand the definition of a research-based dissertation (capstone, thesis by compendium of articles, and other appropriate formats).</td>
</tr>
<tr>
<td>g. Partner with Student Affairs and other campus and community offices to implement strategies so our students are aware of available supports.</td>
</tr>
<tr>
<td><strong>2. Increase enrollment in graduate education to include a more diverse student population.</strong></td>
</tr>
<tr>
<td>a. Develop a comprehensive, college-level marketing and recruiting plan to launch AY 2019-2020 that includes professional marketing materials (flyers, videos, infographics, etc.) for all graduate programs.</td>
</tr>
<tr>
<td>b. Advertise in field-specific platforms where diverse and non-traditional applicants (e.g. veteran, late career) are likely to look for graduate program opportunities. Seek a national market for graduate programs where appropriate.</td>
</tr>
<tr>
<td>c. Hire a BCOE graduate recruiter.</td>
</tr>
<tr>
<td>d. Actively recruit underrepresented populations for our graduate education programs.</td>
</tr>
</tbody>
</table>
e. Improve the social media presence at the college and department levels to highlight the work and achievements of students, faculty and staff.

f. Publicize scholarly work focusing on equity, diversity, inclusion, social justice, and activism.

g. Establish and monitor enrollment goals and track yield rates for all graduate programs and develop a system to follow up with students who do not complete their applications, fail to enroll, or drop the first semester.

h. Develop an alumni database for marketing and advancement opportunities for graduate education.

i. Improve website navigation, design, content, and interactivity to increase traffic and improve overall performance.

j. Explore the development of new graduate programs (Ex: M.Ed. in Higher Education, etc.) and an accelerated Bachelor’s-Master’s program (ABM) in high need areas within and beyond KSU.

k. Review graduate programs to determine how to compete with comparator and aspirant institutions (# of credit hours, transferring Ed.S. courses into Ed.D., relevant courses and field experiences, likeness of program groupings, etc.).

l. Develop a flowchart of career/degree pathways for potential students.

c. Resources needed/redirected to achieve initiatives identified in (a) and (b).

<table>
<thead>
<tr>
<th>Need</th>
<th>Redirected</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding to support development of comprehensive approach to marketing/recruitment and related initiatives</td>
<td>We will redirect current funds being utilized for promotional materials and to update to new KSU logo when possible, but new funds will be necessary as well</td>
<td>X</td>
</tr>
<tr>
<td>Funding to support hiring of a graduate program recruiter for BCOE</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Funding to support professional learning for graduate faculty and candidates</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Additional faculty lines to support graduate level programs and to ensure candidate success through their dissertation process</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

III. Research:

Table 20. BCOE Research Goals

<table>
<thead>
<tr>
<th>Bagwell College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Improve faculty research productivity, quality, visibility, and impact.</strong></td>
</tr>
<tr>
<td>a. Assess and monitor Research, Scholarship, and Creative Activity (RSCA) productivity and impact</td>
</tr>
<tr>
<td>b. Improve the quality of faculty research/scholarship/creative activities (RSCA) and increase productivity by enhancing the role of the BCOE Research Consortium Collaborative (RCC)</td>
</tr>
<tr>
<td>c. Improve the dissemination of research findings, including but not limited to publishing in peer-reviewed and professional journals, presenting at the research and professional conferences, and using other media and platforms to maximize the benefits of research findings</td>
</tr>
<tr>
<td>d. Increase the visibility of faculty research to enhance research impact</td>
</tr>
<tr>
<td>e. Increase external grant and research-based contract acquisition</td>
</tr>
<tr>
<td><strong>2. Improve faculty/student research productivity, quality, visibility, and impact.</strong></td>
</tr>
</tbody>
</table>
a. Assess the current productivity of scholarship produced by doctoral students, faculty/graduate student collaborations, faculty/undergrad student collaborations

b. Improve quality of doctoral students’ work to increase the scholarship/productivity among faculty/student collaboration

c. Increase opportunities for graduate and undergraduate research

d. Increase opportunities for students to disseminate research (including capstone projects, honors thesis, and dissertations)

e. Increase opportunities for students to engage in research with faculty

<table>
<thead>
<tr>
<th>Table 21. Resource Needs for Research Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal/Objective</td>
</tr>
<tr>
<td>1. Improve faculty research productivity, quality, visibility, and impact.</td>
</tr>
<tr>
<td>a. Assess and monitor Research, Scholarship, and Creative Activity (RSCA) productivity and impact.</td>
</tr>
<tr>
<td>b. Improve the quality of faculty (RSCA) and increase productivity.</td>
</tr>
<tr>
<td>c. Improve the dissemination of research findings, including but not limited to publishing in peer-reviewed and professional journals, presenting at the research and professional conferences, and using other media and platforms to maximize the benefits of research findings.</td>
</tr>
<tr>
<td>d. Increase the visibility of faculty research to enhance research impact</td>
</tr>
<tr>
<td>e. Increase external grant and research-based contract acquisition</td>
</tr>
</tbody>
</table>

2. Improve faculty/student research productivity, quality, visibility, and impact.
### Table 22. Faculty Engagement in Research Clusters

<table>
<thead>
<tr>
<th>Research Clusters - Faculty Engagement* **</th>
<th>EECE</th>
<th>EDL</th>
<th>INED</th>
<th>ITEC</th>
<th>SMGE</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum, Assessment, and Program Evaluation</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Diversity, Equity, and, Inclusion</td>
<td>20</td>
<td>4</td>
<td>11</td>
<td>-</td>
<td>9</td>
<td>44</td>
</tr>
<tr>
<td>Educator Preparation and Professional Learning</td>
<td>23</td>
<td>3</td>
<td>10</td>
<td>10</td>
<td>13</td>
<td>59</td>
</tr>
<tr>
<td>Leadership, Policy, and Research</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Technology and Innovation in Teaching, Learning, and Leadership</td>
<td>6</td>
<td>-</td>
<td>2</td>
<td>10</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>69</td>
<td>11</td>
<td>26</td>
<td>20</td>
<td>37</td>
<td>163</td>
</tr>
</tbody>
</table>

*Because faculty have research agendas that encompass multiple areas, many have indicated scholarship in more than one cluster.

**BCOE faculty conduct research in areas beyond the 5 clusters identified for this exercise.
Table 23. Summary of Research Publications and Funding by Research Cluster

<table>
<thead>
<tr>
<th>Research Clusters - Publications (between January 2017 – February 2019)</th>
<th># of Publications</th>
<th># of Faculty Engaged</th>
<th>Current Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum, Assessment, &amp; Program Evaluation</td>
<td>13</td>
<td>26</td>
<td>$1,037,552</td>
</tr>
<tr>
<td>2. Diversity, Equity, &amp; Inclusion</td>
<td>57</td>
<td>44</td>
<td>$129,541</td>
</tr>
<tr>
<td>3. Educator Preparation &amp; Professional Learning</td>
<td>52</td>
<td>59</td>
<td>$41,875</td>
</tr>
<tr>
<td>4. Leadership, Policy, &amp; Research</td>
<td>14</td>
<td>10</td>
<td>$175,170</td>
</tr>
<tr>
<td>5. Technology and Innovation in Teaching, Learning, &amp; Leadership</td>
<td>14</td>
<td>24</td>
<td>$6910</td>
</tr>
<tr>
<td>TOTAL</td>
<td>150</td>
<td>163</td>
<td>$1,391,048</td>
</tr>
</tbody>
</table>

Table 24. Details of Funding by Research Cluster

<table>
<thead>
<tr>
<th>Funded Research Cluster</th>
<th>Title</th>
<th>Funding Amount</th>
<th>Faculty Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum, Assessment, &amp; Program Evaluation</td>
<td>2017 Northwest Georgia Mathematics and Science Partnership Program Grant (2017)</td>
<td>$927,416</td>
<td>Charlease Kelly-Jackson, Brendan Callahan, Laurie Dias, Karen Kuhel, Roneisha Worthy</td>
</tr>
<tr>
<td>Curriculum, Assessment, &amp; Program Evaluation</td>
<td>SysTEMic (2017)</td>
<td>$48,815</td>
<td>Charlease Kelly-Jackson, Brendan Callahan, Roneisha Worthy</td>
</tr>
<tr>
<td>Curriculum, Assessment, &amp; Program Evaluation</td>
<td>Phenomenal 3-D Science in the Schoolyard (2017)</td>
<td>$55,821</td>
<td>Charlease Kelly-Jackson, Adrienne King</td>
</tr>
<tr>
<td>Leadership, Policy, and Research</td>
<td>Hopscotch 2.0: a Web-tool to Bridge Paradigmatic and Pragmatic Approaches to Teaching and Learning Qualitative Research Methods in Graduate Research Courses. (2017)</td>
<td>$8,269</td>
<td>Ivan Jorrin-Abellan</td>
</tr>
<tr>
<td>Curriculum, Assessment, &amp; Program Evaluation</td>
<td>Summer Reading Program (2017)</td>
<td>$2,000</td>
<td>Megan Adams, Sanjuana Rodriguez</td>
</tr>
<tr>
<td>Technology &amp; Innovation in Teaching, Learning, and Leadership</td>
<td>CEEDAR Center (2018)</td>
<td>$910</td>
<td>Kate Zimmer</td>
</tr>
<tr>
<td>Curriculum, Assessment, &amp; Program Evaluation</td>
<td>Summer Reading Program (2018)</td>
<td>$3,500</td>
<td>Megan Adams, Sanjuana Rodriguez</td>
</tr>
<tr>
<td>Technology &amp; Innovation in Teaching, Learning, and Leadership</td>
<td>Contribution toward iTeach MakerBus (2018)</td>
<td>$6,000</td>
<td>Stephanee Stephens</td>
</tr>
<tr>
<td>Diversity, Equity, &amp; Inclusion</td>
<td>Project STEPP Recruitment of Para-Professionals to Become Teachers (2018)</td>
<td>$129,541</td>
<td>James Gambrell, Katie Bennett</td>
</tr>
</tbody>
</table>
ii. Detail the faculty, staff, space, start-up costs, and other resources needed.

### Table 25. Expected Resources Needed by Research Cluster

<table>
<thead>
<tr>
<th>Area One: Faculty Research/Scholarship/Creativity</th>
<th>Faculty Line: Research, Measurement, and Assessment</th>
<th>- Additional support (budget &amp; personnel) will be needed to help faculty apply for grants that connect academics to the community in ways that would benefit both parties.</th>
<th>Dedicated RCC Space (Coming AY 19-20)</th>
<th>Faculty need a small grant or funding for transcription service and other related research needs</th>
<th>- Increase seed grants opportunities (internally, BCOE)</th>
<th>- Increase external grants</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Area Two: Faculty/Student Research</th>
<th>Faculty Line: Research, Measurement, and Assessment</th>
<th>- Additional support (budget &amp; personnel) will be needed to help faculty apply for grants that connect academics to the community in ways that would benefit both parties.</th>
<th>Dedicated RCC Space (Has been identified for RCC and the Interactive Research Lab for AY 19-20)</th>
<th>Already covered with Student Success funds</th>
<th>- Balanced workload models to incentivize doctoral mentoring</th>
<th>- Improve research course oversight and coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Computer lab with research tools/software equipped</td>
<td></td>
<td></td>
<td>Faculty offer summer research seminars</td>
<td>- Online research methods resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Collaboration with RCC</td>
<td>- Opportunities and incentives to present research conducted with doc students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Collecting conference information and disseminate to faculty advisors, dissertation chairs, and students</td>
<td>- Social Media/PR to promote exemplary dissertations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Create student research travel money grant opportunity</td>
<td>- Examine the equity issues of grad school policy awarding GRAs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area Three: Collaborative/Interdisciplinary</th>
<th>Faculty Line: Research,</th>
<th>- Additional support (budget &amp; personnel) will be</th>
<th>Dedicated RCC Space</th>
<th>- The research consortium could play a leading role in</th>
</tr>
</thead>
</table>


### nary/Partnership Research

**Measurement, and Assessment**

needed to help faculty apply for grants that connect academics to the community in ways that would benefit both parties.

(Coming AY 19-20)

promoting the creation of shared spaces and venues for the promotion of collaborative research. A yearly budget could help RCC organize events, sessions and workshops with this regard.

- Yearly budget to support collaborative interdisciplinary research (i.e. research invited sessions; BCOE awards, etc.)

- Collaborate with the Office of Research and other Colleges in creating the university-wide infrastructure

- Funding to support the creation of a Think-tank series for the generation of potential collaboration ideas and enhanced agreements with school districts, companies and publishers.

- Improve collaboration with policy makers, K-12 educators in action, community, and participatory research and “translating” results of research findings into classrooms and making administrative and policy decision

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### Area Four: Innovations/Possibilities Aligned with the Other Task Forces

**Faculty Line: Research, Measurement, and Assessment**

- Additional support (budget & personnel) will be needed to help faculty apply for grants that connect academics to the community in ways that would benefit both parties.

Dedicated RCC Space and Interactive Research Lab (Coming AY 19-20)

- BCOE mini-grant

- Funding to continue supporting RCC

- Continue funding BCOE Research Fellows

---

iii. List any current or prospective graduate programs that are or will be linked to the proposed theme(s).
<table>
<thead>
<tr>
<th>Graduate Program (current and proposed)</th>
<th>Curriculum, Assessment, &amp; Program Evaluation</th>
<th>Diversity, Equity, &amp; Inclusion</th>
<th>Educator Preparation &amp; Professional Learning</th>
<th>Leadership, Policy, &amp; Research</th>
<th>Technology and Innovation in Teaching, Learning, &amp; Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.S. in Curriculum and Instruction</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed.D. in Educational Leadership</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Ed.S. in Educational Leadership</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>M.Ed. in Educational Leadership</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Ed.D. in Elementary Education</td>
<td>✓</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ed.S. in Elementary Education</td>
<td>✓</td>
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<td></td>
</tr>
<tr>
<td>M.Ed. in Elementary Education</td>
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<tr>
<td>MAT in Elementary Education (prospective)</td>
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<tr>
<td>Ed.D. in Instructional Technology</td>
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<tr>
<td>Ed.S. in Instructional Technology</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>M.Ed. in Instructional Technology</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ed.D. in Middle Grades Education</td>
<td>✓</td>
<td></td>
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<tr>
<td>Ed.S. in Middle Grades Education</td>
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<tr>
<td>M.Ed. in Middle Grades Education</td>
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<tr>
<td>M.Ed. in Reading Education</td>
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<tr>
<td>Ed.D. in Secondary Education</td>
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<tr>
<td>Ed.S. in Secondary Education</td>
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<td></td>
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<tr>
<td>M.Ed. in Secondary Education</td>
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<tr>
<td>MAT in Secondary Education</td>
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<tr>
<td>Ed.D. in Special Education</td>
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<tr>
<td>Ed.S. in Special Education</td>
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</tr>
<tr>
<td>M.Ed. in Special Education</td>
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<tr>
<td>M.A.T. in Special Education</td>
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</tr>
<tr>
<td>Ed.D. in Teacher Leadership</td>
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<td></td>
</tr>
<tr>
<td>Ed.S. in Teacher Leadership</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>M.Ed. in Teacher Leadership</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Ed. in TESOL</td>
<td></td>
<td></td>
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<tr>
<td>M.A.T. in TESOL</td>
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<tr>
<td>Graduate Degree in Educational Research (prospective)</td>
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<tr>
<td>Graduate Degree in Higher Education (prospective)</td>
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<tr>
<td>Graduate Degree in Instructional Design (prospective)</td>
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<tr>
<td>MAT in Elementary Education (prospective)</td>
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<tr>
<td>Ph.D. in Education (prospective)</td>
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</tbody>
</table>
b. Provide external funding targets and publication/scholarly activity goals for new and prospective research areas.

Table 27. BCOE External Grant Funding FY2014 – FY2018

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Funding Applied</th>
<th>Funding Received (45%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>$4,899,729</td>
<td>$2,828,779</td>
</tr>
<tr>
<td>2015</td>
<td>$556,321</td>
<td>$74,400</td>
</tr>
<tr>
<td>2016</td>
<td>$676,527</td>
<td>$676,527</td>
</tr>
<tr>
<td>2017</td>
<td>$4,439,355</td>
<td>$1,294,958</td>
</tr>
<tr>
<td>2018</td>
<td>$515,828</td>
<td>$136,041</td>
</tr>
<tr>
<td>Total</td>
<td>$11,087,760</td>
<td>$5,010,705</td>
</tr>
<tr>
<td>Three Year Average</td>
<td>$2,217,552</td>
<td>$1,002,141</td>
</tr>
<tr>
<td>Five Year Average</td>
<td>$1,877,237</td>
<td>$702,509</td>
</tr>
</tbody>
</table>

Table 28. External Funding Targets

<table>
<thead>
<tr>
<th>Research Cluster</th>
<th>Current Funding</th>
<th>FY 2020 Target (2% increase)</th>
<th>FY 2022 Target (5% increase)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum, Assessment, and Program Evaluation</td>
<td>$1,037,552</td>
<td>$1,058,303</td>
<td>$1,089,429</td>
</tr>
<tr>
<td>Diversity, Equity, and, Inclusion</td>
<td>$129,541</td>
<td>$132,131</td>
<td>$136,018</td>
</tr>
<tr>
<td>Educator Preparation and Professional Learning</td>
<td>$41,875</td>
<td>$42,712</td>
<td>$43,968</td>
</tr>
<tr>
<td>Leadership, Policy, and Research</td>
<td>$175,170</td>
<td>$178,673</td>
<td>$183,928</td>
</tr>
<tr>
<td>Technology and Innovation in Teaching, Learning, and Leadership</td>
<td>$6910</td>
<td>$7048</td>
<td>$7255</td>
</tr>
</tbody>
</table>

c. Provide a table of resources needed/redirected to achieve these initiatives.

Table 29. Resources Needed to Achieve Targets

<table>
<thead>
<tr>
<th>BCOE R2 Research Area / Initiative</th>
<th>Resources Needed/Redirected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty Research/Scholarship / Creativity</td>
<td>• Provide BCOE seed funding and/or internal grants for faculty research projects (Dean’s Office)</td>
</tr>
<tr>
<td></td>
<td>• Provide annual budget for BCOE Research Consortium Committee (e.g., AY reassigned time for qualitative methodologist, quantitative methodologist, and editor-in-residence—Dean’s Office) – as part of agreed upon faculty workload</td>
</tr>
<tr>
<td></td>
<td>• Support BCOE Research Fellows program for faculty (i.e., AY reassigned time and summer funding—Dean’s Office)</td>
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<tr>
<td></td>
<td>• Utilize current support for increasing external funding (i.e., Connie Lane, BCOE Grants Manager) and increase support to identify potential external funding opportunities (Hanover Research Group)</td>
</tr>
<tr>
<td></td>
<td>• Support BCOE Interactive Research Methods Lab to enhance undergraduate, graduate, and faculty research (start-up funds already provided in Spring 2019 by Graduate Student Success Funding, BEB 219)</td>
</tr>
</tbody>
</table>
| 2. Faculty/Student Research | • Incentivize faculty-led summer research seminars and research boot camps for students (Dean’s Office)  
• Support BCOE Interactive Research Methods Lab to support undergraduate, graduate, and faculty research (start-up funds already provided in Spring 2019 by Student Success Funding, BEB 219)  
• Provide balanced workload models to incentivize doctoral mentoring (Departments)  
• Provide incentives for faculty to present research with undergraduate and graduate students (Departments)  
• Support faculty redesign of undergraduate courses to integrate undergraduate research activities (Departments)  
• Utilize existing BCOE Student Research and Professional Development Activity Fund (Dean’s Office) as part of agreed upon faculty workload  
• Provide annual budget for BCOE Research Consortium Committee (e.g., AY reassigned time for qualitative methodologist, quantitative methodologist, and editor-in-residence—Dean’s Office)  
• Create faculty Line in Research, Measurement, and Assessment |
|---|---|
| 3. Collaborative / Interdisciplinary / Partnership Research | • Create a think-tank series for the generation of potential collaboration ideas and agreements with local and international institutions and scholars (Dean’s Office)  
• Establish a yearly budget to support collaborative interdisciplinary research (e.g., invited research sessions, BCOE awards) (Dean’s Office) |
| 4. Innovations/Possibilities Aligned with Undergraduate and Graduate Education Task Forces | • Provide BCOE seed funding and/or internal grants for faculty research projects (Dean’s Office)  
• Provide annual budget for BCOE Research Consortium Committee (i.e., AY reassigned time for qualitative methodologist, quantitative methodologist, and editor-in-residence—Dean’s Office)  
• Support BCOE Research Fellows program for faculty (i.e., AY reassigned time and summer funding—Dean’s Office)  
• Provide incentives for faculty to present research with undergraduate and graduate students (Departments) |
CONCLUSION: Current and proposed support infrastructure needed to achieve the college’s R2 vision, including current college resources that could/should be reallocated towards achieving the college’s R2 vision.

The BCOE will leverage our many strengths in order to enhance the quality work already taking place in terms of undergraduate and graduate education, research/scholarship, mutually beneficial partnerships/community engagement, student success, and support for under-represented students, faculty and staff. In order to leverage these strengths, we intend to take the following steps:

1) We will take a close look at the administrative roles and structures in place, particularly in the Dean’s suite, in order to more appropriately align administrative support with the college’s R2 priority areas. This realignment will help us strengthen academic innovation and allow us to better serve Georgia’s schools and beyond by elevating faculty and student research, increasing support for seeking external funding and engaging in scholarship, strengthening our community engagement and partnerships that support quality engaged learning and research, and supporting under-represented students, faculty, and staff. No additional resources should be needed beyond January 2020 to support this realignment.

2) We will increase our focus on community engagement as a strategy to better enable the BCOE to identify meaningful and mutually beneficial possibilities to increase the number of service learning courses offered, as well as create opportunities for applied research for students at all levels as well as faculty, and strengthened partnerships with schools and other organizations. We will reallocate funds to support faculty coordination of undergraduate research and service learning initiatives and oversight for these new efforts will be provided by a dean’s suite level administrator, which will not require additional resources.

3) We also envision the possibility of converting the Department of Instructional Technology into a School of Innovative Teaching, Learning, and Instructional Technology as a means of enhancing our reputation and practice as a hub of educational innovation. Building upon and expanding the current programming of the Innovation Lab, a feature of this school will include the creation of a Teaching and Learning Incubator that will provide a space to pilot new pedagogies (B-20) and conduct exploratory research on these teaching and learning innovations. Modest additional (base-funded) resources will be required to provide the administrative infrastructure to support the school.

4) We will leverage the BCOE Research Consortium Collaborative (RCC) efforts and the newly developed Interactive Research Lab to support undergraduate and graduate student research, promote student success (by lowering DFW rates in research classes), and enhance/elevate research productivity. Additionally, we will enhance the supports available for faculty seeking external funding. Current resources will be reallocated to support the RCC and Interactive Research Lab (one-time funds, student success funds), but additional one-time funds are requested for a contract with Hanover Research Group to provide additional support for faculty seeking additional funding.

5) One of our strategic areas to promote increased enrollment and student success, particularly at the undergraduate level, is increasing the number and quality of online offerings. We currently have a PT instructional designer in BCOE who is shared with DL. We are requesting funding to have him reassigned as FT for BCOE for at least 3 years due to the volume of work required to convert/improve online and hybrid course offerings.

6) We will develop a comprehensive recruiting/retention plan, particularly for our graduate programs. Part of our preliminary plan is to hire a graduate program recruiter. We are requesting funding to support a graduate program recruiter and initiatives related to our development of a comprehensive recruiting/retention plan.