

4620 Educational Policy Studies (Ph.D.)

Doctor of Philosophy (Ph.D.) in Educational Policy Studies

Department of Educational Policy Studies
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Jennifer Esposito, Chair

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

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

Concentration Areas

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

Concentration in Educational Leadership

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

Concentration in Research, Measurement, and Statistics

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

Concentration in Social Foundations of Education

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

Program Degree Requirements

Doctor of Philosophy in Educational Policy Studies

A. Core Area (18)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

Choose one course (3):

- [EPRS 8500](#) Qualitative/Interpretive Research in Education (3)
- [EPRS 8530](#) Quantitative Methods and Analysis in Education (3)

Required (12):

- A two-course sequence (6 hours) in research methodology (see below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- [EPRS 8540](#) Quantitative Methods and Analysis in Education II (3)
- [EPRS 8550](#) Quantitative Methods and Analysis in Education III (3)
- [EPRS 8600](#) Computer Use in Educational Research (3)
- [EPRS 8820](#) Program Evaluation and Institutional Research (3)
- [EPRS 8830](#) Survey Research, Sampling Principles and Questionnaire Design (3)
- [EPRS 8840](#) Meta-Analysis (3)
- [EPRS 8660](#) Bayesian Statistics (3)
- [EPRS 9550](#) Multivariate Analysis (3)
- [EPRS 9560](#) Structural Equation Modeling (3)
- [EPRS 9570](#) Hierarchical Linear Modeling I (3)
- [EPRS 9571](#) Hierarchical Linear Modeling II(3)
- [EPRS 9900](#) Research Design (3)

Qualitative Methodology

- [ANTH 8010](#) Qualitative Methods in Anthropology (3)
- [EPRS 8510](#) Qualitative Research in Education II (3)
- [EPRS 8520](#) Qualitative Research in Education III (3)

- [EPRS 8640](#) Case Study Methods (3)
- [EPRS 8700](#) Visual Research Methods (3)
- [EPRS 9120](#) Poststructural Inquiry (3)
- [EPRS 9400](#) Writing Qualitative Research Manuscripts (3)
- [EPRS 9820](#) Advanced Qualitative Data Analysis (3)

Single-Case Methodology

- [EPY 8850](#) Introduction to Single-Case Methodology (3)
- [EPY 8860](#) Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- [EPSF 9850](#) Historical Research in American Education (3)
- [EPSF 9930](#) Philosophical Analysis and Method (3)

Measurement Methodology

- [EPRS 7920](#) Classroom Testing, Grading, and Assessment (3)
- [EPRS 8920](#) Educational Measurement (3)
- [EPRS 9350](#) Introduction to Item Response Theory (3)
- [EPRS 9360](#) Advanced Item Response Theory (3)

Mixed Methodology

- [EPRS 8850](#) Introduction to Mixed Methods (3)
- [EPRS 8860](#) Advanced Mixed Methods (3)

Social Foundations of Education and Psychology of Learning Core (3 hours)

In addition to highly specialized research in specific areas, doctoral students in the College of Education and Human Development must possess a deep understanding of comprehensive, theoretical principles and broad ideological conceptualizations.

Through historical, philosophical, sociological, and anthropological inquiry, knowledge of social foundations fosters the types of speculative investigations essential for thorough understandings of those theoretical principles and ideological conceptualizations necessary to uphold the integrity of the Ph.D. degree.

The psychology of learning component is based on the following guiding principles: (1) Educational leaders make judgments that affect learning. (2) Doctoral students should have a substantial understanding of the psychology of learning.

Select one (3):

- [EPSF 8270](#) Philosophy of Education (3)
- [EPSF 8280](#) Anthropology of Education (3)
- [EPSF 8310](#) Sociology of Education (3)
- [EPSF 8320](#) Politics and Policy in Education (3)
- [EPSF 8340](#) History of American Education (3)
- [EPSF 9260](#) Epistemology and Learning (3)
- [EPY 8030](#) Advanced Applied Behavior Analysis (3)
- [EPY 8050](#) The Psychology of Instruction (3)
- [EPY 8070](#) Understanding and Facilitating Adult Learning (3)
- [EPY 8080](#) Memory and Cognition (3)
- [EPY 8180](#) Learning and the School-Age Child (5 to 18 Years) (3)
- [EPY 8200](#) Advanced Developmental Psychology: Cognition and Intellect (3)
- [EPY 8220](#) Advanced Developmental Psychology: Personality and Socialization (3)

The Social Foundations and Psychology of Learning Core requirements (3) must be completed during the first two years of the students' program.

B. Major Area (24)

The students must take [EPS 9270](#) during the first year after being admitted and [EPS 9260](#) during the subsequent academic term.

Required (6):

- [EPS 9260](#) Issues of Race, Class, and Gender in Education (3)
- [EPS 9270](#) Research in Educational Policy Studies (3)

The students select one of the following three concentration areas:

B.1 – Ph.D. Concentration in Educational Leadership (18 hours)

In consultation with your doctoral advisory committee, please choose six courses from one of these three specializations: Leadership and Administration; Leadership and Policy; or Leadership and Urban Education. These specializations are specifically designed for candidates who aspire to positions in academia and other closely related areas. For questions about certification requirements, please contact the coordinator of the educational leadership program.

Leadership and Administration Specialization (18):

Students pursuing this specialization can earn Georgia Leadership certification. Students interested in certification should consult with the program coordinator and must meet all Georgia Professional Standards Commission prerequisites to be eligible for certification.

- [EPEL 8000](#) Research in Educational Leadership and Organizational Culture (3)
- [EPEL 8020](#) Leadership for Change in a Diverse Society (3)

- [EPEL 8260](#) Theory in Educational Leadership (3)
- [EPEL 8330](#) Advanced Law, Policy, and Governance (3)
- [EPEL 8420](#) Advanced Instructional Leadership (3)
- [EPEL 8500](#) Central Office Leadership (3)
- [EPEL 8620](#) Psychological Aspects of Leadership (3)
- [EPEL 8650](#) The Principal (3)
- [EPEL 8690](#) Research-Based Decision Making for School Leaders (3)
- [EPEL 8970](#) Seminar in Educational Leadership (3) (repeatable)
- [EPS 8360](#) Educational Policy Making and Analysis (3)

Leadership and Policy Specialization (18):

This specialization is not designed to meet Georgia Leadership certification requirements. It is specifically designed for students who seek to gain a clearer understanding of the issues associated with educational leadership and how those issues are related to the policy arena.

- [EPEL 8020](#) Leadership for Change in a Diverse Society (3)
- [EPEL 8260](#) Theory in Educational Leadership (3)
- [EPEL 8330](#) Advanced Law, Policy, and Governance (3)
- [EPEL 8620](#) Psychological Aspects of Leadership (3)
- [EPS 8360](#) Educational Policy Making and Analysis (3)
- [EPS 8800](#) Independent Study (3)
- [EPS 8810](#) Directed Reading and Research (1-3)
- [EPS 8970](#) Seminar in Educational Policy Studies (3)
- [EPS 9980](#) Research Seminar in Educational Policy Studies (3)
- [EPSF 8280](#) Anthropology of Education (3)
- [EPSF 8320](#) Politics and Policy in Education (3)
- [EPSF 8630](#) Critical Policy Studies (3)

Leadership and Urban Education Specialization (18):

This specialization is not designed to meet Georgia Leadership certification requirements. It is specifically designed for students who seek to better understand educational leadership as it relates to the urban education and the issues associated with educating urban children.

- [EPEL 8020](#) Leadership for Change in a Diverse Society (3)
- [EPEL 8260](#) Theory in Educational Leadership (3)
- [EPEL 8970](#) Seminar in Educational Leadership (3) (repeatable)
- [EPEL 9000](#) Concepts of Leadership and Research in Educational Leadership (3)
- [EPEL 9970](#) Advanced Seminar in Educational Leadership (3)

- [EPS 8800](#) Independent Study (3)
- [EPS 8810](#) Directed Reading and Research (1-3)
- [EPSF 8010](#) Cultural Studies in Education: Film (3)
- [EPSF 8040](#) Cultural Studies in Education: Gender (3)
- [EPSF 8260](#) Sociology of Inner-City Children (3)
- [EPSF 8340](#) History of American Education (3)
- [EPSF 8640](#) Critical Race Theory and Urban Education (3)

Other appropriate courses may be substituted into the student's program of study with the approval of the student's Doctoral Advisory Committee.

B.2 – Ph.D. Concentration in Research, Measurement, and Statistics (18 hours)

Select six courses (18) from the list below:

- [ECE 9380/EPRS 9380](#) Discourse Analysis (3)
- [EPRS 8500](#) Qualitative/Interpretative Research in Education I (3)
- [EPRS 8510](#) Qualitative Research in Education II (3)
- [EPRS 8520](#) Qualitative Research in Education III (3)
- [EPRS 8530](#) Quantitative Methods and Analysis in Education I (3)
- [EPRS 8540](#) Quantitative Methods and Analysis in Education II (3)
- [EPRS 8550](#) Quantitative Methods and Analysis in Education III (3)
- [EPRS 8600](#) Computer Use in Educational Research (3)
- [EPRS 8610](#) Advanced Computer Methods for Educational Research (3)
- [EPRS 8620](#) Program Evaluation I (3)
- [EPRS 8640](#) Case Study Methods (3)
- [EPRS 8660](#) Bayesian Statistics (3)
- [EPRS 8670](#) Practicum in Research or Program Evaluation (3)
- [EPRS 8700](#) Visual Research Methods (3)
- [EPRS 8820](#) Program Evaluation and Institutional Research (3)
- [EPRS 8830](#) Survey Research, Sampling Principles, and Questionnaire Design (3)
- [EPRS 8840](#) Meta-Analysis (3)
- [EPRS 8920](#) Educational Measurement (3)
- [EPRS 9120/ECE 9120](#) Poststructural Inquiry (3)
- [EPRS 9350](#) Introduction to Item Response Theory (3)
- [EPRS 9360](#) Advanced Item Response Theory (3)
- [EPRS 9400](#) Writing Qualitative Research Manuscripts (3)
- [EPRS 9550](#) Multivariate Analysis (3)

- [EPRS 9560](#) Structural Equation Modeling (3)
- [EPRS 9571](#) Hierarchical Linear Modeling I (3)
- [EPRS 9570](#) Hierarchical Linear Modeling II (3)
- [EPRS 9900](#) Research Design (3)
- [EPRS 9920](#) Seminar in Special Topics in Qualitative Research (3)
- [EPS 8950](#) Professional Development Seminar (1)

B.3 – Ph.D. Concentration in Social Foundations of Education (18 hours)

Select six courses (18) from the list below:

- [EPS 8970](#) Seminar in Educational Policy Studies (3)
- [EPSF 8010](#) Cultural Studies In Education: Film (3)
- [EPSF 8040](#) Cultural Studies in Education: Gender (3)
- [EPSF 8260](#) Sociology of Inner-City Children (3)
- [EPSF 8270](#) Philosophy of Education (3)
- [EPSF 8280](#) Anthropology of Education (3)
- [EPSF 8310](#) Sociology of Education (3)
- [EPSF 8320](#) Politics and Policy in Education (3)
- [EPSF 8330](#) Globalization and Education Policy (3)
- [EPSF 8340](#) History of American Education (3)
- [EPSF 8350](#) Comparative Educational Systems (3)
- [EPSF 8360](#) History and Politics of Curriculum (3)
- [EPSF 8440](#) Foundations of Curriculum Development (3)
- [EPSF 8640](#) Critical Race Theory and Urban Education (3)
- [EPSF 9260](#) Epistemology and Learning (3)

C. Cognate Area (12)

The major and cognate areas should represent a cohesive program of study.

D. Dissertation (15)

Required (15):

[EPS 9990](#) Dissertation (15)

Program total: minimum of 69 semester hours