Graduate Council Meeting
Wednesday, February 8, 2023
3:30 p.m.
(The Bylaws prohibit representation by proxy.)

AGENDA

I.   Reading, Correction and Approval of Minutes
(November 9, 2022)

II.   Graduate Council Committee Reports

A. Appeals Committee
Committee Report (Ed Kellough)

B. Program Committee
Committee Report (Jill Anderson)

- *Action Item:* From the Mary Francis Early College of Education Department of Lifelong Education, Administration, and Policy, a proposal to offer the existing major in Educational Administration and Policy (M.Ed.) online.
- *Action Item:* From the Mary Francis Early College of Education Department of Lifelong Education, Administration, and Policy, a proposal for Study Tier I Certification Only Non-Degree Educational Administration and Policy Online.
- *Action Item:* From College of Family and Consumer Sciences, Department of Human Development and Family Science, a proposal for a name change in the Area of Emphasis in Marriage and Family Therapy to Couple and Family Therapy.

C. Policy and Planning Committee
Committee Report (David Peterson)

Action Item: Proposed policy on student involvement in graduate admissions.

III.   Old Business

A. No old business.

IV.   New Business

A. Procedural updates.

V.   Information Items

A. Curriculum Report: The Graduate School has approved 60 new courses, 154 course revisions, and 1 deletion.

B. Next meeting: Wednesday, March 1, 3:30pm, 327 Brooks Hall/Zoom.

VI.   Adjourn

Master's in Educational Administration and Policy Online Program Proposal

The University of Georgia

Date: October 16, 2022

College/School/Division: Mary Frances Early College of Education

Department: Lifelong Education, Administration, and Policy

Degree: Master of Education

Major/Certification: Educational Administration and Policy

Proposed Start Date: Fall 2023

1. Needs Assessment

The proportion of inquiries to the program faculty, including the Tier I Program Coordinator, the Department Head, and Graduate Program Administrator, regarding graduate programs to pursue educational administration that specify interest in a largely or entirely online option has steadily increased over the last few years. Based on the program's experiences during the pivot to online education during the pandemic, the program has observed a noticeable increase in enrollment in those courses.

It has become increasingly clear in recent years that the program's M.Ed. program, which is specifically designed for, and limited to, already-certified teachers, is no longer viable if all candidates in the program must commute to Athens or Gwinnett for class meetings, even if (as has always been the case) all classes are scheduled either one evening per week or in Summer Semester.

As a practical matter and in prior terms, the program's Tier I option has served a majority of educators in northeast Georgia and the metropolitan Atlanta area. Competition from multiple Regional Educational Service Agencies (RESA) and entirely-online programs in Educational Administration and Georgia universities located closer to Atlanta has led to limited enrollment in our Tier I programs in Athens and Gwinnett, despite the intense interest in obtaining the credential at the University of Georgia. Over the past three years, matriculation in our M.Ed. program has averaged two students per semester. The placement rate for candidates who complete the credential is nearly 100% and well above other Georgia institutions of higher education placement rates.

2. **Admission Requirements for Tier I M.Ed.**: Prospective candidates must, at a minimum, hold a Bachelor's degree from an accredited college or university and a Clear Renewable Georgia Professional Standards Commission Certification at Level 4. Admission decisions for this program are made by the program faculty. Criteria and standards for evaluating applicants' suitability include:

(a) Completion and submission of an online application, including fee;
(b) Cumulative grade point average for all previous undergraduate and graduate courses, with a preferred standard of a minimum of 3.25 on a 4-point scale;
(c) Two letters of recommendation (one from a current school administrator);
(d) Preferred minimum of 3 years experience in an educational setting, and;
(e) A brief statement of purpose consistent with the intended focus of the program. This statement must include the following: (1) academic and/or career goals and (2) why you want a Tier 1 leadership certificate?

No GRE or MAT scores are required. Standardized test scores are typically waived for graduate programs at the masters or specialist level within the college.

Admissions decisions are made on a continuous (fall, spring, and summer term) basis. Although minimum and preferred requirements are outlined, applications are reviewed holistically. That is, if an applicant does not achieve minimum or preferred standards, such as those related to the grade point average, the candidate automatically might not be eliminated. Additionally, minimum and preferred requirements are not explicitly competitive – meeting the minimum requirements stated above normally results in admission. For this program, students must certify that they have access to a computer with a high-speed Internet connection. Students are classified as in-state or out-of-state based on University System of Georgia Board of Regents policy.

3. **Program Content:** Below is the program of study.

<p align="center">The University of Georgia
Tier I Masters of Education (MEd) in Educational Administration and Policy Program of Study
Certification: School Leadership</p>

Course Number	Credit Hours	Core Course Name
EDAP 8115 (E)	3	Educational Leadership for Student Success
EDAP 8130 (E)	3	Leadership in a Diverse Society
EDAP 7040 (E)	3	Education Law and Ethical Leadership
EDAP 7060 (E)	3	Policies, Systems, and Resources for Educational Enterprise
EDAP 7801 (E)	3	Clinical Practices in Educational Leadership I
EDAP 7802 (E)	3	Clinical Practices in Educational Leadership II
EDAP 7803 (E)	3	Clinical Practices in Educational Leadership III
EDAP 8390 (E)	3	School, Family, and Community Connections
EDAP 7030 (E)	3	Developing, Supporting, and Sustaining a Positive Learning Community
EDAP 7600 (E)	3	Research and Data Analysis for Professional Practice
EDAP 7020 (E)	3	Instructional Leadership for School Improvement

EDAP 7050 (E)	3	Talent Management for Continuous Improvement

The course requirements and standards for this program are the same as for the current face-to-face degree program. The modality option requires the same standards of academic excellence and rigor as the face-to-face delivery option. Expectations for the coursework include reading professional materials, composing scholarly papers, and participating in discussions and collaborative assignments. Like the existing program, the online program is not designed around an inflexible cohort schedule. As with the current program, most students are expected to take one or two courses per academic semester and two to three courses per Summer Semester, resulting in a modal time-to-degree of approximately 6 semesters (2 calendar years). All of the proposed required courses are offered in e-versions that have either already been fully approved through university governance.

The course requirements and Comprehensive Research Project guidelines for the online M.Ed. program are specified on the Requirements/Advising Sheet and Tier I M.Ed. in Educational Administration and Policy Handbook accompanying this document.

4. **Student Support Services:** Students will be advised by the Tier I M.Ed. in Educational Administration and Policy Program Coordinator. The program coordinator will teach in the online program and be available for meetings at both the Gwinnett and Athens campuses, as well as virtually, as preferred by the students. Courses in this program are already part of an approved face-to-face/on-campus format M.Ed. program in Educational Administration and Policy program with a Tier I certification, so the existing support mechanisms for this program will continue with in the online program. Matriculated students are made aware of university student support services (e.g., libraries, CAPS, career center, etc.).

5. **Resident Requirements:** Residence requirements will be identical to those established for the authorized degree program.

6. **Program Management:** This program will be administered by faculty in the Department of Lifelong Education, Administration, and Policy. Day-to-day services are supported by a Faculty Program Coordinator. All courses in the program are approved courses at UGA. Courses will be taught by program faculty and/or vetted part time instructors (PTI). PTIs will be on an as needed basis. Once established, the hope is the program will attract and support, at minimum, 10 new students per year. The online platform will provide us with the capacity to admit and serve more students.

Role	Name	Email
Program Coordinator, M.Ed. in Educational Administration and Policy Program	Jamon H. Flowers, Clinical Assistant Professor	jamon.flowers@uga.edu
Educational Administration and Policy Program Coordinator	Jami Berry, Clinical Associate Professor	jamiberry@uga.edu

Department Head, Lifelong Education, Administration, and Policy	Karen Bryant, Clinical Associate Professor	bryantkc@uga.edu

Admissions will be managed on a continuous basis. Student Learning Objectives for the online program are reported within the UGA required processes and are already operationalized based on the current face-to-face program. All courses are offered each year. The program can be completed at the learner's pace, so there is not a time limit, except within the graduate school's timeline requirements of six years before courses begin to expire.

Timetable for the first iteration of the degree program:

Spring-Summer 2023: Assess availability of and confirm existing faculty instructional support of the program. Advertise and carry out admission procedures for Fall 2023 cohort. Compile data, complete request for substantive change by the Georgia Professional Standards Commission (GaPSC), complete applications for approval from the GaPSC and University, complete advertisement (e.g., video) for the program, and purchase software to assist with the creation of curricular resources.

Spring and Summer 2023: Upon approval, we will conduct informational sessions and recruitment sessions (e.g., school recruitment fairs).

Fall 2023: Begin first cohort.

7. **Library and Laboratory Resources:** There are no laboratory requirements for the program. In terms of library access, students will have access to Galileo and GIL. Students will be required to meet the basic technology (ies) necessary to use eLC as the program is designed to be online.

8. **Budget:** Although this online version will mirror the existing program which is face-to-face, funds were requested for the development of, and transition to, this online version through the university's initiative to develop high-demand graduate programs. More specifically, by receiving an internal grant funds were used to address continuous advertisement (e.g., LinkedIn), purchase of technologies (e.g., Articulate 360) to assist with creating modules, collaborative meetings and workshops among the program faculty. There are no additional courses to be developed for this proposed program offering; therefore, the courses in the current program would be subsumed in regular faculty teaching loads. When enrollment increases, separate sections of courses for students can be established and incorporated into instructional teaching loads or supported through part-time instructors. The proposed program will employ current library resources and does not anticipate additional fees in the form of library, laboratory, or other specialized facility resource requirements. We do not anticipate any startup costs for the proposed program, special costs for the completion of the first cycle of students, or any additional costs associated with future cycles of students.

Therefore, we submit this proposal with a $0 budget. Based on projected enrollment online and market demand, the program might consider termination of the face-to-face option for the

program if enrollment counts in the face-to-face option do not continue to meet minimum enrollment requirements.

9. **Program Costs Assessed to Student:** Costs for students to complete the master's in education in educational administration and policy would be consistent with the established e-rate fee structure. The current cost per credit hour is $629 for e-rate programs in the UGA College of Education.

10. **Accreditation:** The online master's in education in educational administration and policy will be subject to approval by the Georgia Professional Standards Commission (GaPSC). Courses to be offered have already been approved for the existing certificate content and the program's request to the GaPSC will be for a change in modality.

11. **Application and Matriculation:** Students will apply for admission for this program in the same way they would apply for on-campus programs. The only difference will be their intention to complete the program entirely online and indication that they have the technological capacity to participate in the program. Applications will be reviewed for initial matriculation in fall, spring, or summer.

Tier I Certification-Only Online Program Proposal

The University of Georgia

Date: October 26, 2022

College/School/Division: Mary Frances Early College of Education

Department: Lifelong Education, Administration, and Policy

Degree: Non-degree

Major/Certification: Educational Administration and Policy

Proposed Start Date: Fall 2023

1. **Needs Assessment:**
The proportion of inquiries to the program faculty, including the Tier I Program Coordinator, the Department Head, and Graduate Program Administrator, regarding graduate programs to pursue educational administration that specify interest in a largely or entirely online option has steadily increased over the last few years. Based on the program's experiences during the pivot to online education during the pandemic, the program has observed a noticeable increase in enrollment in those courses. It is important to note that during our most recent informational sessions at the time of this writing, where we have had over 200 registrants, a majority of the prospective students are inquiring about a fully online platform.

It has become increasingly clear in recent years that the program's narrower Tier 1 Certification Only program, which is specifically designed for, and limited to, individuals who possess a master's degree or higher preferably in an education related field, is no longer viable if all candidates in the program must commute to Athens or Gwinnett for class meetings, even if (as has always been the case) all classes are scheduled either one evening per week or in Summer Semester.

As a practical matter and in prior terms, the program's Tier I option has served a majority of educators in northeast Georgia and the metropolitan Atlanta area. Competition from multiple Regional Educational Service Agencies (RESA) and entirely-online programs in Educational Administration and Georgia universities located closer to Atlanta has led to limited enrollment in our Tier I programs in Athens and Gwinnett, despite the intense interest in obtaining the credential at the University of Georgia. Over the past three years, matriculation in our Tier I Certification Only program has averaged five to seven students per semester. The placement rate for candidates who complete the credential is nearly 100%. and well above other Georgia institutions of higher education placement rates.

2. **Admission Requirements for Tier I Certification Only**: Prospective candidates must, at a minimum, hold a Master's degree from an accredited college or university and a Clear

Renewable Georgia Professional Standards Commission Certification at Level 5. Admission decisions for this program are made in nearly all cases by the program faculty. Criteria and standards for evaluating applicants' suitability include:
(a) Completion and submission of an online application, including fee;
(b) Cumulative grade point average for all previous undergraduate and graduate courses, with a preferred standard of a minimum of 3.25 on a 4-point scale;
(c) Two letters of recommendation (one from a current school administrator);
(d) A minimum of 3 years experience in an educational setting, and;
(e) A brief statement of purpose consistent with the intended focus of the program.

No GRE or MAT scores are required. Standardized test scores are typically waived for graduate programs at the masters or specialist level within the college.

Admissions decisions are made on a continuous (fall, spring, and summer term) basis. Although minimum and preferred requirements are outlined, applications are reviewed holistically. That is, if an applicant does not achieve minimum or preferred standards, such as those related to the grade point average, the candidate automatically might not be eliminated. Additionally, minimum and preferred requirements are not explicitly competitive – meeting the minimum requirements stated above normally results in admission. For this program, students must certify that they have access to a computer with a high-speed Internet connection. Students are classified as in-state or out-of-state based on University System of Georgia Board of Regents policy.

3. **Program Content:** Below is the program of study.

<div align="center">

The University of Georgia
Tier I Certification Only Online Program of Study
Certification: School Leadership

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Course Number	Core Course Name
EDAP 8115(E)	Educational Leadership for Student Success
EDAP 8130(E)	Leadership in a Diverse Society
EDAP 7040(E)	Education Law and Ethical Leadership
EDAP 7801(E)	Clinical Practices in Educational Leadership I
EDAP 7802(E)	Clinical Practices in Educational Leadership II
EDAP 7803(E)	Clinical Practices in Educational Leadership III

The course requirements and standards for this program are the same as for the current face-to-face certificate program. This modality option requires the same standards of academic excellence and rigor as the face-to-face delivery option. Expectations for the coursework include

reading professional materials, composing scholarly papers, and participating in discussions and collaborative assignments. Like the existing program, the online program is not designed around an inflexible cohort schedule. As with the current program, most students are expected to take a minimum of one or a maximum of three courses per academic semester and two to three courses per Summer Semester, resulting in a modal time-to-degree of approximately 3 semesters (approximately 1.5 calendar years). All of the proposed required courses are offered in e-versions that have already been fully approved through university governance.

The course requirements for the online Tier I Certification Only program are specified on the Requirements/Advising Sheet and Tier I M.Ed. in Educational Administration and Policy Handbook accompanying this document.

Due to the nature of the program, which leads to a certification credential through the Georgia Professional Standards Commission, there is no exit research exam or project.

4. **Student Support Services:** Students will be advised by the Tier I M.Ed. in Educational Administration and Policy Program Coordinator. The program coordinator will teach in the online program and be available for meetings at both the Gwinnett and Athens campuses, as well as virtually, as preferred by the students. Courses in this program are already part of an approved face-to-face/on-campus format M.Ed. and Tier I Certification Only program in Educational Administration and Policy program, so the existing support mechanisms for this program will continue with in the online program. Matriculated students are made aware of university student support services (e.g., libraries, CAPS, career center, etc.).

5. **Resident Requirements:** Residence requirements are identical to those established for the authorized degree program.

6. **Program Management:** This program will be administered by the faculty in the Department of Lifelong Education, Administration, and Policy. Day-to-day services are supported by a faculty Program Coordinator. All courses in the program are approved courses at UGA. Courses will be taught by program faculty and/or vetted part time instructors (PTI). PTIs will be on an as needed basis. Once established, the hope is the program will attract and support, at minimum, 10 new students per year. The online platform will provide us with the capacity to admit more students as needed.

Role	Name	Email
Program Coordinator, M.Ed./Tier I in Educational Administration and Policy Program	Jamon H. Flowers, Clinical Assistant Professor	jamon.flowers@uga.edu
Program Coordinator, Educational Administration and Policy Program	Jami Berry, Clinical Associate Professor	jamiberry@uga.edu
Department Head, Lifelong Education, Administration, and Policy	Karen Bryant, Clinical Associate Professor	bryantkc@uga.edu

Admissions will be managed on a continuous basis. Student Learning Objectives for the online program are reported within the UGA required processes and are already operationalized based on the current face-to-face program. All courses are offered each year. The program can be completed at the learner's pace, so there is not a time limit, except within the graduate school's timeline requirements of six years before courses begin to expire.

Timetable for the first iteration of the degree program:

Spring-Summer 2023: Assess availability of and confirm existing faculty instructional support of the program. Advertise and carry out admission procedures for Fall 2023 cohort. Compile data, complete request for substantive change by the Georgia Professional Standards Commission (GaPSC) to offer an online option for the certificate, complete applications for approval from the GaPSC and University, complete advertisement (e.g., video) for the program, and purchase software to assist with the creation of curricular resources.

Spring and Summer 2023: Upon approval, we will conduct informational sessions and recruitment sessions (e.g., school recruitment fairs).

Fall 2023: Begin first cohort.

7. **Library and Laboratory Resources:** There are no laboratory requirements for the program. In terms of library access, students will have access to Galileo and GIL. Students will be required to meet the basic technology (ies) necessary to use eLC as the program is designed to be online.

8. **Budget:** Although this online version will mirror the existing program which is face-to-face, funds were requested for the development of, and transition to, this online version through the university's initiative to develop high-demand graduate programs. More specifically, by receiving an internal grant funds were used to address continuous advertisement (e.g., LinkedIn), purchase of technologies (e.g., Articulate 360) to assist with creating modules, collaborative meetings, and workshops among the program faculty. There are no additional courses to be developed in this proposed program offering; therefore, the courses in the current program would be subsumed in regular faculty teaching loads. When enrollment increases, separate sections of courses for students can be established and incorporated into instructional teaching loads or supported through part-time instructors. The proposed program will employ current library resources and does not anticipate additional fees in the form of library, laboratory, or other specialized facility resource requirements. We do not anticipate any startup costs for the proposed program, special costs for the completion of the first cycle of students, or any additional costs associated with future cycles of students.

Therefore, we submit this proposal with a $0 budget. Based on projected enrollment online and market demand, the program might consider termination of the face-to-face option for the program if enrollment counts in the face-to-face option do not continue to meet minimum enrollment requirements.

9. **Program Costs Assessed to Student:** Costs for students to complete the Tier I Certification Only program would be consistent with the established e-rate fee structure. The current cost per credit hour is $629 for e-rate programs in the UGA College of Education.

10. **Accreditation:** The online Tier I Certification Only program will be subject to program approval by the Georgia Professional Standards Commission (GaPSC). Courses to be offered have already been approved for the existing certificate content and the program's request to the GaPSC will be for a change in modality.

11. **Application and Matriculation:** Students will apply for admission for this certificate program in the same way they would apply for on-campus programs. The only difference will be their intention to complete the program entirely online and indication that they have the technological capacity to participate in the program. Applications will be reviewed for initial matriculation in fall, spring, or summer.

ACADEMIC PROGRAM NAME CHANGE JUSTIFICATION FORM

Date: Jan. 18, 2023

Department/Division: Human Development and Family Science

School/College/Unit: Family and Consumer Sciences

Proposed Effective Date: Fall 2023

PROGRAM NAME CHANGES:

Current Program Name: Area of Emphasis in Marriage and Family Therapy

Proposed Program Name: Area of Emphasis in Couple and Family Therapy

PREFIX CHANGES:

Current Prefix and Name:

Proposed Prefix and Name:

JUSTIFICATION:

Attach a justification and rationale for the requested changes, and include any relevant documentation. If this change is in response to an accreditation body, please include that language in the proposal.

We request that the name of the Area of Emphasis "Marriage and Family Therapy" be changed to "Couple and Family Therapy." The new name of the area of emphasis does not change any content of the program. The reason for our request is two-fold: First, the term Couple and Family Therapy communicates more effectively our values of Diversity, Equity and Inclusion. Second, this name change will help family and social science graduates by providing an area of emphasis that is easily understood by outside institutions because the new title is more consistently used by peer and aspirational institutions. The change of name will keep us current with the changing trends in the field of Human Development and Family Science (HDFS). The requested change was unanimously supported by the HDFS departmental graduate committee and also by a full vote of the HDFS faculty.

NOTE: When the new name is effective, the old name will no longer be available and all students will be moved to the new program name.

APPROVALS: Attach documentation of approval from all involved units.

Name Change Approval Page

Current Program Name: Area of Emphasis in Marriage and Family Therapy

Proposed Program Name: Area of Emphasis in Couple and Family Therapy
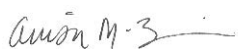
Effective term: Fall 2023

Department: Human Development and Family Science

Department Head Name (print): April Few-Demo

Department Head (sign and date): _____ _____01/24/2023_____

School/College; Family and Consumer Sciences

Dean Name (print): Anisa Zvonkovic

1/25/2023

Dean (sign and date): _____ _____

Proposed policy on student involvement in graduate admissions:

The review of graduate applications and recommendations regarding admission are part of the academic administration of graduate programs and the responsibility of graduate program faculty. As such, current graduate students may not serve as voting members on graduate admissions committees. A graduate student serving in non-voting advisory roles on program admissions committees must complete FERPA training and should be given access to application materials only in exceptional circumstances.