

Graduate Council Meeting
Wednesday, April 5, 2023

3:30 p.m.

(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, Correction and Approval of Minutes

(February 8, 2023)

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 Communication Sciences and Special Education, a proposal to add an Area of Emphasis in Behavior Analysis under the PhD in Special Education.
- Action Item: From the Mary Francis Early College of Education Department of Language and Literacy, a proposal to terminate the Graduate Certificate in Diverse Children's Literature for a Global Society.
- Action Item: From the Mary Francis Early College of Education Department of Workforce Education and Instructional Technology, a proposal to terminate the PhD in Learning, Design and Technology (Gwinnett Campus).
- Action Item: From the Mary Francis Early College of Education Department of Educational Psychology, a proposal to add an area of emphasis in Quantitative Methodology under the MED in Educational Psychology (online).
- Action Item: From the Franklin College of Arts and Sciences Department of Classics, a proposal to terminate the MA Latin Non-Thesis degree.

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. No new business.

V. Information Items

A. Curriculum Report: The Graduate School has approved 134 new courses, 135 course revisions, and 1 deletion.

B. Next meeting: Fall 2023.

VI. Adjourn




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Mary Frances Early College of Education

Office of Academic Programs

TO: Dr. Ron Walcott, Vice Provost for Graduate Education & Dean of the Graduate School
Fiona Liken, Associate Vice President for Instruction and Registrar

FROM: Dr. Stacey Neuharth-Pritchett, Senior Associate Dean for Academic Programs


DATE: February 16, 2023

RE: Area of Emphasis proposal under the PHD in Special Education

Please find attached a proposal to add an area of emphasis in Behavior Analysis under the PHD in Special Education from the Department of Communication Sciences and Special Education.

The College of Education's Curriculum Committee approved these proposals February 16, 2023.



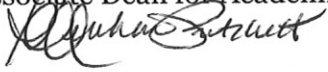
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TO: Dr. Ron Walcott, Dean of the Graduate School
Fiona Liken, Associate Vice President for Instruction and Registrar

FROM: Dr. Stacey Neuharth-Pritchett, Senior Associate Dean for Academic Programs


DATE: February 16, 2023

RE: Termination of Graduate Certificate in Diverse Children's Literature for a
Global Society

Please find attached a proposal from the Department of Language and Literacy to terminate the Graduate Certificate in Diverse Children's Literature for a Global Society.

The College of Education's Curriculum Committee approved this proposal on February 16, 2023.

PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: 2/2/2023

School/College: Mary Frances Early College of Education

Department/Division: Language and Literacy Education

Program (Major and Degree): Graduate Certificate in Diverse Children’s Literature for a Global Society

Which campus(es) offer this program? Athens

Deactivation or Termination? Termination

Proposed Effective Date: Fall 2023

Last date students will be admitted to this program: No students are enrolled in the certificate program

Last date students will graduate from this program: No students are enrolled in the certificate program

Note: There may be no enrollment in the program as of the termination effective date.

Program Abstract:

Provide a brief summary of the program being proposed for deactivation or termination.

For Deactivated or Terminated Programs:

- 1. State the reasons for deactivating or terminating the program, and provide copies of any relevant documents.

This proposal is to terminate the Graduate Certificate in Diverse Children’s Literature for a Global Society. The certificate was officially deactivated effective Spring 2019. Because of the pandemic, the program was granted an extension to either reactivate or terminate the certificate. The certificate’s effective date was Summer 2015 but due to limited human resources due to unexpected departures and retirements, admissions to the certificate program did not initiate. The faculty are interested in pursuing a minor for undergraduates surrounding this content given the space that many undergraduates have in allowable credits for pursuit of minors. The content offered prior to completion of an initial educator preparation program could advantage graduates of those programs in qualifications for employment.

- 2. What will be done to minimize the impact of the deactivation or termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on: a) how faculty and staff will be notified of the deactivation or termination, and b) how faculty and staff will be reallocated.

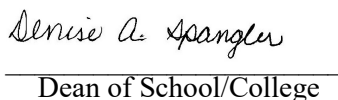
Not applicable, the program was not initiated. There are no students enrolled. Faculty efforts can turn toward the creation of the minor and support for other undergraduate and graduate across the unit’s programs of study (e.g., BSEd, MEd, EdS, PhD).

- 3. What will be done to ensure that deactivation or termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?

Not applicable, the program has not been offered, so there is no resultant impact on other programs.

Approvals:


Department Head


Dean of School/College

Dean of Graduate School



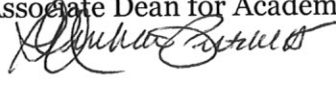
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Mary Frances Early College of Education

Office of Academic Programs

TO: Dr. Ron Walcott, Dean of the Graduate School
Fiona Liken, Associate Vice President for Instruction and Registrar

FROM: Dr. Stacey Neuharth-Pritchett, Senior Associate Dean for Academic Programs


DATE: February 16, 2023

RE: Termination of PhD in Learning, Design, and Technology – Gwinnett Campus
Only

Please find attached a proposal from the Department of Workforce Education and Instructional Technology to terminate PhD in Learning, Design, and Technology at the Gwinnett Campus.

The College of Education's Curriculum Committee approved this proposal on February 16, 2023.

PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: 1/21/2023

School/College: Mary Frances Early College of Education

Department/Division: Workforce Education and Instructional Technology

Program (Major and Degree): PhD in Learning, Design, and Technology (Gwinnett campus)

Which campus(es) offer this program? Gwinnett

Deactivation or Termination? Termination

Proposed Effective Date: Fall 2023

Last date students will be admitted to this program: No students are enrolled at the Gwinnett campus

Last date students will graduate from this program: No students are enrolled at the Gwinnett campus

Note: There may be no enrollment in the program as of the termination effective date.

Program Abstract:

Provide a brief summary of the program being proposed for deactivation or termination.

For Deactivated or Terminated Programs:

1. State the reasons for deactivating or terminating the program, and provide copies of any relevant documents.

This proposal is to terminate the PhD in Learning, Design, and Technology at the Gwinnett campus. The Mary Frances Early College of Education was contacted by the Office of Accreditation and Institutional Effectiveness to validate programs for the university’s most recent SACSCOC accreditation. The PhD in Learning, Design, and Technology was coded as a program at the University of Georgia Gwinnett campus. This program is offered only at the Athens campus. It is not clear why the program was coded as an option for the Gwinnett campus. There are no faculty assigned to that campus from the college to support this PhD option at the Gwinnett site nor are there any students at that campus in the program.

2. What will be done to minimize the impact of the deactivation or termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on: a) how faculty and staff will be notified of the deactivation or termination, and b) how faculty and staff will be reallocated.

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens-based program.

3. What will be done to insure that deactivation or termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens-based program.

Approvals:

Lloyd P. Rieber

Department Head

Denise A. Spangler

Dean of School/College

Dean of Graduate School



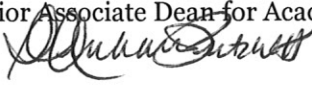
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Mary Frances Early College of Education

Office of Academic Programs

TO: Dr. Ron Walcott, Vice Provost for Graduate Education & Dean of the Graduate School
Fiona Liken, Associate Vice President for Instruction and Registrar

FROM: Dr. Stacey Neuharth-Pritchett, Senior Associate Dean for Academic Programs


DATE: February 16, 2023

RE: Area of Emphasis proposal under the MED in Educational Psychology

Please find attached a proposal to add an area of emphasis in Quantitative Methodology under the MED in Educational Psychology from the Department of Educational Psychology

The College of Education's Curriculum Committee approved these proposals February 16, 2023.

PROPOSAL FOR AN AREA OF EMPHASIS

Date: December 12, 2022

School/College: Mary Frances Early College of Education

Department/Division: Educational Psychology

Program (Major and Degree): Educational Psychology (M.Ed.)

Area of Emphasis Title: Quantitative Methodology

Which campus(es) will offer this program? Online

Proposed Effective Date: Fall 2023

Area of Emphasis Description:

The mission of the Quantitative Methodology (QM) program is to advance the theory and practice of statistics and measurement in the social and behavioral sciences. The program provides graduate training in research design and analysis as well as advanced training in psychometrics, educational assessment, and quantitative research methodology.

The matriculation levels of both American and international students in the Educational Psychology M.A. and Ph.D. indicate that the major has an established reputation, nationally and internationally, that can be drawn upon to advance expertise in practice. The M.Ed. degree is focused on preparing students for professional research and measurement careers within industry or government, and enhances the diversity of the COE student population because it provides greater access to students irrespective of where they live or work. The department is ready to expand the QM program to M.Ed. students to include a more diverse student body with respect to residency and professional goals.

Requests for online versions of courses have increased considerably, and online versions of courses have excellent enrollment patterns. Faculty have identified that online coursework seems to fill faster than face-to-face counterparts when they are offered simultaneously. There are currently more than 10 online M.Ed./M.A. programs in Assessment, Measurement, and Evaluation in United States, which are similar or closely related to UGA's QM program. The success of these existing online programs shed light on the potential success of a QM M.Ed. at UGA. In fact, the course work from this M.Ed. program can prepare students for a career as a researcher and analyst in several fields, including academic institutions, state and federal agencies, school districts, the testing and evaluation industry, marketing research, and large-scale test management. In high demand today are those with the ability to create, maintain, interpret, and communicate data in the educational world. With increasing standardized testing, technologies designed to track student learning calls for more institutional accountability and government oversight, the job prospects mirror the demand. According to the Bureau of Labor Statistics, the field is projected to grow 27 percent from 2012 to 2022, much faster than the

average for all occupations. BLS States: "Growth is expected to result from the more widespread use of statistical analysis to make informed business, healthcare, and policy decisions.

For this program, the department plans to use the e-rate tuition funding plan. That plan indicates that students would be charged \$629 per credit hour.

Major Requirements:

The online Area of Emphasis in Quantitative Methodology under the major in Educational Psychology (M.Ed.) requires a minimum of 34 credit hours.

YEAR 1

The first year provides the basic foundational courses for the degree.

Fall semester

ERSH 6200E: Methods of Research in Education (3 credits)

ERSH 6300E: Applied Statistical Methods in Education (3 credits)

GRSC 7001E: GradFIRST: First-Year Introduction to Research and Scholarship Training (1 credit)

Spring semester

ERSH 8320E: Applied Correlation and Regression Methods in Education (3 credits)

EPSY 6800E: Foundations of Cognition for Education (3 credits)

Summer semester

ERSH 6600E: Applied Educational Assessment (3 credits)

First Secondary Focus Area Elective (3 credits)

YEAR 2

In this year, students complete four additional required courses considered foundational to the degree (ERSH 7600E, ERSH 8610E, three credit hours of programming or data management and their applied project/capstone experience). Students will select their final course to fulfill their secondary focus area. This secondary focus is six credit hours and can be split from among the options below. Alternately, the student can propose another secondary area that meets their future goals and for which online courses are available and regularly offered (Note: the Secondary Focus Area must be approved by an QM advisor).

Fall Semester

ERSH 7600E: Construction of Educational Measurement (3 credits)

Three credits of ERSH data management/programming coursework (3 credits)

Note: the current ERSH programming/data management options include ERSH 9200E, ERSH 6510E, and ERSH 8321E. Additional options are planned.

Spring Semester

ERSH 8610E: Theories of Educational Measurement (3 credits) [**Need to create E version of the course**]Final Secondary Focus Area elective course. (3 credits)

Note: A recommendation of ERSH 7500E, Action Research, for students who are completing an Applied Project in a school or organization.

Summer Semester

Plan A: EPSY 7650E: Applied Project in Educational Psychology OR ERSH Applied Psychometrics with Capstone Project (3 credits)

Plan B: ERSH 9700: Internship with Capstone Project (3 credits)

Secondary Focus Area Options: Six credits of elective coursework

(A) Applied Cognition and Development (Choose 6 credits)

EPSY 6060E: Foundations of Motivation for Education (3 credits)

EPSY 6010E: Foundations of Human Development for Education (3 credits)

EPSY 7160E: Nurturing Independent Learners (3 credits)

OR

(B) Educational Measurement, Psychometrics, Statistical and Research Methods (Choose 6 credits)

ERSH 7800E: Topics in Educational Research, taught as Survey of Latent Variable Models (3 credits) [**Need to create E version of the course**]

ERSH 7500E: Action Research (3 credits)

OR

(C) Learning with Technology (Choose 6 credits):

EDIT 6150E: Introduction to Digital Learning (3 credits)

EDIT 6170E: Introduction to Instructional Design (3 credits)

EDIT 6400E: Emerging Approaches in Teaching, Learning, and Technology (3 credits)

EDIT 6600E: Diversity, Technology, and Learning (3 credits)

OR

(D) Qualitative Approaches to Education (Choose 6 credits):

QUAL 8400E: Qualitative Research Tradition (3 credits)

QUAL 8410E: Designing Qualitative Research (3 credits)

QUAL 8420E: Analyzing Qualitative Data (3 credit)

OR

(E) Development of High Intellectual Capability (Choose 6 credits) :

EPSY 8270E: Family and Community Engagement in Talent Development (3 credits)

EPSY 8230E: Divergent and Creative Thinking (3 credits)

EPSY 7240E: Creativity: Instructional Procedures and Problem-Solving Processes (3 credits)

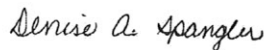
EPSY 7260E: Supporting Social and Emotional Development of the Gifted (3 credits)

EPSY 7060E: Assessment of Gifted Children and Youth (3 credits)

4. Approvals:



Department Head



Dean of School/College

Dean of Graduate School



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Franklin College of Arts and Sciences
Office of the Dean

February 21, 2023

Fiona Liken
Director
Curriculum Systems
University of Georgia
Holmes-Hunter
UGA Athens Campus

Dear Fiona:

The Franklin College of Arts and Sciences Curriculum Committee and the Faculty Senate has reviewed and approved the attached from Classics.

If you have any questions or need further information, please feel free to contact my office.

Sincerely,

Dr. Jean Martin-Williams
Josiah Meigs Distinguished Teaching Professor of Music
Associate Dean, Franklin College

Christine L. Albright
Mario Erasmo
Robert R. Harris
Erika T. Hermanowicz
Jared S. Klein
John H. Nicholson



Department of Classics
Franklin College of Arts and Sciences
UNIVERSITY OF GEORGIA

Naomi J. Norman
Peter O'Connell
Jordan Pickett
Charles Platter
Mariah Smith
Benjamin M. Wolkow

Mario Erasmo, Department Head

23 January 2023

Dr. Jean Martin-Williams
Associate Dean, Franklin College of Arts and Sciences

Application to terminate the MA Latin Non-Thesis Degree

Dear Dean Martin-Williams,

Please find attached an application to terminate the MA Latin Non-Thesis degree due to low enrollments over several years. In its place, students will have the option to pursue the current MA Classical Languages (name change to MA Classics pending) with an Area of Emphasis: Latin.

The vote of the Graduate Faculty in the Department of Classics was 8 Yes/ 0 No in support of eliminating the MA Latin Non-Thesis Degree.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mario Erasmo'.

Dr. Mario Erasmo
Professor and Head of Classics
Undergraduate Coordinator
Director, UGA Classics Europe: Unearthing the Past
merasmo@uga.edu

PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

5 January 2023

Date: _____

School/College: Franklin College

Department/Division: Classics

Program (Major and Degree): MA Latin Non-Thesis

Which campus(es) offer this program? UGA Athens, GA

Deactivation or Termination? Termination

Proposed Effective Date: Fall 2023

Last date students will be admitted to this program: Students are no longer admitted into the program.

Last date students will graduate from this program: 31 August 2023

Note: There may be no enrollment in the program as of the termination effective date.

Program Abstract:

Provide a brief summary of the program being proposed for deactivation or termination.

The M.A. in Latin is designed for students who plan to teach Latin at the secondary level. Required courses include surveys of Latin literature, seminars in Latin, and seminars in Classical Culture. Students may choose additional courses in Greek, Latin, classical civilization, ancient history, archaeology, art, philosophy, linguistics, or other related fields. In lieu of a research thesis, students produce a final teaching project which can be used in the classroom upon graduation.

For Deactivated or Terminated Programs:

1. State the reasons for deactivating or terminating the program, and provide copies of any relevant documents.

The program has not met the minimum number of degrees conferred as set forth by the Board of Regents for the last five years, averaging only 1 or 2 graduates per year. There are currently no students enrolled in the program. Undergraduate students interested in pursuing a career in teaching Latin at the secondary school level have several options that were not available when the MA Latin Non-Thesis degree was initiated: AB Classics/BSED Dual Degree and the AB Classics/MAT World Language Education: Latin Double Dawgs Degree. These new programs lead to teaching certification upon graduation, whereas the MA Latin Non-Thesis degree does not. In addition, the MA Classical Languages - Area of Emphasis Latin degree offers students who are already certified Latin teachers to focus their research on Latin pedagogy.

2. What will be done to minimize the impact of the deactivation or termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on:

a) how faculty and staff will be notified of the deactivation or termination, and

During a faculty meeting on 21 September 2022, the faculty voted 8 Yes/ 0 No in support of terminating the program.

b) how faculty and staff will be reallocated.

There are currently no students enrolled in the MA Latin Non-Thesis degree program. Termination of the program does not affect faculty or staff assignments.

3. What will be done to insure that deactivation or termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?


Termination of the program will not affect the MA Classical Languages degree; the AB Classics/BSED Dual Degree or the AB Classics/MAT World Language Education- Latin Double Dawg degree. Enrollments are expected to increase in these programs.

For Deactivated Programs:

4. State the plans for allowing students currently enrolled in the program to complete degree requirements, including specific information on: a) how students will be notified of the program deactivation, and b) how students will be advised on completing the program.

5. What plans, if any, are there for subsequent reactivation of the deactivated program?

Approvals:


—

Department Head

Dean of School/College

Dean of Graduate School

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 members on graduate admissions committees. Graduate students may participate in other roles in the graduate recruitment process, including interacting with prospective students at recruitment events. A graduate student serving in a non-voting support role on a program admissions committee must complete FERPA training.