Graduate Council Meeting
Wednesday, October 11, 2023 3:30 p.m.
327 Brooks Hall
(The Bylaws prohibit representation by proxy.)

AGENDA

I.   Reading, Correction, and Approval of Minutes
(August 23, 2023)

II.   Graduate Council Committee Reports

    A. Appeals Committee
    Committee Report (Don Nelson)

    B. Program Committee
    Committee Report (Kristen Navara)

- *Action Item:* From the Terry College of Business, a proposal for a new online Master's of Professional Accountancy (MPAcc) degree program.

- *Action Item:* From the Graduate School and Mary Frances Early College of Education:

  a. A proposal to rehome the Interdisciplinary Graduate Certificate in University Teaching in the Mary Frances Early College of Education.
  b. A request to update the Interdisciplinary Graduate Certificate in University Teaching curriculum.

- *Action Item:* From the Mary Frances Early College of Education Department of Lifelong Education, Administration, and Policy, a proposal to change the name of the Graduate Certificate in Transformational Leadership to the Certificate in Complexity Leadership.

- *Action Item:* From the Mary Francis Early College of Education, a proposal to create an area of emphasis in Literary Specialist under the EDS in Education (online campus).

- *Action Item*: From the College of Pharmacy, a request to update the programs of study for the Master of Science degrees in Pharmacy with an emphasis in Regulatory Sciences:

    o MS, Pharmacy – Thesis (online), degree code MS_PHRM_GWON
    o MS, Pharmacy – Non-thesis (online), degree code MS_PHRM_GONT (often called The Project Path)

    C. Policy and Planning Committee
    Committee Report (Yoo-Kyoung Seock)

- *Action Item:* Leave of absence policy revision to meet Title IX requirements; time limit revision.

III.   Information Items
    A. Update in approval process for non-thesis tracks added to master's degrees.

    B. Curriculum Report: The Graduate School has approved 10 new courses, 23 course revisions, and 7 deletions.

C. The Graduate Council approved via online vote the following proposals in September 2023:
- From the Mary Francis Early College of Education
  - Department of Language and Literacy Education, a proposal to terminate the M.A.T. in Teaching English to Speakers of Other Languages.
  - Department of Language and Literacy Education, a proposal to terminate the following areas of emphasis under the M.Ed. in Reading Education on the Athens campus only:
    1. Area of Emphasis in New and Digital Literacy P-5
    2. Area of Emphasis in New and Digital Literacy 6-12
  - Department of Communication Sciences and Special Education, a proposal to terminate the M.Ed. in Special Education on the Griffin campus only.
  - Department of Mathematics, Science and Social Studies Education, a proposal to revise the curriculum for the EDD in Science Education.
  - Department of Workforce Education and Instructional Technology, a proposal to create a new Area of Emphasis in Research-Oriented Learning Design under the M.Ed. in Learning, Design, and Technology.
  -

D. Next meeting: Wednesday, November 8, 3:30pm, 327 Brooks Hall.

IV.   Adjourn

UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program
Application

Released

Updated Version: Summer 2022

Point of Contacts

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Version Control

Date	Changes	USG Approved date	Website update date
8/19/2022	Attach as a WORD document only – no PDFs. Use Times New Roman 12pt. font.	8/19/2022	8/19/2022
8/19/2022	All questions are required for ALL degree levels.	8/19/2022	8/19/2022
8/19/2022	Some charts have been modified/deleted for consistency and to reduce redundancy.	8/19/2022	8/19/2022
8/19/2022	Signature page must be fully completed. Any addendums must be signed off by CBO.	8/19/2022	8/19/2022
8/19/2022	External Reviews for Doctoral Degrees are the responsibility of the Institution. See Prompt 30 for more information.	8/19/2022	8/19/2022

NOTE:

Italicization indicates a question or field on the in-take form

^= indicates accreditation related content

USG Routing Only

☐ *Program was part of the Annual Academic Forecast*

☐ *This proposal requires USG integrated review*

☐ *This proposal can be expedited (Nexus, established concentration with strong enrollment)*

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW

To be completed as part of SharePoint Submission

1. *Request ID: (SharePoint Generated unique ID)*

2. *Institution Name: University of Georgia*

3. *USG Sector: Research University*

4. *School/Division/College: C. Herman & Mary Virginia Terry College of Business*

5. *Academic Department: J.M. Tull School of Accounting*

6. *Proposed Program Name: Master's of Professional Accountancy (MPAcc)*

7. *Major: Accounting*

8. *CIP Code (6 digit): 52.0301*

9. *Degree Level: Master's*

10. *Anticipated Implementation Semester and Year^: Fall 2024*

11. *Was this program listed in the most recent Academic Forecast?*

☐ *Yes*

X *No (If no, explain why below)*

This proposal is the result of a market research study indicating significant demand for an online masters of accounting program for experienced professionals without an undergraduate accounting degree. There is no other comparable program in the USG. Other masters in accounting programs at UGA or other USG schools require an undergraduate accounting degree or substantial undergraduate accounting prerequisites.

12. Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):

Demand for accounting professionals, particularly those with the necessary qualifications for professional licensure (e.g., Certified Public Accountants (CPAs), Certified Management Accountants (CMAs), Certified Fraud Examiners (CFEs), etc.), is consistently high. At the same time, the pipeline of qualified candidates has declined over the past decade. While many in the profession studied accounting as undergraduates, there is a growing population of accounting professionals who entered the field post-graduation and lack the necessary educational prerequisites to advance in their careers, having earned undergraduate degrees in other disciplines. Most graduate accounting programs in the State of Georgia and across the country target accounting majors or, to a lesser degree, business majors more generally. The online Master's of Professional Accountancy (MPacc) will open the door for professional advancement to those who did not major in accounting but, after gaining sufficient employment experience, wish to either achieve professional accounting licensure, advance in the accounting profession through gaining additional accounting coursework, or both. Importantly, the program will not compete with the existing Master's of Accountancy (MAcc) at the University of Georgia or with similar other graduate programs in the USG, as its target audience is different. Thus, the pipeline for accounting professionals will be expanded. Graduates of the MPAcc will complete coursework in financial accounting, managerial accounting, taxation, and accounting systems, with the ability to specialize in a given area through electives, as needed to suit the student's chosen career path. Furthermore, given the importance of data analytics to the profession, the MPAcc program will expose students to the latest accounting analytics software, methods, and techniques. In addition to meeting the requirements for professional licensure, the MPAcc program will prepare graduates to work in public accounting or in the accounting, financial reporting, finance, or taxation departments of both public and private companies, as well as for governmental entities. Qualified accounting professionals are actively sought by not only the Big 4 (Deloitte, EY, KPMG, and PwC) and other major public accounting firms, but also major corporations, including Delta Airlines, Coca-Cola Enterprises, Inc., Chick-fil-A, The Home Depot, Inc., Caterpillar, Inc., CSX, Inc., etc. Often, these employers require employees to meet certain requirements for advancement. The MPAcc will guarantee its graduates meet those standards. Interested MPAcc graduates will also be prepared to continue into accounting and business PhD and DBA programs.

13. Accreditation^: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

The MPAcc program will meet the requirements for both business and accounting accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Terry and Tull are fully accredited by AACSB.

14. Specify **SACSCOC** or other accreditation organization requirements^.

Mark all that apply.

☐*X* Substantive change requiring notification only [1]

☐ Substantive change requiring approval prior to implementation [2]

☐ Level Change [3]

☒ None

B. STRATEGIC PLAN

15. How does the program align with the System Wide/Strategic Plan Context (within mission fit):

According to its 2024 Vision, "The University System of Georgia will excel in meeting the needs of our state and economy through universities and colleges that provide an affordable, accessible and high-quality education; promote lifelong success of students; and create, disseminate and apply knowledge for the advancement of our state, nation and world." The MPAcc will not only meet a number of needs in the State's economy, but it will also offer students an affordable, accessible, and quality program to working professionals who wish to improve their chances of lifelong success, thereby advancing the state, nation, and world.

More specifically, the MPAcc program, while addressing all strategic goals in the USG's 2024 strategic plan (student success, stewardship, economic competitiveness, and community impact), will most directly address the first three goals. First, the MPAcc will eliminate both time and economic barriers that might otherwise prevent experienced professionals from gaining additional accounting education. As an online, asynchronous program, professionals can complete the coursework according to their schedule, while benefitting from the high-quality education offered by Tull faculty. Second, the MPAcc program will not only be internally efficient from a cost perspective but will also be offered at a tuition rate that is lower than most competing programs. In other words, MPAcc students will receive world-class instruction at a reasonable price, at minimal cost to the USG and UGA. Third, the MPAcc program directly addresses the USG's economic competitiveness goal by providing students with readily marketable, high-demand accounting skills and knowledge. These skills are highly sought after by a wide variety of employers, offering graduates lifelong opportunity as well as economic security.

16. How does the program align with your institutional mission and function^?
    If the program does not align, provide a compelling rationale for the institution to offer the program.

The MPAcc will align with the mission of the University of Georgia as it will provide the necessary knowledge, skills, and expertise for graduates in the high-demand area of accounting, including data analytics, financial and managerial accounting, and taxation. One of the missions of UGA is its commitment to excellence in public service, economic development, and technical assistance activities designed to address the strategic needs of the state of Georgia. This program will support this mission of UGA by providing a well-trained workforce in a critical economic area, thus expanding the pipeline for accounting professionals in the State and benefiting employers and employees alike. The development of the MPAcc also aligns well with the larger goal of establishing the University of Georgia as a leader in the field, expanding employment opportunities across the State. The proposed MPAcc will allow students from both rural and urban areas to pursue a graduate education from the State's flagship institution at a relatively small cost, both in terms of tuition and time away from employment. As such, the program will expand opportunities for a diverse range of students, including first generation and rural students as well as students from outside the state wishing to earn a degree from a top accounting

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[2] See page 17 (Requiring Approval Prior to Implementation) of SACSCOC Substantive Change Policy and Procedures document.
[3] See page 3 (Level Change Application) of SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document for level change requirements.

program.

17. How does the program align with your institution's strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.

Given its structure, the MPAcc enhances the University's existing academic program portfolio while using minimal additional resources. It serves as a complement to the Terry College's other master's programs as well as expanding the opportunities for students to earn a high-quality accounting education beyond the Tull School's existing, on-campus BBA and MAcc programs. The MPAcc will be comprised entirely of existing courses presently offered by Tull School faculty. The courses will need to be converted to an online, asynchronous format – a process that Tull faculty became familiar with during the COVID-19 pandemic. The program is comprised of twelve courses, totaling 36 credit hours and will generally take one calendar year to complete. Students may, at their option, take longer to complete the program if doing so better suits their individual situation.

The MPAcc program aligns with the University of Georgia's strategic plan, directly addressing two of the university's strategic goals. First, the MPAcc will promote excellence in teaching and learning by offering a high-quality accounting education to a diverse population of students – specifically working professionals from around the State and nation – in an accessible online format. Faculty will likewise benefit from furthering their online teaching skills. In addition, the proposed program will strengthen the university's relationships with communities across the State, by offering a wide variety of employers an expanding pipeline of accounting professionals and, simultaneously, opening the door to graduate accounting education to working professionals, no matter their geographic location.

C. NEED

18. To what extent does the program align with local, regional, and/or state talent demand or workforce strategies?

Based on a market analysis conducted for Terry/Tull by Hanover Research, the proposed program aligns well with both local, regional, state, and national talent demands and workforce strategies. Per Hanover:

Labor demand for accounting-related positions is considerable and stable.

In aggregate, employment in relevant occupational categories is projected to expand at roughly the same rate as the economy as a whole nationally, in the Southeast region, and in Georgia. Demand for the skills accounting professionals bring with them is high, and employers have posted more than 100,000 open positions in the past year.

Labor demand for accounting-related positions is stable to increasing.

Employment growth for accounting-related positions is expected to be higher than average in Georgia and across the Southeast region in the next decade. Nationally, relevant positions are expected to keep pace with employment growth across the economy as a whole, expanding by 4.5 percent in comparison to a national average of 4.3 percent.
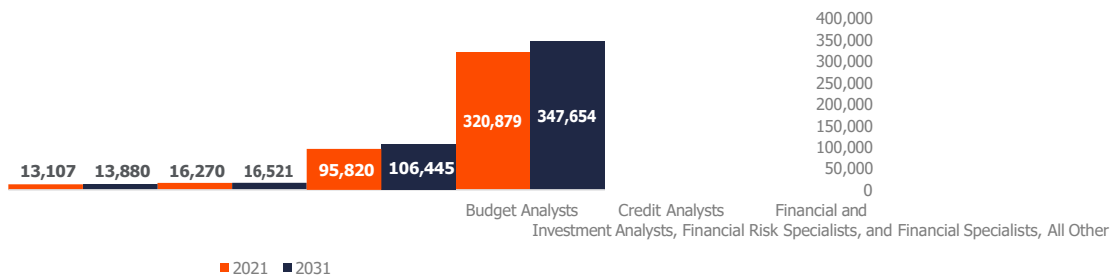
The market is strongest for Accountants and Auditors, which represent the largest number of workers by far. This occupational category is also projected to have above average growth (7 percent nationwide according to the BLS). Other relevant fields are also expected to see growth, with Financial and Investment Analysts are in particular demand in Georgia and the Southeast.

Graduates of the proposed master's program have a strong likelihood of success in the current labor market.

The AICPA reports that a considerable proportion of new staff hired into accounting/finance functions of U.S. CPA firms come from outside of the field of accounting- with 19 percent of hires having a master's in accounting, 33 percent holding a bachelor's in accounting, and other hires coming from other business or finance-related fields. Looking specifically at the Master of Accounting graduates, most students are successful in their career movement- in 2020, 86 percent of these graduates were hired into accounting/finance functions of U.S. CPA firms (AICPA). While graduates of bachelor's degree programs make up a majority of the accounting workforce, master's degree holders are likely to find an accounting-related position and may be more attractive candidates to hiring managers due to their continued education, experience gained through the degree, and qualification to sit for the CPA licensure exam without needing to take additional courses.

REGIONAL CURRENT AND PROJECTED EMPLOYMENT
Southeast accounting- related positions as of 2021 and 2031 (projected)

	Budget Analysts	Credit Analysts	Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other
2021	13,107	16,270	95,820 / 320,879
2031	13,880	16,521	106,445 / 347,654

■ 2021 ■ 2031

TOTAL LABOR MARKET
Aggregate projected employment growth by geographic level

	Georgia	Southeast	National
Estimated Employment (2021)	60,354	446,076	1,983,094
Projected Employment (2031)	66,988	484,500	2,071,950
Employment Growth, Observed Occupations	6,403	45,890	192,073
Total Annual Openings, Observed Occupations	11.0%	8.6%	4.5%
Employment Growth, All Occupations	9.7%	7.0%	4.3%

Source: JobsEQ

19. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives or other evidence of demand (e.g. employment sector trends, clearly defined learner demand, complement to an existing program, meeting a persistent, new, or emerging demand for knowledge and innovation).

☐ *No*

☒ *Yes (If yes, use the space below to explain how their input informed this proposal)*

The University obtained an academic program assessment from Hanover Research prior to the development of this proposal. The proposed MPAcc curriculum, tuition structure, and program delivery methodology directly reflect the results of that assessment. In addition, the Tull School solicited input

from its faculty, alumni advisory board, and employers in the development of this proposal, and incorporated that feedback in the program design. Finally, the program reflects national trends and curriculum requirements as set by the American Institute of Certified Public Accountants (AICPA) for upcoming changes to the CPA exam.

20. Identify the partners you are working with to create a career pipeline with this program[4].^

    Mark all that apply

    ☐ High School CTAE   ☐ Other USG institutions   ☒ Professional associations

    ☐ High School STEM   ☐ Other universities   ☒ Other (specify below)

    ☐ Career academies   ☒ Employers   Alumni

    ☐ TCSG programs   ☐ Community partnerships   ☐ None

21. Are there any competing or complementary programs at your own institution?

    ☐ *No*

    ☒ *Yes (If yes, provide additional information about the competing program(s) below).*

    There are no competitor programs at the university. As mentioned previously, the MPAcc will offer a complement to the existing BBA in Accounting and MAcc programs by offering the Tull School's high quality accounting education to a wider range of students.

22. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program's service area is a region within the state, include a map showing the counties in the defined region.

    The program will serve a national and perhaps international service area.

23. Do any other higher education institutions in close proximity offer a similar program?
    ☐ *No* ☒ *Yes (If yes, provide a rationale for the institution to offer the program)*

    UGA is the flagship institution within the USG and will attract a different audience of potential students and employers than would perhaps be interested in the other programs that are in close proximity (see problem 24). Per Hanover, there is room in the market for additional online master's of accountancy programs. The MPAcc's proposed length, target audience, costs, and curriculum/prerequisites, along with UGA's reputation, will differentiate it from existing programs.

24. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.

Similar or Related Degrees/Programs	CIP Code	Supply[1] (Graduates/Completers)	Competitor Institutions[2]

Georgia Southern University - – online Master's of Accountancy	52.0301	59	Georgia Southern University
Auburn University – online Master's of Accountancy	52.0301	98	
Liberty University – online Master's of Accountancy	52.0301	188	
Mercer University– online Master's of Accountancy	52.301	30	
University of Alabama – Birmingham – online Master's of Accountancy	52.0301	63	
University of Illinois Urbana-Champaign – online Master's of Accountancy	52.0301	Did not report conferrals in IPEDS for 2021. Enrollment suggests approximately 100 graduates.	
University of North Carolina-Chapel Hill – online Master's of Accountancy	52.0301	196	
University of North Dakota – online Master's of Accountancy	52.0301	36	
Florida International University – online Master's of Accountancy	52.0301	78	

[1] Supply = Number of program graduates last year within the study area
[2] Competitors = List other USG institutions that offer this program or a similar program in the area (see **Question 23**)

COMPETITOR ANALYSIS

ANALYSIS

Competitive conditions suggest the need for creativity in program design.

Accounting is a competitive field for higher education providers, with more than 500 programs nationally and 115 in the Southeast region in 2020. Given this landscape, many institutions have begun developing programs in the online space, where the market is less crowded. In 2020, the Southeast region was home to 37 programs reporting a distance option, up from 26 in 2016. That year, regional distance programs were slightly larger than their campus-based counterparts, awarding an average of 42 degrees (in comparison to 37 for non-distance programs).

The majority of existing programs are marketed to students who have previously completed a bachelor's degree in accounting. Though an increasing number of programs are accepting students who do not have an accounting degree, there remains far fewer accounting master's programs open to students whose educational background is in a different field. Most of these programs do not appear to have been explicitly designed with a non-accounting audience in mind. Instead, these programs – such as Florida International University's Master of Accounting – append a pathway for completing accounting pre-requisites and extending the program by five or more courses.

In order to further understand the competitive market, Hanover benchmarked a selection of competitor programs in the nation, focusing on the Southeast. All programs are offered online and will admit students without a bachelor's in accounting.

BENCHMARKED COMPETITOR PROGRAMS

Institution	2020 Degree Completions	Completions Growth Rate	State
Auburn University	85	-0.3%	AL
Florida International University	107	-8.6%	FL
Liberty University	202	-3.4%	VA
Georgia Southern University	48	10.7%	GA
Mercer University	44	-2.7%	GA
University of Alabama- Birmingham	86	4.2%	AL
University of Illinois	0	-100%	IL
University of North Carolina- Chapel Hill	230	19.7%	NC
University of North Dakota	8	68.2%	ND

HR | HIGHER EDUCATION

25. Based on the program's study area, what is the employment outlook for occupations related to the program? An Excel version of the CIP to SOC crosswalk is also available from NCES. If data for the study area is not available, then use state- or national-level data. Only list the jobs that are highly aligned and likely to be those for which you are preparing students and not every possibility.

   Possible resources:
   - Click **here** for US and Georgia occupation projections
   - Click **here** for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the GDOL Labor Market Explore Website
   - For a custom Georgia geography – request a Jobs EQ report from **USG Academic Affairs office**.

- Using data from *O*-Net*, identify the average salary for the related occupations identified in question.

- **Labor Market/Career Placement Outlook/Salary:**

Occupation	O*Net[1]	Current Employment	% Growth	Average Salary (O-Net data)	Experienced Salary (O-Net data)
Accountant/Auditor	Bright Outlook	35,860 (GA) 1,392,200 (US)	16% (GA Long-Term) 6.9% (US Long-Term)	$74,700 (GA) $77,250 (US)	$128,530 (GA Ave.) $128,970 (US Ave.)

- [1]National Center for O*NET Development. *O*NET OnLine*. Retrieved [include date] from https://www.onetonline.org/

- **Qlik Projected Employment Outlook Data**

Projections within Statewide by SOC Occupation

Region	2-Digit SOC	6-Digit SOC	Occupation	Typical Education	Work Experience	On-the-Job Training	2020 Base Employment	2030 Projected Employment	Total Change in	Percent Change in	Annual Growth Rate	Annual Labor Force	Annual Occu... Transf...	Annual Change in	Annual Occupational Openings
Statewide	13	13-2011	Accountants and Auditors	Bachelor's degree	None	None	35,860	41,580	5,720	16.0%	1.5%	1,080	2,290	570	3,940

Based on the data provided in questions **24** and **25**, discuss how this program will help address a need or gap in the labor market.

(Provide letters of support and explain the collaboration and how partners will share or contribute resources. Consider internal pipeline programs – "off-ramp programs," Nursing to integrated health, or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if possible).

Search engine analytics reveal moderate and largely stable demand for accounting master's programs, especially online programs. Combined, average monthly keyword search volumes, search engine results page difficulty scores, and organic click-through-rates (CTRs) over the past year exhibit medium demand trends among Google search engine users, according to Moz.com. Over the past five years, search interest in accounting programs has also been relatively high. Online master's in accounting are also of special interest, representing one of the top searched related keywords.

Labor demand for accounting-related positions is stable to increasing. Employment growth for accounting-related positions is expected to be higher than average in Georgia and across the Southeast region in the next decade. Nationally, relevant positions are expected to keep pace with employment growth across the economy as a whole, expanding by 4.5 percent in comparison to a national average of 4.3 percent.

The market is strongest for Accountants and Auditors, which represent the largest number of workers by far. This occupational category is also projected to have above average growth (7 percent nationwide according to the BLS). Other relevant fields are also expected to see growth, with Financial and Investment Analysts in particular demand in Georgia and the Southeast.

Graduates of the proposed master's program have a strong likelihood of success in the current labor market. AICPA reports that a considerable proportion of new staff hired into accounting/finance functions of U.S. CPA firms come from outside of the field of accounting- with 19 percent of hires having a master's in accounting, 33 percent holding a bachelor's in accounting, and other hires coming from other business or finance-related fields. Looking specifically at the Master of Accounting graduates, most students are successful in their career movement- in 2020, 86 percent of these graduates were hired into accounting/finance functions of U.S. CPA firms (AICPA). While graduates of bachelor's degree programs make up a majority of the accounting workforce, master's degree holders are likely to find an accounting-related position and may be more attractive candidates to hiring managers due to their continued education, experience gained through the degree, and qualification to sit for the CPA licensure exam without needing to take additional courses.

26. Using data from *O*-Net,* identify the average salary for the related occupations identified in question. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at onetonline.org. (Standard Occupation Code = SOC)

Occupation	SOC Code (6 digit)	Occupation specific technology skills & KSAs
Accountants and Auditors	**13-2011.00**	**Technology Skills: Accounting software, Office suite software; Business intelligence and data analysis software; Cloud-based data access and sharing software, etc.**

		KSAs: Accounting and Economics; Critical Thinking; Speaking & Writing; Deductive Reasoning; Inductive Reasoning; Written Expression and Comprehension; Oral Expression and Comprehension; Mathematical Reasoning; Fluency of Ideas, etc.

Notes: https://www.onetonline.org/link/summary/13-2011.00

Using **GOSA Earning and Learnings data**, what is the typical salary range 5 years after graduation from the program?

Average Salary	75th Percentile	50th Percentile	25th Percentile
1 year after graduation	$115,357	$77,020	$58,681
5 years after graduation	$145,699	$105,613	$74,919

Provide any additional comments, if needed:

Note, data is for a master's in business, management, marketing, and related filed. GOSA includes accounting in this category but does not provide separate data for master's degrees in accounting.

27. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^

The job outlook for MPAcc graduates is strong. Accounting is an in-demand field with competitive salaries and more available positions than qualified candidates. Graduates who pursue professional licensure will have expanded opportunities compared to those who do not pursue this option. Overall employment for UGA graduates with accounting degrees presently hovers between 95-100% within 3 months of graduation. MPAcc graduates should enjoy similar employment outcomes based on available data.

D. CURRICULUM

28. Enter the number of credit hours required to graduate.

36

29. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual **here** for more information).
X No

☐ *Yes (If yes, explain the rationale for the request in the space below)*

30. Related to SACSCOC accreditation, specify if the program format of the proposed program is a^:

Format (Check 1)		50% or more of the program is delivered online
☐	Combination of on-campus and online	☒ Yes
		100% Online
☐	Combination of off-campus and online	☐ Yes
☐	Hybrid, combination delivery	☐ Yes

31. Is the program synchronous or asynchronous?[5] Mark one of the options below.

☐ *Synchronous*

The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.

X Asynchronous

32. For **ALL** degree proposals, which **High Impact Practices**[6] (HIPs) will faculty embed into the program? Mark all that apply.

☐ Internships   ☐ First-Year Experiences

☐ Common Intellectual Experiences   ☐ Undergraduate Research

☐ Diversity/Global Learning   ☐ Capstone Courses and Projects

☐ ePortfolios   ☐ Learning Communities

☐ Service Learning, Community Based   ☐ Writing-Intensive Courses

     Learning   ☒ Collaborative Assignments and Projects

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[5] See SACSCOC Handbook for Institutions Seeking Initial Accreditation **here**.

[1] Direct measures may include assessments, HIPs, exams, etc.

[6] See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, *14*(3), 28-29).

33. For **ALL** degrees, discuss how **HIPs** will be embedded into the program. Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.

Students will be assigned group assignments and projects in several of the courses in the program. While the program is online and asynchronous, the course platforms used by UGA are sufficient to support these collaborative assignments and projects. For example, in the tax courses, students will be asked to complete tax return projects, including tax returns, Excel workpapers, and similar deliverables, as a group to foster teamwork and to simulate the working environment in many accounting firms and corporate tax departments. Similarly, students in audit courses will be assigned group projects to practice important audit concepts and also utilize analytical tools and software to simulate projects assigned to staff auditors as part of a financial statement audit. Similar collaborations experiences will be woven into other courses throughout the curriculum in both required courses and electives.

34. Does the program take advantage of any USG initiatives?

Mark all that apply, and provide a letter of support from applicable initiatives' leadership.

[ ] *eCampus* [ ] *Georgia Film Academy*

[ ] *FinTECH* [ ] *Other: Specifiy Initiative Here*

35. For **ALL** degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**.

Insert more rows as needed.

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s)[1]
Critical Thinking/Problem Solving	**1, 2**	**Exams, Projects**
Oral/Written Communications	**3**	**Exams, Projects, Papers**
Team Work/ Collaboration	**1, 2, 3, 4**	**Projects, Papers**
Digital Technology	**1, 2, 4**	**Exams, Projects**
Leadership	**1, 3, 4**	**Projects**
Professionalism/ Work Ethic	**1, 2, 3, 4**	**Exams, Projects**
Career Management	**1, 4**	**Exams, Projects**
Global/Intercultural Fluency	**1, 4**	**Projects**

Upon or soon after graduation, MPAcc graduates should be able to:

1. Demonstrate broad educational preparation for careers in business.

2. Demonstrate technical competence in:

   a. Financial accounting, reporting and analysis.

   b. Accounting systems and auditing.

c. Income taxation.

3. Demonstrate competence in research, written communication, and oral communication skills.

4. Demonstrate success in early stages of their business and accounting careers.

36. How will learning outcomes for the program be assessed?^ Attach the curriculum map for the upper division or major curriculum.

Learning outcomes will be assessed using direct and indirect measures. To assess performance in a sample of specific, required content areas of the degree, and provide data for specific learning goals, faculty will include appropriate items in graded examinations, requirements in graded course activities or projects, etc. Student performance on these items, requirements and activities will be collected and reported. We will collect and analyze course assessment data for a representative sample of our MPAcc courses each semester. In addition, indirect measures, including items such as exit surveys, employer surveys, and similar outside metrics will be used to strengthen our program assessment.

Assessment results will be summarized and presented to the accounting faculty by the faculty curriculum committee each year and discussed at a faculty meeting. The results will be used as appropriate to modify the curriculum, degree requirements, and entry requirements, better to meet program objectives and expected educational outcomes. In some cases, expectations about these outcomes will be expanded or reduced to reflect, among other things, competitive pressures, availability of resources, and changing institutional priorities.

MPAcc graduates should be able to:	1. Demonstrate broad educational preparation for careers in business.	2a. Demonstrate technical competence in financial accounting, reporting and analysis.	2b. Demonstrate technical competence in accounting systems and auditing.	2c. Demonstrate technical competence in income taxation.	3. Demonstrate competence in research, written communication, and oral communication skills.	4. Demonstrate success in early stages of their business and accounting careers. *(NOTE: LO4 will be assessed using indirect measures, including employer and alumni surveys rather than through courses.)*
ACCT 7000 Intermediate Accounting I	Introduced	Introduced				
ACCT 7010 Intermediate Accounting II	Reinforced	Reinforced				
ACCT 7020 Intermediate Accounting III	Reinforced	Reinforced				
ACCT 7100 Managerial Accounting I	Introduced	Introduced				
ACCT 7200 Auditing, Risk Assessment, & Control	Introduced		Introduced		Introduced	
ACCT 7310 Systems I	Introduced		Introduced		Introduced	

ACCT 7400 Taxation I	Introduced			Introduced	Introduced	
ACCT 7410 Taxation II	Emphasized			Reinforced	Reinforced	
ACCT 7605 Advanced Accounting	Emphasized	Emphasized			Emphasized	
ACCT 7620 Audit II	Emphasized	Emphasized	Emphasized			Emphasized
ACCT 7630 Accounting Data, Risk Assessment, & Control	Emphasized		Emphasized		Reinforced	
ACCT 7655 Accounting Analytics	Emphasized	Emphasized	Emphasized		Emphasized	Emphasized
MBA Business Electives	Will be assessed within the MBA program curriculum					

37. How will outcomes for graduates of the program be assessed?

(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)

We will assess outcomes for graduates of the program using the following measures:

Survey of graduating MPAcc students (annual).

We will conduct an annual survey of graduating MPAcc students. The survey will ask questions regarding employment status, professional licenses a student may pursue, the most valuable and least valuable courses of the curriculum, and rating of service and support received from the department, UGA Career Services, their advisement experience, and the MPAcc experience as a whole.

Survey of alumni (every three years).

We conduct a survey of our recent graduates every three years. The survey largely mirrors the exit survey for graduating seniors and is useful as a tool to assess outcomes for graduates, as it measures how well our alumni believe the program prepared them for their career. The survey asks questions regarding the alumni's assessment of their technical accounting skills, goal setting skills, writing skills, presentation skills, team skills, problem solving, computer skills, analytical skills, research skills, ability to deal with ethical dilemmas, overall personal development, and overall preparation for current job.

Survey of employers (every three years).

We conduct a survey of employers who hire more than one Tull graduate every three years. The survey asks employers to rate our graduates' critical thinking skills, technical competence, communication

skills, research skills, and ethical standards. The survey also asks employers to overall rate employees from UGA.

Success of students in obtaining positions in accounting and business.
We will gather data from MPAcc students each year to measure student placement and starting salaries.

Salaries of students seeking employment upon graduation with MPAcc.

We will gather data from MPAcc students each year to measure student placement and starting salaries.

38. List the entire course of study required to complete the academic program.^

- Include course: prefixes, numbers, titles, and credit hour requirements
- Indicate the word "new" beside new courses
- Include a program of study

*No new courses will be necessary. However, existing courses will need to be converted to an online, asynchronous format by the faculty who teach these courses.

Prerequisites: ACCT 2101 – Principles of Financial Accounting; 2 Years of Work Experience; Bachelor's Degree in a Field other than Accounting

Program of Study (Presuming 1 calendar year for completion – may change if student opts for longer time to completion):
Fall Semester:
- Session 1: ACCT 7000 – Intermediate Accounting I (3 hrs)
         ACCT 7310 – Systems I (3 hrs)
- Session 2: ACCT 7010 – Intermediate Accounting II (3 hrs)
         ACCT 7400 – Taxation I (3 hrs)
Spring Semester:
- Session 1: ACCT 7020 – Intermediate Accounting III (3 hrs)
         ACCT 7410 – Taxation II (3 hrs)
- Session 2: ACCT 7605 - Advanced Accounting (3 hrs)
         Business Elective (Choose from existing online MBA courses) (3 hrs)
Summer Semester:
- Session 1: ACCT 7630 – Accounting Data, Risk, and Control (3 hrs)
         ACCT 7200 – Auditing, Risk Assessment, & Control (3 hrs)
- Session 2: Business Elective (Choose from existing online MBA courses) (3 hrs)
         Choose Accounting Elective in Area of Specialization (3 hrs):
    - ACCT 7655 – Accounting Analytics,
    - ACCT 7620 – Audit II, or
    - ACCT 7100 – Managerial Accounting I

E. IMPLEMENTATION

*39. Provide an enrollment projection for the next four academic years^*

	Year 1	**Year 2**	**Year 3**	**Year 4**
Fiscal Year (Fall to Summer)	2024-25	2025-26	2026-27	2027-28

Base enrollment[1]		0	0	0
Lost to Attrition (should be negative)				
New to the institution	20	30	40	40
Shifted from Other programs within your institution	0	0	0	0
Total Enrollment	20	30	40	40
Graduates	(20)	(30)	(35)	(40)
Carry forward base enrollment for next year	0	0	0	0

[1]Total enrollment for year 1 becomes the base enrollment for year 2

a. Discuss the assumptions informing your enrollment estimates (i.e., for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)

> We have assumed a relatively small number in the initial class sufficient to at least break even in year one. After that, we have factored in a relatively conservative growth rate in order to temper the overall budget ramifications while producing a realistic forecast of program growth during its infancy. The initial enrollment and growth are based on the relative size of similar programs at peer institutions.

b. If projections are significantly different from enrollment growth for the institution overall, please explain.

N/A

40. If projected program enrollment is not realized in year two, what actions are you prepared to take?

The program director, Tull School Director, and Terry College dean will take appropriate action if enrollment is not realized in year two, including increased marketing and recruitment efforts and market studies as appropriate.

41. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

We will use its existing partnership with Carnegie to do digital marketing for the new MPAcc program. We will also utilize social media, contacts with alumni, advisory board members, and current employers to market the program. The Tull School and Terry College have in place existing efforts to increase

underrepresented student populations in business education and will build on these efforts to market and recruit for the MPAcc. In addition, given the work experience requirement (2 years post-baccalaureate), the MPAcc will, by definition, target adult learners.

42. Provide a brief marketing description for the program that can be used on the Georgia **OnMyLine website**.

The online Master's of Professional Accountancy (MPAcc) program will provide students without an accounting undergraduate degree but with work experience in a related field with a strong foundation in Accounting. Students graduating with an MPAcc will graduate with sufficient course credit to prepare for the CPA exam and licensure in most states as well as the technological and data analytics skills necessary for the modern business environment. The program will include practical application of acquired knowledge and skills appropriate for master's level study.

43. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs.

N/A

Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Note: It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.

Reviewer 1 Name

Reviewer 1 Title

Reviewer 1 Institution

Reviewer 1 Email

Address

Reviewer 1 Phone

Number

Reviewer 2 Name

Reviewer 2 Title

Reviewer 2 Institution

Reviewer 2 Email Address

Reviewer 2 Phone Number

Reviewer 3 Name

Reviewer 3 Title

Reviewer 3 Institution

Reviewer 3 Email Address

Reviewer 3 Phone Number

USG Reviewer Name

USG Reviewer Title

USG Reviewer Institution

USG Reviewer Email Address

USG Reviewer Phone Number

F. RESOURCES

F1. Finance^: Complete and submit the Excel budget forms and the questions below

(Do <u>not</u> cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

44. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)

      ☒ No (Move to answer question 47)

      ☐ Yes (If yes, answer questions 46a & 46b)

    a. What is the differential rate being requested? The rate below should reflect the core tuition <u>plus</u> the differential, i.e. the tuition rate being advertised to the student.

        In-State per Semester: $Enter Amount

        Out-of-State per Semester: $Enter Amount

    b. Provide tuition and mandatory fee rates assessed by competitive/peer programs <u>per full-time student per semester</u>. Please complete the table below:

Institution name	Link to institution's tuition & fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees

45. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

46. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.

N/A

47. Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student's financial burden?

Students will need a computer with internet access, and some classes will also require textbooks. Online textbooks (available at much lower costs than typical books in print) will be utilized as feasible, and the program will strive to offer scholarships where needed.

48. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

One new staff member has been included in the budget and will be paid for out of program revenue. All other costs are included in existing budgets.

F2. Faculty^ – Explain your faculty and staff plan for the program

49. Discuss how existing courses may be incorporated into this new program:

    a. Course Development

       # of total courses in the curriculum: **12**

       # of existing courses to be part of the new program   **12**

       Net number of new courses to be developed   **0**

    b. Comment on the costs and workload related to the new course development.

       There are no new courses in the MPAcc. However, faculty will be compensated for transitioning existing courses to an online, asynchronous format, based upon approved rates within the Terry College for such efforts. The Terry College and Tull School will share this cost.

50. Explain how **current faculty and staff** will contribute to the program.

    a. How many faculty will be re-directed to this program from existing programs?

       No faculty will be fully re-directed to this program. However, 11 existing faculty will teach a course each in this program. The faculty members teaching in this program will either have a program course replace an existing assigned course, teach the course as an overload course, or as a summer course.

b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?

The current faculty members teaching in this program will either have a program course replace an existing assigned course, teach the course as an overload course, or as a summer course.

c. List the faculty that will be redirected from their current teaching load assignments to support this new program

Swati Bhandarkar, Abbie Quigley, Kristen Valentine, Erin Towery, Ben Whipple, Julie McGinty, Sarah Banghart, Amanda Farmer, Jason Matthews, and Margaret Christ (we expect each will teach one course in the program). Jennifer Chapman will serve as initial MPAcc director in addition to existing duties for the first year of the program, at which time we plan to assign another non-tenure track faculty member as the permanent Pac director.

d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.

For faculty teaching the course via overload or in the summer, no existing courses will be vacated. For faculty teaching the course in other circumstances, we will consolidate course sections where prudent and hire needed full-time or part-time faculty where circumstances dictate. While the program is being launched, we believe we can cover courses with existing faculty resources.

e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training) We are expecting $10,000 per course developed (12 in total) for a total cost of $120,000

f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.

SACS Roster

Swati Bhandarkar

Abby Quigley

Kristen Valentine

Erin Towery

Ben Whipple

Julie McGinty

Sarah Banghart

Amanda Farmer

Jason Matthews

Margaret Christ

Bethany Chapman

Jennifer Chapman - Administrator

The first 11 existing faculty listed above will teach a course each in this program. The faculty members teaching in this program will either have a program course replace an existing assigned course, teach the course as an overload course, or as a summer course. In addition to the full-time faculty listed, the program will hire one part-time instructor to teach one course.

51. Explain your plan for <u>new</u> faculty and staff for the program:

   a.   *How many new faculty will be needed for this program over the next four years? Enter #*

   Explanation:

   0.

   We anticipate covering all program courses with existing faculty, either through re-assignment, course overloads, or new summer teaching.

   b.   *How many new staff will be needed for this program over the next four years?*

   1

   c.   *Discuss why new or additional staff resources are needed. Consider staff needs, support service (i.e. advisement, faculty support, etc.)*

   Given existing staff workloads and anticipated demand for the MPAcc as well as the online delivery of the program, an additional staff member will be required to provide administrative support for the program. We anticipate the staff member will operate as a Program Coordinator or within a similar BCAT.

F3. Facilities – complete the questions below

52. Where will the program be offered?^ Mark all that apply

   ☐ Main campus

   ☐ Satellite campus: Specify Here

   ☐ Other: Specify Here

   ☒ 100% Online

If the program is 100% online and will use only existing faculty, remaining facilities questions can be skipped.

53. Complete the table below. Specify if these spaces are existing or new in the table below.^ If new, provide the semester and year of completion.

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices				
Fine Arts Spaces[1]				
Classrooms				
Meeting Rooms				
Student Study Space				
Other (Specify)				

[1]Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

If the anticipated program includes labs or "other" specialized spaces, please describe specific requirements for these rooms, including equipment.

What building(s) will be used to accommodate these programs? Please indicate specific building areas or room numbers where possible. If new construction, leasing, or land acquisition is required, please describe those plans.

What is the anticipated cost of facilities investments necessary during the first 4 years of the program? What is the planned funding source for initial facilities needs?

F4. Technology

54. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over $5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1	None			
2				
3				
4				
5				
6				
Total Technology Costs		**0**	**0**	

G. RISKS AND ASSUMPTIONS

55. In the table below, list any risks to the program's implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution's mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy
Lack of adequate enrollment	Low	Low based on Hanover Market Research Report	Increased marketing and outreach (employers, alumni, advisory board, etc.)

56. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

N/A

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?

UNIVERSITY OF GEORGIA

Mary Frances Early College of Education
Office of the Dean

July 28, 2023

Fiona Liken
Office of Instruction
Associate Vice President for Instruction and Registrar
Campus

The University of Georgia Graduate School is requesting the move of the Interdisciplinary Graduate Certificate in University Teaching, currently housed in the Graduate School, to the Mary Frances Early College of Education, effective Summer 2024. The certificate was proposed by the Graduate School in 2005 and has been administered by Graduate School staff since it was first offered in Fall 2006. The certificate currently is awarded by the Graduate School.

A fall 2021 review by the Program Review and Assessment Committee (PRAC) indicated that the certificate was not meeting the institutional criteria for enrollment and that the certificate should undergo major administrative restructuring. Over the 2022-2023 academic year, Deans Ron Walcott and Denise Spangler charged a committee of highly regarded faculty with expertise in teaching to reconceptualize the certificate. This committee was asked to review the PRAC report and benchmark similar programs at our comparator and aspirational peer institutions, suggest changes to the curriculum, restructure the requirements for smooth transitions for students as they complete the program, and operationalize the final product demonstrating student learning as a result of completing the certificate.

To address the administrative concerns highlighted in the PRAC report, Deans Walcott and Spangler polled the committee as to the rehoming of the certificate to the Mary Frances Early College of Education. This move would also facilitate the needs of candidates within the certificate program given the robust structures for course management, assessment, and logistical support for academic processes for graduate students of which the Mary Frances Early College of Education has ample experience.

A separate proposal with revisions to the curriculum is currently being reviewed by the Graduate School and will follow the approval chain for revision of curriculum for existing programs. The reconceptualization of this certificate and its rehoming to a unit with expertise in teaching is a logical set of steps to continue to offer this opportunity for graduate students who want to earn a competitive university teaching credential during their studies at the University of Georgia.

_____   07/31/2023_____
Ron Walcott   Date
Vice Provost for Graduate Education and Dean
of the Graduate School

_____   8-1-23

                                            _____
Denise A. Spangler   Date
Dean of the Mary Frances Early College of Education

Mary Frances Early College of Education
Office of the Dean

July 28, 2023

Associate Dean Anne Shaffer
Graduate School
gradassociatedean@uga.edu

Dear Associate Dean Shaffer—

The University of Georgia Graduate School and the Mary Frances Early College of Education submit this request to update the Interdisciplinary Graduate Certificate in University Teaching curriculum. A proposal to rehome the certificate from the Graduate School to the Mary Frances Early College of Education is also included in this request.

Over the 2022-2023 academic year, Deans Ron Walcott and Denise Spangler charged a committee of highly regarded faculty with expertise in teaching to reconceptualize the certificate. This committee was asked to review the PRAC report and benchmark similar programs at our comparator and aspirational peer institutions, suggest changes to the curriculum, restructure the requirements for smooth transitions for students as they complete the program, and operationalize the final product demonstrating student learning as a result of completing the certificate.

Currently, candidates in the certificate meet the following requirements:

Four Sections of Instruction at UGA: Provide instruction in at least four sections at the University of Georgia as instructor of record, or as discussion or laboratory teaching assistant with significant responsibilities.

Teaching Project: The purpose of the project is to demonstrate creativity or innovation in the teaching of a discipline and to be able to show the effectiveness of the project. The results of the project are often used to fulfill the Scholarship of Teaching requirement.

Scholarship of Teaching: Disseminate the results of the scholarship of teaching through submission of a publication-ready manuscript or a presentation or poster at a peer-reviewed professional meeting.

Teaching Portfolio: Develop a 12-page teaching portfolio that is submitted for evaluation and approved as part of the UGA Teaching Portfolio program.

Nine Hours of Coursework: Complete nine credit hours in coursework related to teaching development from at least three of the four categories (Teaching Strategies, Student Learning and Assessment of the Learning Environment; Technology to Support Teaching and Learning; and Professional Development for the Academy). Courses taken to satisfy the certificate requirements cannot count toward the degree requirements unless previously approved in writing by the student's advisory committee and graduate coordinator and the certificate director.

Currently Approved Courses: Candidates select from the list of courses below or seek approval for a course that is not listed but would be a meaningful addition to the candidate's program of study. Approved courses are:

Teaching Strategies:

ECHD 9070	Preparing Students to Teach (3)
ENED 7010	Preparing to be an Effective Engineering Educator (3)
ENGL 6910	Apprenticeship in College English (3)
ENGL 6911	Practicum in Teaching College Composition (3)
EPSY 8750	Practicum in College Teaching (3)
FANR 9990	Supervised Professional Teaching Practicum in Forestry and Natural Resources (1-10)
FANR 8990	University Teaching in Forestry and Natural Resources (1-3)
GENE 7360	Teaching Internship in Genetics (2)
GRMN 7500	Teaching College German (3)
GRSC 7770/7770E	Graduate Seminar for Teaching and Laboratory Assistants (1-3)
LLED 7769/7769E	International Graduate Internship II (3)
MARS 7360	Teaching Internship in Marine Sciences (1-2)
MATH 7005	Graduate Student Seminar (3)
PBIO 7360	Teaching Internship in Biological Sciences (1-2)
PBIO 7510	Special Teaching Projects in Plant Biology (1-3)
PBIO(BIOL) 8010	Seminar in Teaching Biology (1)
PHIL 7010	Teaching Philosophy (1)
RELI 7771	Teaching Religious Studies (3)
SOWK 8227	Social Work Education (3)
SPAN(LING) 7750	Teaching College Spanish (3)
WMST 7770	ProSeminar on Teaching in Women's Studies (3)

Student Learning/Assessment of the Learning Environment:

LLOD 7020/7020E	Adult Learning and Instruction (3)
LLOD 7030/7030E	Program Development and Adult Education (3)
LLOD 8090/8090E	Adult Development and Instruction (3)
LLOD 8180	Feminist Pedagogy (3)
ECHD 8310	Social Justice Assessment and Program Evaluation in P-16 Settings (3)
EDHI 8600	Assessment in Higher Education (3)
EDIT 6170/6170E	Introduction to Instructional Design (3)
EDIT 6180/6180E	Instructional Development (3)
EDIT 7350/7350E	Evaluation and Analytics in Instructional Design (3)
EDIT 6600/6600E	Diversity, Technology, and Learning (3)
EDIT 8400/8400E	Games and Learning (3)
EDIT 9990	Motivation and Emotion Research Seminar (3)
EPSY 6800/6800E	Foundations of Cognition for Education (3)
EPSY 8180	Psychology of Learning and Instruction (3)
GRSC 7800	College Teaching and Student Learning (3)
GRSC 7870S	Service-Learning Course Design (3)
GRSC 7880S	Community-Engaged Research Methods (3)
WFED(EDIT) 8040	Theories of Situated Learning and Implications for Teaching (3)
WIPP 7001	Pedagogy of Writing in the Disciplines (1-3)

Technology to Support Teaching and Learning:

EDHI 9040	Using Technology in College Classroom (3)
EDIT 6150/6150E	Introduction to Digital Learning (3)
EDIT 6100/6100E	Introduction to Instructional Technology (3)
EDIT 6200/6200E	Designing Interactive Learning Environments (4)
EDIT 6210/6210E	Team-Based Design of Interactive Learning Environments (3)
EDIT 6400/6400E	Emerging Approaches in Teaching, Learning and Technology (3)

EDIT 7520/7520E   Online Teaching and Learning (3)
ENED 8020   Current Issues as a Lens for the Integration of Engineering Education Research
                     and Teaching Practice (3)
GRMN 7600   Teaching with Technology (3)

Professional Development for the Academy:
LLED 8600   Research on Second Language Acquisition (3)
LLOD 8020/8020E   Adult Education in Social Context (3)
LLOD 8050/8050E   Multicultural Issues in Adult Education (3)
LLOD 9020/9020E   Adult Learning Theory and Research (3)
ECHD 9320   Teaching and Diversity (3)
EDHI 9010   Academic Programs in Higher Education (3)
EDHI 9050   Organization and Governance in Higher Education (3)
EDHI 9100   The American Professoriate (3)
EDIT 8310/8310E   Technology for Education (3)
EDIT 9990   Global Perspectives with Interactive Communications Technology (3)
EMAT 8010   Advanced Study of Mathematics Curriculum (3)
ENED 8040   Theories of Learning and Human Development in Contemporary Engineering
                     Education Research (3)
GRSC 7900   Designing Courses for Significant Learning (3)
GRSC 7950   Developing an Academic Teaching Portfolio (1)
GRSC 7970S   Approaches to Community Engagement (3)
EDHI 8990   Seminar in Higher Education (1-3)
EDHI 9400   Comparative Higher Education (3)

Based upon the recommendations of the review committee, the following changes to the curriculum and requirements for the Interdisciplinary Graduate Certificate in University Teaching are proposed. The faculty who reviewed the certificate and suggested the structure below, also strongly endorsed the creation of a cohort model based on a launching course to create a community of peers at UGA who have similar interests in developing advanced skills in university teaching.

Four Sections of Instruction at UGA: Provide instruction in at least four sections of teaching at the University of Georgia as instructor of record, or as discussion or laboratory teaching assistant with significant responsibilities.

Coursework: Courses taken to satisfy the certificate requirements cannot count toward the degree requirements unless previously approved in writing by the student's advisory committee, respective graduate coordinator, and the certificate director.

Launching Course: All candidates for the certificate would take the GRSC 7200 course, which will serve as the launching course for the certificate. Students will explore the science of teaching and learning in collegiate classrooms. Instructional foundations of teaching in the academy will be examined along with core tenets of creating quality learning environments and supporting diverse learning spaces. This course will also be the place in the program where the candidates are introduced to the development of the teaching portfolio. Course objectives for GRSC 7200 include: (1) describe teaching strategies that are consistent with how people learn; (2) implement backward course design, demonstrating alignment across learning objectives, assessments, and activities; (3) locate and adopt teaching-related institutional standards and policies; (4) identify strategies and resources for addressing challenging, teaching-related situations; and (5) adopt teaching practices that support diversity, equity, inclusion and belonging. Core topics to be explored in the course include: (1) learning theories; (2) Universal Design for Learning; (3) backward course design including writing learning objectives; assessment of and for learning; and

learning activities; and (4) challenging situations & teaching-related institutional standards and policies including grade appeals, academic honesty, and mandatory reporting.

Capstone: All candidates for the certificate would take the GRSC 7950 course, which will serve as the capstone course for the certificate. The development of a teaching portfolio will be the primary artifact that will be completed during this course. A proposal for the members of the UGA Teaching Academy to serve as evaluators of the portfolios will be advanced to that body. Members of the faculty review committee constructed a topical outline for the teaching portfolio content. This content would include:

Reflections on Teaching
- A reflective "teaching statement" describing personal teaching philosophy, strategies, and objectives
- A personal statement describing teaching goals
- An inclusive education statement
- Mentoring philosophy or statement

Examples of Teaching Materials
- Examples of syllabi from the candidate's teaching
- Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
- Assignment examples
- Examinations and quizzes
- Handouts, problem sets, lecture outlines
- Descriptions and examples of visual materials
- Descriptions of uses of instructional technology in teaching
- Recordings of teaching

Documentation of Teaching Effectiveness and Student Success Activities
- Summarized student evaluations of teaching, including response rate and relationship to departmental average
- A list of courses taught and/or where the candidate served as a teaching/laboratory assistant, with enrollments and a description of responsibilities
- Mentoring relationships, including number of advisees, graduate and undergraduate, and reflections on mentoring
- Peer evaluation of teaching
- Written comments from students on class evaluations
- Letters from students and alumni
- Letters from department head, course coordinator, or other administrators
- Results of workshop surveys
- Student Success activities

Materials Demonstrating Student Learning and Engagement
- Scores on standardized or other tests, before and after instruction
- Students' lab books or other workbooks
- Students' papers, essays, or creative works
- Instructor's written feedback on student work

Activities to Improve Instruction
- Participation in seminars or professional meetings on
  - Design of new courses, certificates or teaching programs
  - Design of interdisciplinary or collaborative courses or teaching projects
  - Use of new methods of teaching, assessment or grading
- Grants awarded dedicated to the science of teaching and learning
- Preparation of a textbook, lab manual, courseware, iBook, simulations, etc.

- Description of instructional improvement projects developed
- Development of instructional activities, materials, or modules, including active learning, service learning, or experiential learning strategies

Contributions to the Teaching Profession and the University
- Publications in teaching journals
- Publications in peer-reviewed journals about instruction or Scholarship of Teaching and Learning studies
- Papers or presentations on teaching
- Reviews of textbooks or chapters on teaching
- Service on teaching committees
- Assistance to colleagues on teaching matters
- Work on curriculum revision or development

Honors, Awards, or Recognitions
- Teaching awards from department, college, or university
- Teaching awards from professional organizations
- Invited speaking engagements based on teaching reputation
- Requests for advice on teaching by committees or other organized groups

Electives: All candidates for the certificate would take 2-3 elective courses, which will serve to enhance the candidate's preparation and assist with a deeper understanding of some of the components of the capstone course. At least one elective course must be a domain-specific course for the candidate's discipline (e.g., life sciences, physical sciences, humanities, arts, social sciences, fine arts, etc.) and address an aspects of university teaching. At least one elective would enhance the candidate's understanding of a specific aspects of university teaching and could include topics such as assessment, student/adult learning, inclusive excellence, special populations, specific instructional or cognitive strategies, instructional technology, teaching in unique spaces (e.g., service learning, study away).

This request is for a change in curriculum that would be effective Summer 2024. Thank you for your consideration of these proposed changes to the Interdisciplinary Graduate Certificate in University Teaching.

Approved:

_____   7/31/2023_____
Ron Walcott   Date
Vice Provost for Graduate Education and Dean
of the Graduate School

_____   _____
Denise A. Spangler   8-1-23
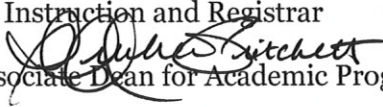Dean of the Mary Frances Early College of Education   Date

UNIVERSITY OF GEORGIA

Aderhold Hall, G4
110 Carlton St.
Athens, Georgia 30602
TEL 706-542-6446 | FAX 706-542-0360
wwww.coe.uga.edu

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: August 25, 2023

RE: Name Change- Transformational Leadership Certificate

Please find attached a proposal from the Department of Lifelong Education, Administration, and Policy to change the name of the Graduate Certificate in Transformational Leadership to the Certificate in Complexity Leadership.

The College of Education's Curriculum Committee approved this proposal on August 21, 2023.

UNIVERSITY OF
GEORGIA

Mary Frances Early
College of Education

Department of Lifelong Education,
Administration, and Policy

Department of Lifelong Education, Administration, and Policy
Programs of Learning, Leadership and Organization Development,
Educational Administration & Policy, and Qualitative Research
416 River's Crossing, 850 College Station Road Athens, GA 30602
TEL 706-542-2214 | FAX 706-542-5873
www.coe.uga.edu/leap

July 26, 2023

Associate Dean Stacey Neuharth-Pritchett
Senior Associate Dean for Academic Programs
Mary France Early College of Education
University of Georgia
Athens GA 30602

Dear Dr. Neuharth-Pritchett,

The Learning, Leadership and Organization Development program are requesting to change the name of the *Certificate in Transformational Leadership* to the *Certificate in Complexity Leadership*.
The program has my full support and approval for the name change, since the new name better reflects the intent of the certificate program.

Yours truly,

Kathryn Roulston Ph.D.
Professor and Department Head
Lifelong Education, Administration, and Policy
University of Georgia

ACADEMIC PROGRAM NAME CHANGE JUSTIFICATION FORM

Date: July 21, 2023

Department/Division: Lifelong Education, Administration & Policy (LEAP)

School/College/Unit: Mary Frances Early College of Education (MFECOE)

Proposed Effective Date: January 2024

PROGRAM NAME CHANGES:

Current Program Name: Transformative Leadership Certificate

Proposed Program Name: Graduate Certificate in Complexity Leadership

PREFIX CHANGES:

Current Prefix and Name: CERT_2TRL

Proposed Prefix and Name: CERT_2CLC

JUSTIFICATION:

The Learning, Leadership and Organization Development program is requesting to change the name of the Transformational Leadership Certificate to Complexity Leadership Certificate. This change better reflects the revisions in LLOD curriculum offerings for the certificate, and the intent of the program to prepare leaders to respond to complex and unknown contexts.

Learning, Leadership & Organization Development (LLOD) has continually innovated and reinvented itself to respond to what is emerging in theory, praxis, and response-ability. The Complexity Leadership Certificate (CLC) is the next such response.

APPROVALS:

Attach documentation of approval from all involved units.

Complexity Leadership Certificate:
Forming Leaders in the Context of Complexity

The Learning, Leadership and Organization Development program is requesting to change the name of the Transformational Leadership Certificate to Complexity Leadership Certificate. This change better reflects the revisions in LLOD curriculum offerings for the certificate, and the intent of the program to prepare leaders to respond to complex and unknown contexts.

Learning, Leadership & Organization Development (LLOD) has continually innovated and reinvented itself to respond to what is emerging in theory, praxis, and response-ability. The Complexity Leadership Certificate (CLC) is the next such response.

The CLC aims to decenter the outcomes-focused, goal-driven, performative stance of traditional leadership approaches and instead to center relationality– relationality to oneself, each other, context, and culture. This move invites new ways of forming leaders to become ready for the inevitable unpredictable directions change and evolution take.

What if we energized the context of graduate education where leaders are formed, offering a rich diet of transformative theories, praxis, and relational spaces for evolution? What if leaders were formed to be ready to respond to the complex and surprising twists and turns that change and evolution take as a way to become leader-ready for living systems to change, grow, and evolve, creating ecologies of transformation for self and society to flourish with all that matters?

> *We may learn more about leadership if we study it as an entrustment of context, and not as a twinkle bestowed upon a few select individuals from the heavens above. To trust the context requires a second order shift in purposing our agendas. Instead of being activists for this or that cause, we need to tend to the contextual capacity for those changes we would like to see. (p. 85-86)*
> Bateson, N. (2019) *Small arcs of larger circles: Framing through other patterns*. Triarchy press (third edition)

Certificate Intent
- Forming leaders to respond to complex and unknown contexts
- Forming leaders for timely action: Growing capacity to respond to the unknown complexity of an emerging future
- Form leaders who form leaders

Principles of Signature Pedagogy
The curriculum of the CLC is grounded in complexity science, adult learning and development, systems theory, and change theory. The following principles guide this signature pedagogy:
- Dynamic play of constraints and freedoms in context
- Intentional ready-ing for response-able leader work
- Cultivating capacity to encounter complexity at its threshold

- Inquiring beneath experience to uncover generative knowing
- New languaging of leadership to reflect making way within the paradox of agency
- Complexity as creation of new pathways and new ecologies

Courses

Core Courses
LLOD 8230 Foundations of Leadership: Theory and Practice
LLOD 8205 Leading from Within
LLOD 8610 Complexity Leadership (Course number and name TBD)
LLOD 8060 (re)constructing Leadership: The practice of adaptive affirmative leadership
LLOD 9800 Developing Leaders for Complexity (Capstone)

Electives
LLOD 8090 Adult Development and Instruction
LLOD 8140 Diversity, Equity, and Inclusion in Organizations
LLOD 8210 Leading Change
LLOD 8300 Organization Development
LLOD 8320 Facilitating Group Change
LLOD 7020 or 9020 Adult Learning Theory

Current Courses: Place in the Certificate and Proposed Adjustments

LLOD 8230 Foundations of Leadership: Theory and Practice
- Introduces students to the flavor and evolution of leader formation and leadership development over the course of the past 150 years including critical approaches to leadership theory and development
- *Proposed Adjustments:* 1) Highlight readings by Uhl-Bien and other complexity leadership theorists; 2) Begin to signal ideas coming out of complexity and ecological thinking

LLOD 8205 Leading from Within (combined class w/ Coaching Certificate)
- Individual capacity for leadership through the developmental lens
- Developmentally informed leader formation
- *Proposed Adjustments*: Include polarities (Emerson & Lewis) and mindtraps (Garvey Berger)

LLOD 8610 Complexity Leadership (*submitting to CAPA for Course number assignment*)
- 1st, 2nd, 3rd person inquiry

- Leader formation from 1st, 2nd, 3rd person
- How do we encounter the unknown and complexity?
- Centers relationality and multicontextual dynamics
- *Proposed Adjustments:* Include methods of engaging with relational dynamics and intra-actions

LLOD 8060 (re)constructing (l)eadership: The Practice of Adaptive Leadership
- Practice of forming leaders through the lens of ecological and adaptive leadership
- *Proposed Adjustments:* 1) Greater focus on Heifetz's applied adaptive work; 2) More focus on affirmative lenses that tackle structural inequality and decolonizing systems of change; 3) Less focus on transformational/informational; 4) Ensure MEd students begin to conceptualize their capstone project focusing on leader formation

LLOD 9800 Practicum in Complexity Leadership
- Enactment of leader work in their context
- Class will be run as a warm data lab (potentially CDAI as the pedagogical structure)
- Enacting 1st, 2nd, 3rd person inquiry in the field and in the warm data lab

Sequencing of Certificate

Sequence 1: Non-Degree Seeking

Fall 1	Spring 1	Summer 1	Fall 2
LLOD8230	LLOD 8205	LLOD 8610	LLOD 9800
	LLOD 8060	Adult Learning Elective (combined class w/Coaching Cert)	

Sequence 2: Master's Students

Fall 2	Spring 2	Summer 2	Fall 3
M.Ed course	LLOD 8205	LLOD 8610	LLOD 9800
LLOD8230	LLOD 8060 Applied Project Start	LLOD 7650 Applied Project Cont. Design/Develop	Leadership Applied Project Completed Implement/Report

* One Elective taken in Year 1
Master's Degree plus nine credit hours

Sequence 3: Doctoral Students
- Certificate taken by design with major advisor input.

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: August 25, 2023

RE: Area of Emphasis in Literacy Specialist under the EDS in Education (Online Campus)

Please find attached a proposal to create an area of emphasis in Literacy Specialist under the EDS in Education.

The College of Education's Curriculum Committee approved this proposal on August 21, 2023.

PROPOSAL FOR AN AREA OF EMPHASIS

Date: July 21, 2023

School/College: Mary Frances Early College of Education

Department/Division: Mary Frances Early College of Education

Area of Emphasis Title: Literacy Specialist

Area of Emphasis CIP: 13.1315, Reading Teacher Education

Program (Major and Degree): Education (Ed.S.)

Which campus(es) will offer this program? Online

Proposed Effective Date: Summer 2024 or Fall 2024

1. Area of Emphasis Description:

The Area of Emphasis in Literacy Specialist is a logical sequence of courses that are grounded in critical, experiential, and interdisciplinary inquiry. Candidates in this area of emphasis explore the intersections of contemporary literacy, reading, instructional coaching, research methods, and technology. The program consists of 10 courses (30 hours) beyond the master's degree. Logical placement of this area of emphasis under Education (Ed.S.) will allow candidates to obtain the advanced credential and join a community of other educational specialist students.

As a program that can lead to advanced teacher certification, this area of emphasis is a unique partnership between two departments within the college, the Department of Language and Literacy Education and the Department of Lifelong Education, Administration, and Policy. Both departments have specific content expertise which meets the rules for the credential set forth by the Georgia Professional Standards Commission (GaPSC). Certification upgrades through the GaPSC are available for candidates who have already been granted T-5 certification. Candidates who are certified educators can apply for this certification advancement through a process led by the Mary Frances Early College of Education.

Consistent with the other areas of emphasis that fall under the Education (Ed.S.) major, candidates who complete the Area of Emphasis in Literacy Specialist will be assessed with these common student learning outcomes that support the documented outcomes for all other areas of emphasis in the Educational Specialist Degree: (1) Students will demonstrate knowledge of theory and research in their discipline; (2) Students will demonstrate knowledge of the research process and capacity to conduct applied research in their discipline; and (3) Students will demonstrate specialized knowledge or skills in one core discipline-specific area.

The area of emphasis requires 30 credit hours and is typically comprised of 9-10 courses, depending on numbers of credits per course. Electives are jointly planned by the student and advisor. Students are expected to follow the cohort model of course delivery described in Major Requirements below. Students will complete a comprehensive portfolio that will serve as the exit examination and will include a public presentation to a professional audience.

2. Major Requirements:

Summer One
- Elective Course (3 hours)

Fall One
- LLED 7925E, Assessment and Evaluation for Literacy Coaches (3 hours)
- LLED 8345E, Theories and Models of Reading (3 hours)

Spring One
- EDAP 8113E, Instructional Coaching in PreK-12 Context (3 hours)
- LLED 8360E, Literacy Frameworks and Practices with Special Populations (3 hours)

Summer One
- LLED 8732E, Discourse Analysis for Educators (3 hours)
- Elective Course (3 hours)

Fall Two
- EDAP 8025E, Teacher Leadership as a Lever to Build School Capacity (3 hours)
- Elective Course (3 hours) - *Course must have content to meet GaPSC digital literacy standard*

Spring Two
- LLED 7655E, Capstone Development and Lab (6 hours)

Elective Course Options:

- LLED 6020E, Reading Instruction and Assessment (Clinic) (3 hours)
- LLED 7110E, Integrating Digital Resources in Literacy Education (3 hours)
- LLED 7318E, Culturally Diverse Children's Literature, Grades P-8 (3 hours)
- LLED 7325E, Social Cultural Perspectives of Dyslexia (3 hours)
- LLED 7335E, Reading Picture Books (3 hours)
- LLED 7503E, Disciplinary Languages and Literacies (3 hours)
- LLED 7730E, First and Second Language Acquisition and Development (3 hours)
- LLED 7835E, Theories and Practices in Teaching Secondary Readers (3 hours)
- LLED 7910E, New Literacies (3 hours)
- Other as determined by faculty advisor

Approvals:

_____
Department Head

Denise A. Spangler
_____
Dean of School/College

_____
Dean of Graduate School

Office of the Dean

August 29, 2023

Associate Dean Anne Shaffer
UGA Graduate School
gradassociatedean@uga.edu

Dear Associate Dean Shaffer,

I am writing on behalf of the College of Pharmacy to formally request an update to the programs of study for our Master of Science degrees in Pharmacy with an emphasis in Regulatory Sciences:

- MS, Pharmacy – Thesis (online), degree code MS_PHRM_GWON
- MS, Pharmacy – Non-thesis (online), degree code MS_PHRM_GONT (Often called The Project Path)

We are seeking to introduce revisions to accommodate the evolving needs of our student population and align our curriculum with the changing landscape of pharmaceutical education. Specifically, we propose converting two courses, PHAR 6120E "Process Control and Validation" and PHAR 6100E "Quality Control Quality Assurance," from mandatory to elective status within the MS_PHRM programs. These proposed changes are intended to enhance flexibility for our students, especially as our program serves a diverse range of learners, including clinical pharmacy (PharmD) students, in addition to professionals in regulatory sciences.

The rationale behind this proposed change is to provide our students with increased flexibility and options. Over the past few years, the type of student population we serve has evolved so that we are not only serving working professionals in the regulatory sciences fields, but we are also serving many clinical pharmacy (or PharmD) students. Given the shifting demographics of our student body, we have identified that courses such as "Process Control and Validation" and "Quality Control Quality Assurance" may hold less relevance for clinical pharmacy students. In response, we have identified more pertinent alternatives, such as PHAR 6310E "Good Clinical Practices" and PHAR 6140E "Drug Safety," which align more closely with their educational interests and needs.

The objective behind this request is to accommodate the diverse needs of our students. We believe that formalizing this process would better align our curriculum with the evolving profiles of our students.

For your reference, I have summarized the proposed curriculum modifications for both the thesis (MS_PHRM_GWON) and non-thesis (MS_PHRM_GONT) pathways below:

Thesis Path - MS_PHRM_GWON:
Total required credit hours: 38
- Credit hours of required courses: 24
- Elective courses (3-4 courses at 3-4 credit hours each): 12
- Revised list of elective courses: Provided in the attached document.

Project Path - MS_PHRM_GONT:
Total required credit hours: 39
- Credit hours of required courses: 27
- Elective courses (3-4 courses at 3-4 credit hours each): 12
- Revised list of elective courses: Provided in the attached document.

I greatly appreciate your consideration of our proposal. I believe that these changes will better position our program to meet the diverse and evolving needs of our students and the broader pharmaceutical industry. Your support in this endeavor is invaluable, and I am open to further discussion or providing any additional information you may require.

Thank you for your time and consideration.

Sincerely,

Kelly Smith, PharmD, FASHP, FCCP
Dean and Professor

cc: Michael G. Bartlett, Ph.D., Associate Dean for Science Education, Research and Technology
     Grace Gowda, Director, International Biomedical Regulatory Sciences

Attachments

1: Current Program of Study for MS Thesis Path

Thesis Path required courses – Master's of Science Degree - degree code MS_PHRM_GWON - Total hours required: 38 credit hours min.

Course ID	Course Title	Hours
PHAR 6010E	Introduction to Pharmaceutical, Biotechnology, and Medical Devices Industries	4.0
PHAR 6020E	Food & Drug Law	3.0
PHAR 6030E	Current Good Manufacturing Practices	4.0
PHAR 6100E	Quality Assurance and Quality Control	3.0
PHAR 6120E	Process Control and Validation	3.0
PHAR 6130E	FDA Applications and Submissions	4.0
PHRM 7230E	Ethics in Research	3.0
PHAR 7100E	Biostatistical Applications for Pharmaceutical and Biotechnology Industries	3.0
PHRM 7300	Master's Thesis	3.0
Total credit hours of required courses		30
3-4 Elective courses at 3 to 4 credit hours each from the Electives listed below.		8

Electives

Course ID	Course Title	Hours
PHAR 6140E	Overview of Drug Safety Throughout Medical Product Lifecycle	4.0
PHAR 6160E	Chemistry, Manufacturing, and Controls	4.0
PHAR 6200E	Clinical Trials Design & Monitoring	4.0
PHAR 6210E	Clinical Trials Project Management	3.0
PHAR 6310E	Good Clinical Practices	3.0
PHAR 6340E	European Pharmaceutical and Biologics Regulatory Sciences	3.0
PHAR 6360E	Latin American Pharmaceutical and Biologics Regulatory Sciences	3.0
PHAR 6380E	Global Medical Device Regulatory Submissions - The Marketing Application Process	3.0
PHAR 6800	Applied Project in Regulatory Sciences	3.0
PHAR 6900E	Internship (Regulatory Sciences Internship)	3.0
PHRM 7000	Master's Research Course	3.0

2: Current Program of Study for MS Project Path

Project Path required courses – Masters of Science Degree - degree code MS_PHRM_GONT –
Total hours required: 39 credit hours min.

Course ID	Course Title	Hours
PHAR 6010E	Introduction to Pharmaceutical, Biotechnology, and Medical Devices Industries	4.0
PHAR 6020E	Food & Drug Law	3.0
PHAR 6030E	Current Good Manufacturing Practices	4.0
PHAR 6100E	Quality Assurance and Quality Control	3.0
PHAR 6120E	Process Control and Validation	3.0
PHAR 6130E	FDA Applications and Submissions	4.0
PHRM 7230E	Ethics in Research	3.0
PHAR 7100E	Biostatistical Applications for Pharmaceutical and Biotechnology Industries	3.0
PHAR 6800 AND/OR PHAR 6900E	Applied Project in Regulatory Sciences Internship (Regulatory Sciences Internship)	3.0
PHRM 6950E	Master's Seminar	3.0
	Total credit hours of required courses	33
	2 Elective courses at 3 to 4 credit hours each	6

Electives

Course ID	Course Title	Hours
PHAR 6140E	Overview of Drug Safety Throughout Medical Product Lifecycle	4.0
PHAR 6160E	Chemistry, Manufacturing, and Controls	4.0
PHAR 6200E	Clinical Trials Design & Monitoring	4.0
PHAR 6210E	Clinical Trials Project Management	3.0
PHAR 6310E	Good Clinical Practices	3.0
PHAR 6340E	European Pharmaceutical and Biologics Regulatory Sciences	3.0
PHAR 6360E	Latin American Pharmaceutical and Biologics Regulatory Sciences	3.0
PHAR 6380E	Global Medical Device Regulatory Submissions - The Marketing Application Process	3.0
PHAR 6800	Applied Project in Regulatory Sciences	3.0
PHAR 6900	Internship (Regulatory Sciences Internship)	3.0

3: Proposed Program of Study for MS Thesis Path

Thesis Path required courses – Master's of Science Degree - degree code MS_PHRM_GWON - Total hours required: 38 credit hours min.

Course ID	Course Title	Hours
PHAR 6010E	Introduction to Pharmaceutical, Biotechnology, and Medical Devices Industries	4.0
PHAR 6020E	Food & Drug Law	3.0
PHAR 6030E	Current Good Manufacturing Practices	4.0
PHAR 6130E	FDA Applications and Submissions	4.0
PHRM 7230E	Ethics in Research	3.0
PHAR 7100E	Biostatistical Applications for Pharmaceutical and Biotechnology Industries	3.0
PHRM 7300	Master's Thesis	3.0
Total credit hours of required courses		24
3-4 Elective courses at 3 to 4 credit hours each from the Electives listed below.		12

Electives

Course ID	Course Title	Hours
PHAR 6100E	Quality Assurance and Quality Control	3.0
PHAR 6120E	Process Control and Validation	3.0
PHAR 6140E	Overview of Drug Safety Throughout Medical Product Lifecycle	4.0
PHAR 6160E	Chemistry, Manufacturing, and Controls	4.0
PHAR 6180E	Animal Health Regulatory	4.0
PHAR 6200E	Clinical Trials Design & Monitoring	4.0
PHAR 6210E	Clinical Trials Project Management	3.0
PHAR 6310E	Good Clinical Practices	3.0
PHAR 6340E	European Pharmaceutical and Biologics Regulatory Sciences	3.0
PHAR 6360E	Latin American Pharmaceutical and Biologics Regulatory Sciences	3.0
PHAR 6380E	Global Medical Device Regulatory Submissions - The Marketing Application Process	3.0
PHAR 6800	Applied Project in Regulatory Sciences	3.0
PHAR 6900	Internship (Regulatory Sciences Internship)	3.0
PHRM 7000	Master's Research Course	3.0

4: Proposed Program of Study for MS Project Path
Project Path required courses – Masters of Science Degree - degree code MS_PHRM_GONT –
Total hours required: 39 credit hours min.

Course ID	Course Title	Hours
PHAR 6010E	Introduction to Pharmaceutical, Biotechnology, and Medical Devices Industries	4.0
PHAR 6020E	Food & Drug Law	3.0
PHAR 6030E	Current Good Manufacturing Practices	4.0
PHAR 6130E	FDA Applications and Submissions	4.0
PHRM 7230E	Ethics in Research	3.0
PHAR 7100E	Biostatistical Applications for Pharmaceutical and Biotechnology Industries	3.0
PHAR 6800 AND/OR PHAR 6900E	Applied Project in Regulatory Sciences Internship (Regulatory Sciences Internship)	3.0
PHRM 6950E	Master's Seminar	3.0
	Total credit hours of required courses	27
	3-4 Elective courses at 3 to 4 credit hours each	12

Electives

Course ID	Course Title	Hours
PHAR 6100E	Quality Assurance and Quality Control	3.0
PHAR 6120E	Process Control and Validation	3.0
PHAR 6140E	Overview of Drug Safety Throughout Medical Product Lifecycle	3.0
PHAR 6160E	Chemistry, Manufacturing, and Controls	4.0
PHAR 6180E	Animal Health Regulatory	4.0
PHAR 6200E	Clinical Trials Design & Monitoring	4.0
PHAR 6210E	Clinical Trials Project Management	3.0
PHAR 6310E	Good Clinical Practices	3.0
PHAR 6340E	European Pharmaceutical and Biologics Regulatory Sciences	3.0
PHAR 6360E	Latin American Pharmaceutical and Biologics Regulatory Sciences	3.0
PHAR 6380E	Global Medical Device Regulatory Submissions - The Marketing Application Process	3.0
PHAR 6800	Applied Project in Regulatory Sciences	3.0
PHAR 6900	Internship (Regulatory Sciences Internship)	3.0

- **LEAVE OF ABSENCE**

A leave of absence provides a mechanism for students experiencing unusual circumstance to be exempt temporarily from the continuous enrollment policy. A leave of absence requires approval of the Graduate Program Coordinator and the Dean of Graduate School. A leave of absence will be granted only for good cause such as serious medical and health-related issues, major financial and employment issues; pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom, adoption of a child under six years of age, child care, elder care, and other significant family issues; and other major personal circumstances that interfere with the ability to undertake graduate study. An approved leave of absence stands in lieu of registering for the minimum of 3 credits for each semester for which the leave of absence is granted. During a leave of absence, students may not use UGA facilities, resources, or services designed or intended only for enrolled students; receive a graduate assistantship, fellowship, or financial aid from the University; or take any UGA courses related to their program of study. ~~An approved leave of absence does not stop the clock unless the leave is granted for pregnancy, childbirth or adoption (see below): time on leave counts toward any University, Graduate School, or program time limits pertaining to the degree being sought.~~ The amount of time approved for leave of absence will not count toward time limits governing a graduate degree.

~~Pregnancy, Childbirth, and Adoption: Time spent on an approved leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom, and/or adoption of a child under six years of age will not count toward time limits governing their graduate degree.~~

A. **Application.** Students may apply for a leave of absence for good cause such as serious medical and health-related issues, major financial and employment issues; pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom, adoption of a child under six years of age, child care, elder care, and other significant family issues; and other major personal circumstances that interfere with the ability to undertake graduate study. An approved leave of absence stands in lieu of registering for the minimum of 3 credits for each semester for which the leave of absence is granted.

B. **Student Responsibility.** It is the student's responsibility to apply for a leave of absence in timely fashion. An approved leave of absence does not exempt students from the enrollment requirements of other programs, offices, and agencies such as the Veterans Administration, Immigration and Naturalization Service, and federal financial aid programs. Eligibility for certain types of financial aid, including graduate assistantships, requires enrollment for more credits than the Continuous Enrollment Policy.

C. **Deadlines.** A student may apply for a leave of absence before or during any semester in which they are not registered for courses. Application for a Leave of absence must be received by the Graduate School Office of Enrollment Services on or before the last day of classes for the semester for which it is requested. A leave of absence will not be granted retroactively after the end of a semester.

D. **Limits.** A student may request a leave of absence for one semester, two consecutive semesters, or three consecutive semesters (Summer semester included). There is a 12-month limit for any one request of leave of absence. A student may submit multiple requests for a leave of absence subject to a 3 semester limit.

To apply for a temporary leave of absence, please complete the form below.
 Complete the Form