

**Graduate Council Meeting**  
**Wednesday, January 17, 2024**  
**3:30 p.m., 327 Brooks Hall**  
(The Bylaws prohibit representation by proxy.)

**AGENDA**

**I. Reading, Correction, and Approval of Minutes**

(November 8, 2023)

**II. Graduate Council Committee Reports**

A. Appeals Committee

Committee Report (David Peterson, Acting Chair)

B. Program Committee

Committee Report (Kristen Navara)

- *Action Item 1*: From the College of Agricultural and Environmental Sciences, Department of Agricultural Leadership, Education and Communication, a proposal to change the name of the Master of Agricultural and Environmental Education (MAEE) to the Master of Science in Agricultural Leadership, Education and Communication.
- *Action Item 2*: From the Franklin College of Arts and Sciences, Department of Communication Studies, a proposal to update the curriculum in the Science and Health Communication Graduate Certificate Program by adding a course (COMM 8610).
- *Action Item 3*: From the School of Public and International Affairs, Department of Political Science and International Affairs, a proposal to discontinue the “fast track” option in the joint PhD program in Political Science & International Affairs (PHD-PSIA).
- *Action Item 4*: From the Mary Frances Early College of Education, Department of Lifelong Education, Administration and Policy, a proposal to terminate the PhD in Learning, Leadership, and Organization Development at the Gwinnett Campus.
- *Action Item 5*: From the Mary Frances Early College of Education, Department of Educational Psychology, a proposal to modify the Gifted and Creative Education Area of Emphasis in the Master of Education (MEd), Master of Art (MA), Educational Specialist (EdS), and Doctor of Philosophy (PhD) programs.
- *Action Item 6*: From the Mary Frances Early College of Education and College of Family and Consumer Sciences (item “h”), a proposal to create graduate certificates in the following GaPSC Endorsement programs:
  - a. Coaching (Mathematics)
  - b. Educational Leadership (Tier I)
  - c. English to Speakers of Other Languages
  - d. Gifted In-Field
  - e. K-5 Mathematics
  - f. Preschool Special Education
  - g. Reading Education
  - h. Financial Literacy

- Action Item 7: From the Mary Frances Early College of Education, Department of Workforce Education and Instructional Technology, a proposal to revise the plan of study for the Master of Education in Learning, Design, and Technology Area of Emphasis in Instructional Design and Development.
- Action Item 8: From the Mary Frances Early College of Education, Department of Kinesiology, a proposal to modify the plan of study for the Master of Science in Athletic Training based upon a recently approved course change.

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

The PPC Committee met on Wednesday, 1/10/2024. By unanimous vote (9-0), the following action items are being brought forward.

- Action Item 1: Proposed policy on the use of generative AI in theses and dissertations.
- Action Item 2: Discontinuation of Extension and Correspondence policy.
- Action Item 3: Proposed change in policy on awarding doctoral degrees to University faculty.
- Action Item 4: Proposed change in language (section ii) of the policy for Graduate Certificates for Non-Degree Seeking students.

**III. Information Items**

- A. Curriculum Report: The Graduate School has approved 42 new courses, 38 course revisions, and 3 deletions.
- B. Next meeting: Wednesday, February 7, 3:30pm, 327 Brooks Hall.

**IV. Adjourn**

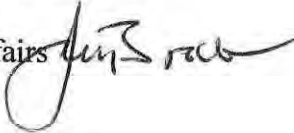


UNIVERSITY OF  
**GEORGIA**

College of Agricultural and Environmental Sciences

*Office of Academic Affairs*

To: Ron Walcott, Vice Provost for Graduate Education and Dean of the Graduate School  
Anne Shaffer, Associate Dean of the Graduate School

From: Joe Broder, Associate Dean for Academic Affairs 

Re: Proposed name change for the  
Masters of Agricultural and Environmental Education  
to the  
Master of Science in Agricultural Leadership, Education and Communication

Date: October 18, 2023

The attached proposal to change the name of the Masters Degree offered by the Department of Agricultural Leadership, Education and Communication was approved by the Department and submitted to the CAES Faculty Council Executive Committee. The proposal was placed on the agenda of October 18, 2023 Faculty Council meeting. After some discussion, the proposal was approved by the Faculty Council and is being forwarded for consideration and approval to the Graduate School Program Review Committee.

Thanks for your consideration. Please let me know if any additional information is needed.

attachment

cc: Nick Place, Dean and Director  
Alex Stelzleni, Chair, CAES Faculty Council  
Jennifer Waldeck, Head, Dept of Agricultural Leadership, Education and Communication  
Doug Bailey, Assistant Dean for Academic Affairs  
Michele Matthews, Assistant to the Associate Dean for Academic Affairs



UNIVERSITY OF  
GEORGIA

College of Agricultural & Environmental Sciences  
*Department of Agricultural Leadership, Education & Communication*

TO: College of Agricultural and Environmental Sciences, University of Georgia  
University of Georgia  
University System of Georgia Board of Regents

FROM: Jennifer H. Waldeck, Ph.D.  
Professor & Head, Department of Agricultural Leadership, Education and  
Communication, University of Georgia

DATE: October 5, 2023

SUBJ: Academic Program Name Change

Please find attached to this memo of approval, the Academic Program Name Change Justification Form. In it, the Department of Agricultural Leadership, Education and Communication (ALEC) seeks to change the name of its Master's degree program.

Currently, the Master's degree awarded by ALEC is the Master of Agricultural and Environmental Education (MAEE). The faculty initiated discussion and voted to change the name of the program in 2021 because the MAEE name does not conceptually define the degree with accuracy or adequacy. We are a department whose graduate degrees span three disciplines: Agricultural Communication, Education and Leadership. Environmental Education was a very small portion/emphasis of the opportunity offered to students enrolled in the Master's degree program. As the faculty member who was the primary driver of that emphasis moved on to a different academic home in January 2022, the program emphasizes environmental education even less.

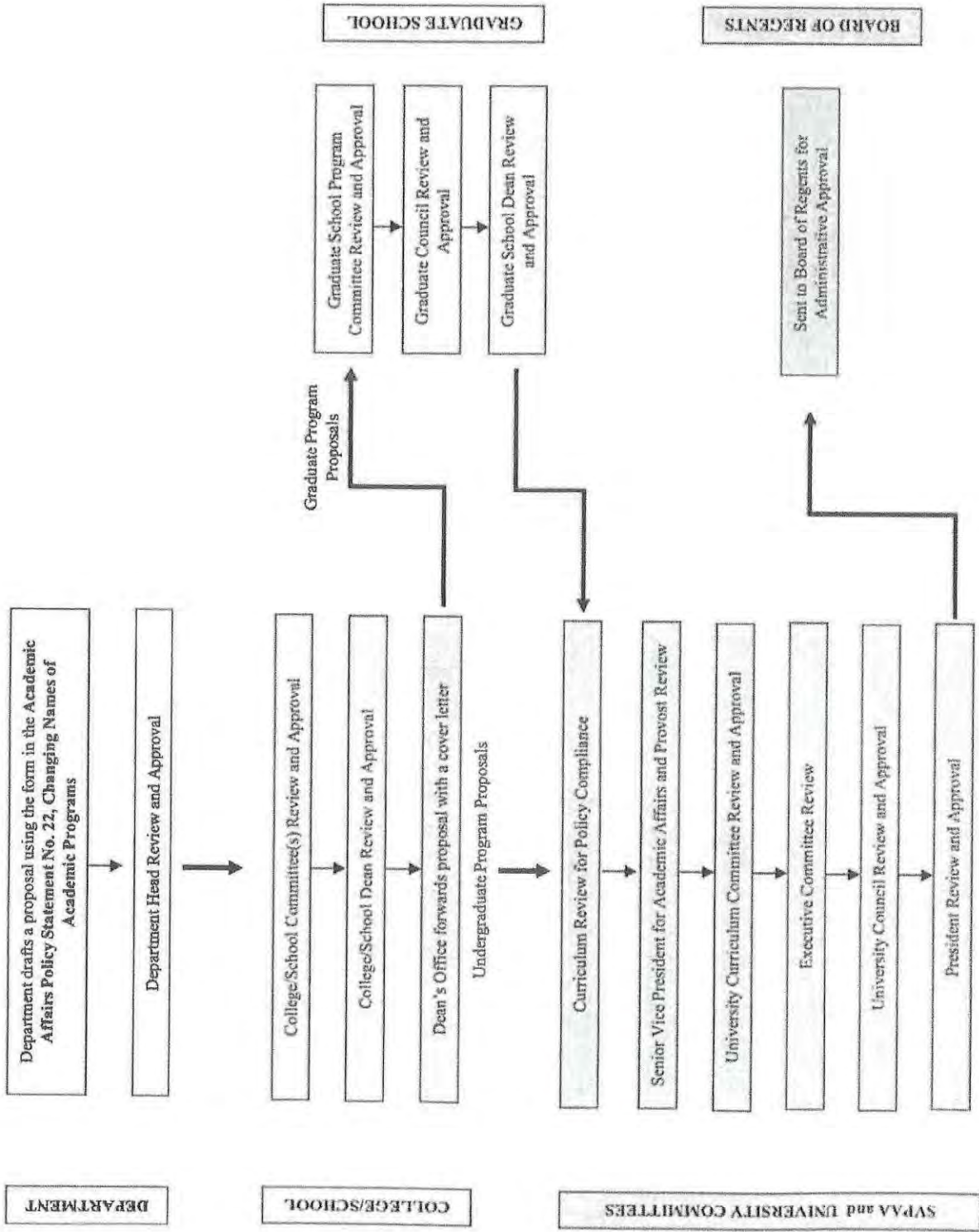
In addition, the program meets the requirements for a M.S.

The more appropriate name for the program, the faculty agree, is M.S. in Agricultural Leadership, Education and Communication.

We hope that the various review committees will approve this change. We believe that the new name is a more accurate definition of the degree we award. Further, our ability to award an M.S. will be a valuable student recruiting tool.

On behalf of the department, I not only approve but enthusiastically endorse this request. I appreciate your consideration.

# Proposals for Changing Names of Academic Programs Approval Routing



## ACADEMIC PROGRAM NAME CHANGE JUSTIFICATION FORM

Date: 09/28/2023

Department/Division: Agricultural Leadership, Education and Communication

School/College/Unit: Agricultural and Environmental Sciences

Proposed Effective Date: 08/01/2024

### PROGRAM NAME CHANGES:

Current Program Name: Master of Agricultural and Environmental Education

Proposed Program Name: Master of Science in Agricultural Leadership, Education and Communication

### PREFIX CHANGES:

Current Prefix and Name: \_\_\_\_\_

Proposed Prefix and Name: \_\_\_\_\_

### JUSTIFICATION:

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

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

### APPROVALS:

Attach documentation of approval from all involved units.

## JUSTIFICATION

### **ACTION: Request to Change the Master of Agricultural and Environmental Education to Master of Science in Agricultural Leadership, Education and Communication**

The ALEC department currently offers a thesis and non-thesis option for the Master of Agricultural and Environmental Education (MAEE) degree. The shift from a professional focused graduate program only offering a non-thesis option to a research-focused program with a thesis option and a non-thesis option that culminates with a research-focused comprehensive exam occurred in 2019 with the launching of the PhD in Agricultural Leadership, Education and Communication. The current degree requirement for both options meet the requirements of the M.S. indicator (see below).

### **MAEE Course Requirements = 36 hours**

#### ALDR Core Courses (12 hours)

AGED 7020E Methods of Instruction

AGCM 8700 or AGCM 8700E (non-thesis only) Communicating about AES Innovation

ALDR 7350E Team and Organizational Development

ALDR 8200E Research Methods in Agricultural Education

#### Quantitative or Qualitative Research Methods - Thesis Option (3 hours)

#### Electives (Non-thesis: choose 21 hours; Thesis: choose 15 hours)

#### Research – Non-Thesis Option (3 hours)

ALDR 7000 Master's Research (max of 6 credits allowed)

#### Research - Thesis Option (6 hours)

ALDR 7300 Master's Thesis (max of 6 credits allowed)

We are a department whose graduate degrees span three disciplines: Agricultural Communication, Agricultural Education, and Agricultural Leadership. Environmental Education was a very small emphasis of the degree and we only had two faculty qualified to offer students adequate opportunities in this area. Within the last 5 years, both faculty members left the department and currently no courses or advising is offered in environmental education. In addition, recent trends in ALEC programs nationally have moved toward a research-focused curriculum and name changes to Master of Science, indicating this name change would be consistent with offerings at our peer institutions and more desirable degree option for potential graduate students, particularly those pursuing the thesis option and/or have interest in pursuing a doctoral degree in the future. Therefore, with the master's program shifting from a professional focus to a research focus, the ALEC faculty initiated discussions and voted to change the name to Master of Science in Agricultural Leadership, Education and Communication (MS ALEC) to more accurately and adequately represent the degree.



UNIVERSITY OF  
**GEORGIA**

Caldwell Hall  
Athens, Georgia 30602  
TEL 706-542-4893 | FAX 706-542-3245  
[www.comm.uga.edu](http://www.comm.uga.edu)

## Franklin College of Arts and Sciences

*Department of Communication Studies*

To: Dr. Anne Shaffer, Associate Dean

From: Dr. Analisa Arroyo, Communication Studies Graduate Coordinator

October 19, 2023

Subject: Proposed Updated Curriculum for Science and Health Communication Graduate Certificate Program

Dear Dr. Anne Shaffer,

Our department would like to request adding a course to the curriculum for our Science and Health Communication Graduate Certificate Program: COMM 8610 (Seminar in Health Communication). Our faculty decided that COMM 8610 meets the same learning objectives as the current required course, COMM 6610 (Health Communication), which is also cross listed with an undergraduate class (COMM 4410). COMM 8610 is a graduate-only level course and is therefore well-suited for this Graduate Level Program. Additionally, our department is able to offer COMM 8610 on a more frequent basis, which would allow more students to participate in and complete our Graduate Certificate Program. Below is our current and updated curriculum. Thank you for your consideration.

Sincerely,

Dr. Analisa Arroyo  
Graduate Coordinator



## Science and Health Communication Graduate Certificate Program

Students completing the certificate shall have earned a grade of C or better in each of the required courses. At least 12 credit hours are required to earn the certificate, as described below:

I. Two foundational communication courses (6 credit hours; no prerequisites required):

COMM 6350 or COMM 6350E, Science Communication (3 hours)

COMM (HPBR) 6610, Health Communication (3 hours)

II. Electives (2 required, one must be writing focused):

Elective options within the Department of Communication Studies:

\* COMM 6110, Speech Composition (3 hours)

COMM 6310 or COMM 6310E, Communication Strategies in Government (3 hours)

COMM 6360, Communication Strategies in Social Movements (3 hours)

COMM 8550, Advanced Topics in Interpersonal Communication (3 hours)

COMM (JRMC) 7612, Medical Interviewing and Information Dissemination (3 hours)

COMM 8165, Public Health Communication (3 hours)

COMM 8350, The Rhetoric of Science (3 hours)

COMM 8520, Seminar in Communication and Social Influence (3 hours)

Electives outside of Communication Studies can include:

\*PBIO 8920W, Explaining your Science (3 hours)

EETH (JURI) 7870, Environmental Dispute Resolution (2 hours)

JRMC 8170, Risk Communication (3 hours)

HPRB 7370, Social Marketing of Health: Theory and Process (3 hours)

HPRB 7310, Foundations of Public Health Communication (3 hours)

\* These courses satisfy the writing requirement

Note: Other courses may satisfy the requirement with approval of the director

## Science and Health Communication Graduate Certificate Program

Students completing the certificate shall have earned a grade of C or better in each of the required courses. At least 12 credit hours are required to earn the certificate, as described below:

I. Two foundational communication courses (6 credit hours; no prerequisites required):

COMM 6350 or COMM 6350E, Science Communication (3 hours)

COMM (HPBR) 6610, Health Communication (3 hours) OR COMM 8610, Seminar in Health Communication (3 Hours)

II. Electives (2 required, one must be writing focused):

Elective options within the Department of Communication Studies:

\* COMM 6110, Speech Composition (3 hours)

COMM 6310 or COMM 6310E, Communication Strategies in Government (3 hours)

COMM 6360, Communication Strategies in Social Movements (3 hours)

COMM 8550, Advanced Topics in Interpersonal Communication (3 hours)

COMM (JRMC) 7612, Medical Interviewing and Information Dissemination (3 hours)

COMM 8165, Public Health Communication (3 hours)

COMM 8350, The Rhetoric of Science (3 hours)

COMM 8520, Seminar in Communication and Social Influence (3 hours)

Electives outside of Communication Studies can include:

\*PBIO 8920W, Explaining your Science (3 hours)

EETH (JURI) 7870, Environmental Dispute Resolution (2 hours)

JRMC 8170, Risk Communication (3 hours)

HPRB 7370, Social Marketing of Health: Theory and Process (3 hours)

HPRB 7310, Foundations of Public Health Communication (3 hours)

\* These courses satisfy the writing requirement

Note: Other courses may satisfy the requirement with approval of the director

## School of Public and International Affairs

*Department of Political Science*

*Department of International Affairs*

November 13, 2023

The Graduate School

Attn: Dr. Anne Shaffer, Associate Dean of the Graduate School

Ms. Cheri Bliss, Director of Graduate Student Services

Dear Dr. Shaffer and Ms. Bliss,

At present, the joint PhD program in Political Science & International Affairs (PHD\_PSIA) has two departmental “tracks” for applicants to the PhD: a “fast-track” route for applicants applying directly from their undergraduate studies that requires a minimum of 45 graduate credit hours and a traditional route for applicants who hold a graduate or professional degree (e.g., MA, MSW, JD) that requires a minimum of 30 graduate credit hours. Both tracks are listed in Banner as the PHD\_PSIA, and Graduate Admissions does not make a distinction between them.

Our department heads, directors of graduate studies, and graduate committee members have unanimously agreed that the fast-track route is no longer relevant to the needs of our program applicants or incoming students. The discrepancy in graduate credit hour requirements between doctoral students in our program can cause confusion among both graduate students and faculty. Moreover, many peer institutions with similar PhD programs in Political Science & International Affairs (e.g., Ohio State, UT-Austin) admit applicants to their standard PhD program directly from undergraduate studies. Thus, we believe that eliminating the discrepancy in PhD credit hour requirements caused by these separate “tracks” will reduce confusion and keep our program competitive for recruitment.

Therefore, we wish to discontinue the fast-track PhD option. Beginning immediately upon Graduate School approval, we plan to offer only a traditional PhD route requiring a minimum of 30 graduate credit hours, for which the curriculum is already on file with UGA. We do not anticipate any impacts to currently enrolled graduate students, since (a) nearly all of our doctoral students take more than 30 graduate credit hours in their studies already, and (b) all currently enrolled students would be given a “grandfather” option to remain under the credit hour requirements in force when they were admitted or to switch to the new requirements. Thank you for your consideration. Please do not hesitate to contact us if you have any questions.

Sincerely,



Geoffrey Sheagley  
Associate Professor & Director of Graduate Studies  
Department of Political Science



Susan Haire  
Professor & Department Head  
Department of Political Science



Shane Singh  
Professor & Director of Graduate Studies  
Department of International Affairs



Amanda Murdie  
Professor & Department Head  
Department of International Affairs



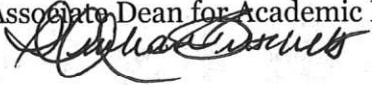
UNIVERSITY OF  
GEORGIA

Aderhold Hall, G4  
110 Carlton St.  
Athens, Georgia 30602  
TEL 706-542-6446 | FAX 706-542-0360  
www.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: October 26, 2023

RE: Termination of PhD in Learning, Leadership, and Organization Development  
– Gwinnett Campus Only

Please find attached a proposal from the Department of Lifelong Education, Administration, and Policy to terminate PhD in Learning, Leadership, and Organization Development at the Gwinnett Campus.

The College of Education's Curriculum Committee approved this proposal on October 25, 2023.

# PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

**Date:** October 13, 2023

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

**Department/Division:** Lifelong Education, Administration, and Policy

**Program (Major and Degree):** PhD in Learning, Leadership and Organization Development (LLOD)

**Which campus(es) offer this program?** Gwinnett campus ONLY

**Deactivation or Termination?** Termination of the Gwinnett campus program only

**Proposed Effective Date:** Spring 2024

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

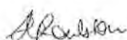
**Last date students will graduate from this program:** No students are enrolled at the Gwinnett campus

## **Program Abstract:**

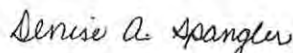
The PhD in Learning, Leadership, and Organization Development (LLOD) provides candidates with mindsets and skillsets required for research and scholarship focused on leading adult learning and change. Students investigate real-world problems and work with faculty members and other graduate students to advance the knowledge base related to learning, leadership, and organization development.

- 1. State the reasons for terminating the program, and provide copies of any relevant documents.**  
The Learning, Leadership, and Organization Development (Ph.D.) is offered only at the Athens campus. There are no faculty assigned to the Gwinnett campus to support this program, nor are there any students in the program at that campus.
- 2. What will be done to minimize the impact of the termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on: a) how faculty and staff will be notified of the termination, and b) how faculty and staff will be reallocated.**  
The program is not offered at the Gwinnett campus. No changes are proposed for the Athens-based program.
- 3. What will be done to ensure that termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?**  
The program is not offered at the Gwinnett campus. No changes are proposed for the Athens-based program.

## **Approvals:**



\_\_\_\_\_  
Department Head



\_\_\_\_\_  
Dean of School/College

\_\_\_\_\_  
Dean of Graduate School



UNIVERSITY OF  
GEORGIA

Aderhold Hall, G4  
110 Carlton St.

Athens, Georgia 30602

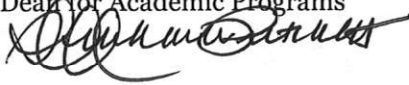
TEL 706-542-6446 | FAX 706-542-0360

[www.coe.uga.edu](http://www.coe.uga.edu)

## Mary Frances Early College of Education

*Office of Academic Programs*

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

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


DATE: October 26, 2023

RE: Educational Psychology – Gifted & Creative Education Program Updates

Please find attached programs of study update for the MA, MED, EDS, and PHD in Educational Psychology – Gifted and Creative Education area of emphasis. The College of Education's Curriculum Committee approved these proposals October 25, 2023.



# Mary Frances Early College of Education

*Department of Educational Psychology*  
UNIVERSITY OF GEORGIA

August 28, 2023

To: Curriculum Committee  
Mary Frances Early College of Education

From: Sakhavat Mammadov, Program Coordinator  
Gifted and Creative Education,  
Department of Educational Psychology

CC: Amy Reschly, Department Head  
Department of Educational Psychology

To Whom It May Concern:

The Gifted and Creative Education Program faculty seek to make several modifications to their Master of Education (MEd), Master of Art (MA), Educational Specialist (EdS), and Doctor of Philosophy (PhD) programs. These revisions update program requirements to accurately reflect the essential knowledge and skills that graduates are expected to possess as proficient practitioners, leaders, and scholars in the fields of gifted education and creativity. A summary of the changes follows:

1. The MEd program in Gifted and Creative Education currently requires 37 credit hours of coursework. We propose a reduction of credit hours to 34 credit hours to align our program with other UGA master's programs and to mirror the credit load of prominent online master's programs offered by institutions such as Columbia University's Teachers College, Johns Hopkins University, and George Mason University. Further, the current field experience component (EPSY7710) is supported by enrollment in 6 credit hours. Under the revised framework, we propose this field experience to be shortened to 3 hours. As many candidates in the program are practicing teachers, the goal here would be to support an experience where the candidates integrate their knowledge. This reduction reflects the classroom experience that teachers already have and focuses the work on the integration of the new knowledge gained in the program into teachers' practice.
2. Our MEd program currently follows two distinct plans: Plan A requires 37 credit hours, including EPSY 7650: Applied Project in Educational Psychology, and Plan B which also requires 37 credit hours but substitutes the applied project with an

elective, culminating in a final written comprehensive examination. We propose the complete removal of these plans. The applied project (EPSY7650) is more relevant for our EdS students. For our MEd program, we propose to require all our students to take a master's comprehensive examination as a requisite for degree completion. Removal of either the Plan A EPSY 7650 or the Plan B additional elective would reduce the overall program to 34 credits.

3. At present, our MEd program is exempted from the GradFIRST seminar (GRSC 7001). Instead, we offer the master's seminar in education psychology (EPSY 6990) to fulfill the professional development requirement. We propose that the GradFIRST seminar becomes a requirement for MEd students, making it in line with other graduate programs in the Gifted and Creative Education area of emphasis as well as with the larger academic offerings for other areas of emphasis within the department.
4. Enclosed, please find the updated advising checklists that have been meticulously revised to include courses currently being offered by our department and which align with the needs of our students. For example, we recommend the implementation of a requirement for students to choose either Methods of Research in Education (ERSH 6200) or Applied Statistical Methods (ERSH 6300) as the foundational research course in our MEd, MA, and EdS programs. These new checklists allow us to consider recommending a more advanced research course for students with a robust research background. We have removed courses that have not been available for an extended period and for which there are no plans to teach in the upcoming semesters.
5. We propose a significantly revised MA and PhD program of study for Gifted and Creative Education that is more in-line with other MA and PhD programs in Applied Cognition and Development, Quantitative Methodology, and School Psychology areas of emphasis within the department. In particular, we have revised the required MA coursework so that it provides a foundation in both Gifted and Creative Education and Educational Psychology. Importantly, through the additional GCE course requirements, students can begin to narrow their area of specialization as they progress towards the PhD. The proposed coursework would also include two research methods courses that provide the foundation for the more advanced research methods courses required of doctoral studies. The proposed changes to the PhD checklist allow students to further hone their general knowledge of the fields of gifted education and creativity (through the required course in Gifted Education and Creativity Major Concentration Foundations) while also requiring them to specialize in a Gifted or Creative Education area (through the minor area of concentration). Rather than offering a general Gifted and Creative Education training with a survey of courses contributing to general knowledge, the goal of the revised checklist is to provide students with the depth of training necessary to become experts in a focus area and to offer research training commensurate with other PhD students in our department. We have enclosed here the revised MA and PhD advising checklists



for both programs. We have removed courses that have not been offered for an extended period of time and for which there is no plan for future offerings.

6. We kindly request that the proposed revisions to the programs be extended to our current students as an optional choice. Our plan is to provide every student with the opportunity to benefit from these enhancements while also accommodating the preferences of those who are already enrolled in the programs and favor the original curriculum. This approach will facilitate a smooth transition.

Thank you for considering these requests.  
Sincerely,



Sakhavat Mammadov, Ph.D.  
Associate Professor of Educational Psychology  
Program Coordinator, Gifted and Creative Education  
University of Georgia  
smammadov@uga.edu



# Gifted and Creative Education

Mary Frances Early College of Education

UNIVERSITY OF GEORGIA

Department of Educational Psychology  
Area of Emphasis: Gifted and Creative Education

## SUGGESTED GRADUATE COURSEWORK FOR MASTER OF ARTS (MA) DEGREE

Name: \_\_\_\_\_

UGAID: \_\_\_\_\_

UGA E-mail: \_\_\_\_\_

First semester/year: \_\_\_\_\_

The MA program in Gifted and Creative Education requires a minimum of 34 credit hours<sup>i</sup> and is designed to give students a strong theoretical grounding and research experience. Students must write and defend a thesis as part of this program. Graduates of this program usually continue on to a doctoral degree.<sup>ii</sup>

Only graduate level courses (course numbers 6000 and above) may be used toward the earning of a graduate degree. Online courses will have an "E" after the number on the schedule (ex. EPSY 7110E). Individual course descriptions may be found on the UGA Bulletin webpage, <http://www.bulletin.uga.edu/>.

### Advising Checklist

<i>Area Emphasis</i>	<i>Course No</i>	<i>Course Title</i>	<i>Term</i>	<i>Grade</i>
Professional Development	GRSC 7001	GradFIRST: First-Year Research and Scholarship Training Seminar		
GCE Foundations [all required]	EPSY6320	Psychology of Creativity		
	ESPY7110	Characteristics of Gifted Children and Youth		
Gifted Education Foundations & Endorsement [3 required]	EPSY 7060	Assessment of Gifted Children and Youth		
	EPSY 7230	Strategies and Materials for the Gifted		
	EPSY 7250	Program and Curriculum Development for the Gifted		
	EPSY 7240	Creativity: Instructional Procedures and Problem-Solving Processes		
	EPSY 7260	Supporting the Social and Emotional Development of Gifted Students		
	EPSY 7575	Creativity, Consciousness, and Imagination		
	EPSY 7210	Multicultural Gifted and Talented Education		



# Gifted and Creative Education

Mary Frances Early College of Education

UNIVERSITY OF GEORGIA

	EPSY 7270	Retention of Ethnic Minorities in Gifted/Advanced Programs		
	Other <sup>iii</sup>			
Diversity & Equity [choose one]	EPSY 6170	Educational Psychology of Race and Racism		
	Other <sup>iv</sup>			
Educational Psychology Foundations [choose one]	EPSY 6011	Foundations of Human Development for Education		
	EPSY 6060	Foundations of Motivation for Education		
	EPSY 6800	Foundations of Cognition for Education		
	Other			
Research [2 required]	ERSH 6200	Methods of Research in Education		
	ERSH 6300	Applied Statistical Methods in Education		
	Other			
Thesis Research [minimum 3 hours]	EPSY 7000	Master's Research		
Master's Thesis [minimum 3 hours]	EPSY7300	Master's Thesis		

<sup>i</sup> The University of Georgia Graduate School requires a minimum of 30 graduate credit hours for an MA program. Of those 30 credit hours, 21 credit hours must be from coursework, with the remainder being 7000 research or 7300 thesis-writing or other related graduate credit hours. Of the 21 credit hours of coursework, 12 hours must be in courses that are only open to graduate students.

<sup>ii</sup> Students admitted directly to the PhD program must complete the requirements listed here before they begin the doctoral requirements. Students entering the PhD with a MA in Gifted Education and/or Creativity or equivalent degree, may be eligible to use credits towards PhD requirements with the approval of the student's advisor, the faculty teaching a given course, and the program. The total number of hours for the PhD degree program does not change.

<sup>iii</sup> Equivalent courses may be used to replace required courses with the consent of the student's advisory committee. Courses taken from institutions other than the University of Georgia must comply with the Graduate School's requirements for transfer credit and/or equivalencies. The total number of hours for the MA degree program does not change.

<sup>iv</sup> Although EPSY 6170 is recommended to fulfill this requirement, in the event that the course is not offered or does not fit with a students' schedule, students may select and alternative course with their advisor.



# Gifted and Creative Education

*Mary Frances Early College of Education*

**UNIVERSITY OF GEORGIA**

## **MEd Program Important Events**

<i>Date</i>	<i>Event</i>
	Advisory Committee for Master of Arts and Master of Science Candidates form submitted to the Graduate School
	Program of Study for Master of Arts and Master of Science Candidates form submitted to the Graduate School
	Draft of Thesis submitted to Graduate School for Format Check
	Application for Graduation through Athena
	Approval Form for Master's Thesis and Final Oral Examination, Master of Arts and Master of Science Candidates form submitted to the Graduate School (Thesis Defense)
	Electronic Thesis and Dissertation (ETD) Submission Approval form submitted to the Graduate School
	Final Thesis submitted to the Graduate School

---



# Gifted and Creative Education

Mary Frances Early College of Education

UNIVERSITY OF GEORGIA

Department of Educational Psychology  
Area of Emphasis: Gifted and Creative Education

## SUGGESTED GRADUATE COURSEWORK FOR MASTER OF EDUCATION (MEd) DEGREE

Name: \_\_\_\_\_

UGAID: \_\_\_\_\_

UGA E-mail: \_\_\_\_\_

First semester/year: \_\_\_\_\_

The MEd program in Gifted and Creative Education requires 34 credit hours of coursework. The required minimum number of courses for each Area Emphasis must be met in the course of study. This checklist is not exhaustive and is intended to serve as a guide to be used for advising purposes. The actual program of study may vary based on a student's goals and background, with the approval of the student's advisor.

Only graduate level courses (course numbers 6000 and above) may be used toward the earning of a graduate degree. Note that online courses have an "E" after the number on the schedule (e.g., EPSY7110E). Individual course descriptions may be found on the UGA Bulletin webpage, <http://www.bulletin.uga.edu/>.

### Advising Checklist

Area Emphasis	Course No	Course Title	Term	Grade
Professional Development	GRSC 7001	GradFIRST: First-Year Research and Scholarship Training Seminar		
Gifted Education Foundations & Endorsement	EPSY 7060	Assessment of Gifted Children and Youth		
	EPSY 7110	Characteristics of Gifted Children and Youth		
	EPSY 7230	Strategies and Materials for the Gifted		
	EPSY 7250	Program and Curriculum Dev. for the Gifted		
Creativity [choose one]	EPSY 6320	Psychology of Creativity		
	EPSY 7240	Creativity: Instructional Procedures and Problem-Solving Processes		
	EPSY 7575	Creativity, Consciousness, and Imagination		
	EPSY 8220	Theories of Creativity		
	Other			
Social and Emotional [choose one]	EPSY 7260	Supporting the Social & Emotional Development of Gifted Students		
	Other*			
	EPSY 6170	Educational Psychology of Race and Racism		



# Gifted and Creative Education

Mary Frances Early College of Education

UNIVERSITY OF GEORGIA

Diversity & Equity [choose one]	EPSY 7210	Multicultural Gifted and Talented Education		
	EPSY 7270	Retention of Ethnic Minorities in Gifted/Advanced Programs		
	EPSY 8270	Family and Community Engagement in Youth Talent Development		
	Other*			
Educational Psychology Foundations [choose one]	EPSY 6011	Foundations of Human Development for Education		
	EPSY 6060	Foundations of Motivation for Education		
	EPSY 6800	Foundations of Cognition for Education		
	Other*			
Research [choose one]	ERSH 6200	Methods of Research in Education		
	ERSH 6300	Applied Statistical Methods in Education		
	Other			
Field Experience Elective	EPSY 7710	Practicum in Gifted and Creative Education		

\*Approved by advisor

## MEd Program Important Events

<i>Date</i>	<i>Event</i>
	Program of Study for Non-Doctoral Professional Degrees submitted to the Graduate School
	Annual Evaluation
	Master's Comprehensive exam
	Application for Graduation through Athena



# Gifted and Creative Education

Mary Frances Early College of Education

UNIVERSITY OF GEORGIA

## ROTATION OF COURSES

### Spring Admissions

<b>Year One</b>		
<i>Spring</i>	<i>Summer</i>	<i>Fall</i>
EPSY 7110	EPSY 7230	Ed. Psych Foundation
EPSY 7060	EPSY 7250	EPSY 7260
GRSC 7001		Diversity
<b>Year Two</b>		
<i>Spring</i>	<i>Summer</i>	<i>Fall</i>
Creativity	Research	
EPSY 7710	Elective	

### Summer Admissions

<b>Year One</b>		
<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
EPSY 7110	EPSY 7230	Ed. Psych Foundation
EPSY 7060	EPSY 7250	EPSY 7260
	GRSC 7001	Research
<b>Year Two</b>		
<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
Diversity	Elective	
Creativity	EPSY 7710	



# Gifted and Creative Education

Mary Frances Early College of Education

UNIVERSITY OF GEORGIA

Department of Educational Psychology  
Area of Emphasis: Gifted and Creative Education

## SUGGESTED GRADUATE COURSEWORK FOR SPECIALIST IN EDUCATION (*EdS*) DEGREE

Name: \_\_\_\_\_

UGAID: \_\_\_\_\_

UGA E-mail: \_\_\_\_\_

First semester/year: \_\_\_\_\_

The EdS program in Gifted and Creative Education requires 31 credit hours of coursework beyond the Master's degree, plus a 3 credit-hour Applied Project, for a total of 34 credit hours. This checklist is not exhaustive and is intended to serve as a guide to be used for advising purposes. The actual program of study may vary based on a student's goals and background, with the approval of the student's advisor.

Only graduate level courses (course numbers 6000 and above) may be used toward the earning of a graduate degree. Online courses will have an "E" after the number on the schedule (e.g., EPSY7110E). Individual course descriptions may be found on the UGA Bulletin webpage, <http://www.bulletin.uga.edu/>.

### Advising Checklist

Area Emphasis	Course No	Course Title	Term	Grade
Professional Development	GRSC 7001	GradFIRST First-year Research and Scholarship Training Seminar		
Gifted Education Foundations & Endorsement	EPSY 7060	Assessment of Gifted Children and Youth		
	EPSY 7110	Characteristics of Gifted Children and Youth		
	EPSY 7230	Strategies and Materials for the Gifted		
	EPSY 7250	Program and Curriculum Development for the Gifted		
Creativity [choose one]	EPSY 6320	Psychology of Creativity		
	EPSY 7240	Creativity: Instructional Procedures and Problem-Solving Processes		
	EPSY 7575	Creativity, Consciousness, and Imagination		
	EPSY 8220	Theories of Creativity		
	Other*			
Social and Emotional [choose one]	EPSY 7260	Supporting the Social & Emotional Development of Gifted Students		
	Other*			





# Gifted and Creative Education

Mary Frances Early College of Education

UNIVERSITY OF GEORGIA

Diversity & Equity [choose one]	EPSY 6170	Educational Psychology of Race and Racism		
	EPSY 7210	Multicultural Gifted and Talented Education		
	EPSY 7270	Retention of Ethnic Minorities in Gifted/Advanced Programs		
	EPSY 8270	Family and Community Engagement in Youth Talent Development		
	Other*			
Educational Psychology Foundations [choose one]	EPSY 6011	Foundations of Human Development for Education		
	EPSY 6060	Foundations of Motivation for Education		
	EPSY 6800	Foundations of Cognition for Education		
	Other*			
Research [choose one]	ERSH 6200	Methods of Research in Education		
	Other*			
Field Experience	EPSY 8710	Advanced Practicum in Gifted and Creative Education Leadership		
Applied Project	EPSY 8650	Applied Education Specialist Project in Educational Psychology		

\*Approved by Advisor

## EdS Program Important Events

<i>Date</i>	<i>Event</i>
	Program of Study for Non-Doctoral Professional Degrees submitted to the Graduate School
	Submit Annual Evaluation
	Applied Project results submitted to the Graduate School
	Application for Graduation through Athena



# Gifted and Creative Education

Mary Frances Early College of Education

UNIVERSITY OF GEORGIA

## ROTATION OF COURSES

### Spring Admissions

<b>Year One</b>		
<i>Spring</i>	<i>Summer</i>	<i>Fall</i>
EPSY 7110	EPSY 7230	Ed. Psych Foundation
EPSY 7060	EPSY 7250	EPSY 7260
GRSC 7001		Diversity
<b>Year Two</b>		
<i>Spring</i>	<i>Summer</i>	<i>Fall</i>
Research	EPSY 8650	
EPSY 8710	Creativity	

### Summer Admissions

<b>Year One</b>		
<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
EPSY 7110	EPSY 7230	Ed. Psych Foundation
EPSY 7060	EPSY 7250	EPSY 7260
	GRSC 7001	Research
<b>Year Two</b>		
<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
Diversity	EPSY 8650	
Creativity	EPSY 8710	



# Gifted and Creative Education

Mary Frances Early College of Education

UNIVERSITY OF GEORGIA

Department of Educational Psychology  
 Area of Emphasis: Gifted and Creative Education

## SUGGESTED GRADUATE COURSEWORK FOR DOCTOR OF PHILOSOPHY (*PhD*) DEGREE

Name: \_\_\_\_\_

UGAID: \_\_\_\_\_

UGA E-mail: \_\_\_\_\_

First semester/year: \_\_\_\_\_

The Doctor of Philosophy (PhD) in Educational Psychology, with an Area of Emphasis in Gifted and Creative Education requires at least 30 credit hours over a master's degree with 16 hours at the 8000/9000 coursework level exclusive of EPSY 9000 research and EPSY 9300 dissertation writing. This checklist is a guide to be used for advising purposes. The actual program of study may vary based on a student's goals and background. The doctoral committee in consultation with the student decides the student's actual program of study.

Only graduate level courses (course numbers 6000 and above) may be used toward the earning of a graduate degree. Online courses will have an "E" after the number on the schedule (ex. EPSY 7110E). Individual course descriptions may be found on the UGA Bulletin webpage, <http://www.bulletin.uga.edu/>.

### Advising Checklist

<i>Area Emphasis</i>	<i>Course No</i>	<i>Course Title</i>	<i>Term</i>	<i>Grade</i>
Professional Development <sup>1</sup>	GRSC 7001	GradFirst: First-Year Research and Scholarship Training Seminar		
GCE Major Concentration Foundations [2 Required]	EPSY 7060	Assessment of Gifted Children and Youth		
	EPSY 7230	Strategies and Materials for the Gifted		
	EPSY 7240	Creativity: Instructional Procedures and Problem-Solving Processes		
	EPSY 7250	Program and Curriculum Development for the Gifted		
	EPSY 7260	Supporting the Social and Emotional Development of Gifted Students		
	EPSY 7575	Creativity, Consciousness, and Imagination		
	EPSY 8210	Underachievement in High Ability Students		



# Gifted and Creative Education

Mary Frances Early College of Education

UNIVERSITY OF GEORGIA

Area Emphasis	Course No	Course Title	Term	Grade
	EPSY 8220	Theories of Creativity		
	EPSY 8620	The Creative Brain		
	EPSY 9630	Critique of Literature in Educational Psychology		
	Other <sup>ii</sup>			
Diversity <sup>iii</sup> [1 Required]	EPSY 6170	Educational Psychology of Race and Racism		
	EPSY 7210	Multicultural Gifted and Talented Education		
	EPSY 7270	Retention of Ethnic Minorities in Gifted/Advanced Programs		
	EPSY 8550	Multicultural Psychology and Social Justice		
Statistics and Research Methods [all required]	ERSH 8320	Applied Correlation and Regression Methods in Education		
	ERSH 9210	Quantitative Design in Education		
Additional Research Courses [2 required]	ERSH 7250	Educational Program and Project Evaluation		
	ERSH 7600	Construction of Educational Measuring Instruments		
	ERSH/QUA L 8575	Mixed Methods Approaches to Research		
	ERSH 8610	Theories of Educational Measurement		
	ERSH 8740	Exploratory Factor Analysis		
	ERSH 8750	Introduction to Structural Equation Modeling		
	ERSH 8770	Multilevel Modeling		
	ETAP/QUAL 8550	Writing Up Qualitative Research		
	QUAL 8400	Qualitative Research Traditions		
	QUAL 8410	Designing Qualitative Research		
	QUAL 8420	Analyzing Qualitative Data		
	QUAL 8510	Theories in Qualitative Design		
	QUAL 8520	Interviewing Research		
	QUAL 8525	Narrative Analysis		
	QUAL 8530	Case Study Research		
	QUAL 8540	Fieldwork and Participant Observation		
	QUAL 8560	Ethnomethodological and Conversation Analytic Studies		



# Gifted and Creative Education

Mary Frances Early College of Education

UNIVERSITY OF GEORGIA

<i>Area Emphasis</i>	<i>Course No</i>	<i>Course Title</i>	<i>Term</i>	<i>Grade</i>
Seminar [3 credit minimum]	EPSY 8990	Doctoral Seminar in Educational Psychology		
Doctoral Research [6 credit minimum]	EPSY 9000	Doctoral Research		
Doctoral Dissertation [6 credit minimum]	EPSY 9300	Doctoral Dissertation		
Minor Area of Concentration [9 credits]		Courses to be identified with major professor and in line with area of interest		

<sup>i</sup> Required of all PhD students who did not take GRSC 7001 as an MA student.

<sup>ii</sup> Other potential courses to fulfill these requirements may be approved by student's major professor.

<sup>iii</sup> Required of all PhD students who did not take one of these courses as an MA student.

## PhD Program Important Events

<i>Date</i>	<i>Event</i>
	Advisory Committee for Doctoral Candidates form submitted to the Graduate School
	Final Doctoral Program of Study form submitted to the Graduate School
	Written Comprehensive Exam
	Oral Comprehensive Exam Announcement submitted to the Graduate School (must be submitted by the Graduate Coordinator's Office at least two weeks before Exam)
	Oral Comprehensive Exam
	Prospectus Meeting/Defense
	With approved Prospectus, Application for Admission to Candidacy for Doctoral Degrees form submitted to the Graduate School
	Dissertation Defense Announcement submitted to the Graduate School (must be submitted by the Graduate Coordinator's Office at least two weeks before Defense)
	Draft of Dissertation submitted to the Graduate School for Format Check
	Approval Form for Doctoral Dissertation and Final Oral Examination submitted to the Graduate School
	Electronic Thesis and Dissertation (ETD) Submission Approval form submitted to the Graduate School
	Final Dissertation submitted to the Graduate School
	Application for Graduation through Athena




UNIVERSITY OF  
GEORGIA

Aderhold Hall, G4  
110 Carlton St.  
Athens, Georgia 30602  
TEL 706-542-6446 | FAX 706-542-0360  
www.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: October 26, 2023

RE: Endorsement Certificates – Graduate Programs

Please find attached a proposal to create graduate certificates in the following approved GaPSC Endorsement programs.

Endorsement Certificates – Graduate Programs  
Mary Frances Early College of Education

- (1) Coaching (Mathematics);
- (2) Educational Leadership (Tier I);
- (3) English to Speakers of Other Languages;
- (4) Gifted In-Field;
- (5) K-5 Mathematics;
- (6) Preschool Special Education;
- (7) Reading Education;

College of Family and Consumer Sciences

- (1) Financial Literacy

The College of Education's Curriculum Committee approved this proposal on October 25, 2023.

## PROPOSAL FOR A CERTIFICATE PROGRAM

**Date:** September 12, 2023

**School/College/Unit:** Mary Frances Early College of Education  
College of Family and Consumer Sciences

**Department/Division:** See table below

**Certificate Title:** **Mary Frances Early College of Education**  
(1) Coaching (Mathematics);  
(2) Educational Leadership (Tier I);  
(3) English to Speakers of Other Languages;  
(4) Gifted In-Field;  
(5) K-5 Mathematics;  
(6) Preschool Special Education;  
(7) Reading Education;

**College of Family and Consumer Sciences**  
(1) Financial Literacy

**Effective Term:** Summer 2024

**Which campus(es) will offer this certificate?** See table below

**Level (Undergraduate, Graduate, or Post-Baccalaureate):** Graduate

### **Program Abstract:**

Endorsement programs are a planned sequence of courses and experiences, typically three (3) to five (5) courses in length, designed to provide educators with an additional, specific set of knowledge and skills, or to expand and enhance existing knowledge and skills. Successful completion of an endorsement program results in the addition of the content field to the Georgia educator certificate designating expertise in the field. Based on GaPSC guidance for endorsements, endorsements at the University of Georgia lead to college credit; must be approved by the GaPSC and administered by a GaPSC-approved EPP, and may be offered as either a stand-alone program or, unless otherwise specified in GaPSC Educator Preparation Rules 505-3-.82 through 505-3-.115, embedded in an initial preparation program. All endorsements at the University of Georgia are offered as stand-alone programs.

During the 2022-2023 academic year, the Georgia Professional Standards Commission (GaPSC) began requiring Educator Preparation Providers (EPPs) to code information in a state registry,

the Traditional Program Management System (TPMS), where the GaPSC could track enrollment trends associated with students enrolled in endorsement programs for educator and other school personnel specialization. This tracking is required for all approved endorsement programs that an EPP offers across teaching, leadership, and service fields leading to initial Georgia certification. The GaPSC requires uploads of those data two times per year (October 31 and March 31) into the TPMS system. This process is outlined in the [GaPSC Rule 505-3-.01](#), (see (3)(c)8 - Pages 8-9). Data from this system also feed into a federal Title II National Teacher Preparation report that is submitted annually by the University of Georgia. The Office of Academic Programs in the Mary Frances Early College of Education is charged with processing all paperwork to add the earned credentials for educator and other school personnel with the GaPSC. Partner colleges have their students submit paperwork to College of Education staff to upload into the state's credentialing system.

The University of Georgia offers 12 endorsements that can augment an educator or other school personnel candidate. To date, these endorsements have been primarily offered as non-degree programs and candidates are directly admitted into the informal endorsement program. As such, entry and exit points are seemingly easy to track. Candidates, in any college with an endorsement program, simply complete the courses and then notify the Office of Academic Programs in the Mary Frances Early College of Education that they have done so. In other cases, as students are enrolled in other degree-seeking programs, students might take a class included in an endorsement and then decide to complete the required courses for a given endorsement. This type of engagement in endorsement-seeking coursework is challenging to document formally as the starting point (term first course is taken) is not always codified in the GaPSC's TPMS system as required to be two times per year when students enter an endorsement sequence outside of the non-degree pathway.

To address this need for compliance with the state rule and to better document teacher preparation engagement, the collective colleges represented by this proposal are seeking to formally code these endorsement programs as certificates. This request also provides a secondary advantage for the student to have the completed sequence of instruction formally coded on their University of Georgia transcript.

The following University of Georgia programs are formally recognized as credential-bearing programs with the GaPSC. Some of these endorsements are already recognized as certificates within the university's curriculum system. A comprehensive list across both undergraduate and graduate programs is provided here to allow the reader to understand the status for each of the proposed certificates.



Table 1. Endorsement Programs at the University of Georgia

Endorsement	Campus(es)	Modality	E-Rate	Level	Academic Home	Certificate Status
Coaching (Mathematics)	Griffin	Face-to-Face	No	Graduate	College of Education, Department of Mathematics, Science, and Social Studies Education	Seeking approval as a graduate certificate.
Dyslexia	Athens	Online	No	Undergraduate Graduate	College of Education, Department of Communication Sciences and Special Education	Already approved as a certificate at the graduate level, seeking certificate recognition at the undergraduate level.
Educational Leadership (Tier I)	Athens/Gwinnett	Face-to-Face/Online	Yes	Graduate	College of Education, Department of Lifelong Learning, Administration, and Policy	Seeking approval as a graduate certificate.
Elementary Agricultural Education	Athens/Tifton	Face-to-Face	No	Undergraduate	College of Agricultural and Environmental Sciences, Department of Agricultural Leadership, Education, and Communication	Already approved as an undergraduate minor.
English to Speakers of Other Languages	Athens	Face-to-Face/Online	No	Undergraduate Graduate	College of Education, Department of Language and Literacy Education	Seeking approval as an undergraduate and graduate certificate.
Gifted In-Field	Athens	Face-to-Face/Online	Yes	Graduate	College of Education, Department of Educational Psychology	Seeking approval as a graduate certificate.
K-5 Mathematics	Griffin	Face-to-Face	No	Graduate	College of Education, Department of Mathematics, Science, and Social Studies Education	Seeking approval as a graduate certificate.
Online Teaching	Athens	Online	Yes	Graduate	College of Education, Department of Workforce Education and Instructional Technology	Already approved as a certificate at the graduate level.
Preschool Special Education	Athens	Face-to-Face/Online	No	Graduate	College of Education, Department of Communication Sciences and Special Education	Seeking approval as a graduate certificate.
Reading Education	Athens	Face-to-Face/Online	No	Graduate	College of Education, Department of Language and Literacy Education	Seeking approval as a graduate certificate.
Financial Literacy	Athens	Face-to-Face/Online	Yes	Graduate	Department of Financial Planning, Housing, and Consumer Economics and Department of	Seeking approval as a graduate certificate.

					Mathematics, Science, and Social Studies Education	
--	--	--	--	--	--	--

## Certificates Offered By Multiple Academic Units

### 1. Purpose and Educational Objectives

The purpose of these proposed certificates is to provide an opportunity for educator and other school personnel to seek advanced knowledge in specialty fields recognized by the Georgia Professional Standards Commission. The objective of translating a set of courses to a codified program of study is to allow for compliance with state reporting and to advantage students by allowing this coursework to be recognized on the student's transcript. Recognized as the leader in educator and other school personnel preparation in Georgia, these additional opportunities complement the mission for the institution by providing life-long learning opportunities for Georgia educators as well as influence the experiences of P-12 students in Georgia school who have teachers and other school personnel with advanced skills to support their learning experiences.

### 2. Need for the Program

These programs already exist as recognized entities by the Georgia Professional Standards Commission. The need is to codify these programs as formal programs of study at the University of Georgia and to come into better compliance with state regulations for documenting educator preparation.

**Semester/Year of Program Initiation:** Summer 2024

**Semester/Year of Full Implementation of Program:** Summer 2024

**Semester/Year First Certificates will be awarded:** Fall 2024

**Annual Number of Graduates expected:** From 2014, annual range of completers 16-212, annually. Please see table below in Student Demand for data from 2014-present.

**Projected Future Trends for number of students enrolled in the program:** We expect a similar number of completers annually.

### 3. Student Demand

Data from 2014-2023 endorsement completers are displayed below for the 10 endorsement programs offered by the University of Georgia. Across the last 10 years and all endorsement programs, the university has produced on average 134 endorsement completers each year.

*Table 2. Endorsement Completers 2014-2023*

Endorsement Program <sup>2</sup>	Dept	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Coaching (Mathematics)	MSSE			3		1	4	1			
Dyslexia	CSSE					6	9	17	15	36	15
Educational Leadership (Tier I)	LEAP				1	11	23	37	31	31	18
Elementary Agricultural Education <sup>1</sup>	ALEC										1
English to Speakers of Other Languages (ESOL)	LLE	8	78	63	80	43	46	58	90	57	36
Gifted In-Field	EPSY	7	26	17	36	35	25	17	39	45	49

K-5 Mathematics	MSSE		4	3			2	1				
Online Teaching	WEIT		3		1	9			3	2	2	
Preschool Special Education	CSSE			1		5	4	4			5	
Reading	LLE	1	14	33	16	20	13	7	27	25	19	
School Nutrition Director	NUTR			6	6	9	6	5	7	8	5	
<b>Grand Total</b>			<b>16</b>	<b>125</b>	<b>120</b>	<b>134</b>	<b>130</b>	<b>126</b>	<b>142</b>	<b>205</b>	<b>196</b>	<b>145</b>

<sup>1</sup>Program was approved for offering in XXXX; <sup>2</sup>An endorsement in Financial Literacy is currently under review for approval with the Georgia Professional Standards Commission.

There is ample evidence that this demand will continue to increase. For example, a number of endorsements center on specialized knowledge in teaching of reading and mathematics. These topics are noted as growth areas for Georgia schools or reflect required changes to P-12 standards that must now be taught in P-12 schools (e.g., Financial Literacy). Other programs center on meeting the needs of P-12 learners with unique learning need (e.g., ESOL, Gifted In-Field, Preschool Special Education). Other programs offer a leadership opportunity (e.g., Tier I (principals)). All of these areas are growth needs or personnel needs for the school districts across Georgia. Students enrolled in these programs represent the diverse population of teachers and leaders who are interested in obtaining these credentials from a research university.

#### 4. Programs of Study

Courses for each of the endorsements to be translated to certificates are outlined in Table 3 below. Each of the sequences of courses has been approved by the GaPSC for coursework that satisfies the advanced credential in the respective area for educators or other school personnel. No new courses are proposed for any of these certificates.

*Table 3. Certificate Programs of Study*

Proposed Certificate	Courses	Number of Credits
Coaching (Mathematics)	EMAT 7200: Mentoring in Mathematics Education EMAT 7700: Internship in Mathematics Education (Fall Semester) EMAT 7700: Internship in Mathematics Education (Spring Semester)	EMAT 7200: (3) EMAT 7700: (1 to 15, 3 required)
Educational Leadership (Tier I)	EDAP 8115: Educational Leadership for Student Success EDAP 7040: Education Law and Ethical Leadership EDAP 8130: Trends and Issues in Educational Policy EDAP 7801: Clinical Practices in Educational Leadership I EDAP 7802: Clinical Practices in Educational Leadership II EDAP 7803: Clinical Practices in Educational Leadership III	EDAP 8115: (3) EDAP 7040: (3) EDAP 8130: (3) EDAP 7801: (3) EDAP 7802: (3) EDAP 7803: (3)
English to Speakers of Other Languages	LLED 5040/7040: Language and Culture in the Classroom LLED 5630/7630: ESOL, Grades P-12 LLED 5730/7730: First and Second Language Acquisition and Development	LLED 5040/7040: (3) LLED 5630/7630: (3) LLED 5730/7730: (3)
Gifted In-Field	EPSY 7110: Characteristics of Gifted Children and Youth EPSY 7060: Assessment of Gifted Children and Youth EPSY 7230: Strategies and Materials for the Gifted EPSY 7250: Program and Curriculum Development for the Gifted	EPSY 7110: (3) EPSY 7060: (3) EPSY 7230: (3) EPSY 7250: (3)
K-5 Mathematics	EMAT 6420: Mathematics Methods for PreK-Grade 8 EMAT 7001: Arithmetic and Problem Solving EMAT 7003: Algebra and Problem Solving EMAT 7002: Geometry and Problem Solving	EMAT 6420: (3) EMAT 7001: (3) EMAT 7003: (3) EMAT 7002: (3)
Preschool Special Education	EDSE 7100: Foundations and Assessment in Early Childhood Special Education	EDSE 7100: (3) EDSE 7200: (3)

	EDSE 7200: Methods and Curriculum in Early Childhood Special Education EDSE 7160: Communication and Language Development in Young Children	EDSE 7160: (3)
Reading Education	<p><u>For students with P-5 initial certification, the courses are:</u> LLED 6420: Literacy Development and Instruction in Early Childhood LLED 6060: Content-Area Literacies LLED 6020: Reading Instruction and Assessment (Clinic)</p> <p><u>For students with 4-8 or 6-12 initial certification, the three courses are:</u> LLED 6060: Content-Area Literacies LLED 7910: New Literacies LLED 6020: Reading Instruction and Assessment (Clinic)</p> <p><u>For students with a P-12 initial certification, the three courses are:</u> LLED 6060: Content-Area Literacies LLED 6020: Reading Instruction and Assessment (Clinic) Either: LLED 6420: Literacy Development and Instruction in Early Childhood or LLED 7910: New Literacies</p>	LLED 6420: (3) LLED 6060: (3) LLED 6020: (3) LLED 7910: (3)
Financial Literacy	FHCE 8200E: Financial Planning and Analysis) ESOC 7030E: Teaching Economics FHCE 7200E: Advanced Financial Counseling and Client Communication FHCE 6200E: Advanced Wealth Management I FHCE 6210E: Advanced Retirement Planning and Employee Benefits	FHCE 8200E: (3) ESOC 7030E: (3) FHCE 7200E: (3) FHCE 6200E: (3) FHCE 6210E: (3)

## 5. Model Program and Accreditation

Each of the proposed certificates has been approved and aligned with Educator and Other School Personnel preparation standards required by the Georgia Professional Standards Commission. Formal rules are noted in Table 4 below. The University of Georgia programs in these area were state approved during our last seven-year approval cycle on April 8, 2021. This review was conducted by the GaPSC and consisted of a site visit by trained reviewers from educator and other school personnel preparation programs in Georgia. All programs were found in compliance with no areas for improvement. Other institutions of higher education and Regional Educational Service Agencies also offer some of these programs and must adhere to the same sets of standards listed next to each program below.

*Table 4. GaPSC Preparation Rules for the Proposed Certificate Programs of Study*

Proposed Certificate	Courses
Coaching (Mathematics)	<a href="#">505-3-.85 Coaching Endorsement Program</a>
Educational Leadership (Tier I)	<a href="#">505-3-.77 Educational Leadership Program</a>
English to Speakers of Other Languages	<a href="#">505-3-.89 English to Speakers of Other Languages (ESOL) Endorsement</a>
Gifted In-Field	<a href="#">505-3-.90 Gifted In-Field Education Endorsement</a>
K-5 Mathematics	<a href="#">505-3-.92 K-5 Mathematics Endorsement</a>
Preschool Special Education	<a href="#">505-3-.100 Special Education Preschool (Ages 3-5) Endorsement</a>
Reading Education	<a href="#">505-3-.96 Reading Endorsement</a>
Financial Literacy	<a href="#">505-3-.113 Financial Literacy Endorsement Program</a>

## 6. Student Learning Outcomes & Assessment

Consistent with the requirements from the Georgia Professional Standards Commission, each of these proposed programs must collect data on student learning. These assessments are identified as program key assessments. Table 5 lists the names of the assessments for each program. Each program key assessments has been validated and reliability data are collected annually on assessment data collected. Assessments were designed to address the specific standards noted in the GaPSC rules in Table 4. Assessments are administered throughout the program and program faculty review their assessment data for both compliance with the GaPSC (August of each academic year) and the Student Learning Outcomes (October 1 of each year). Data are examined for trends and for use in continuous improvement.

*Table 5. Student Learning Outcomes*

Proposed Certificate	Assessments
Coaching (Mathematics)	Coaching Plan Implementation of Coaching Cycle Coaching Reflection
Educational Leadership (Tier I)	GACE Assessment (standardized test) Demonstration of Learning Research Project Instructional Improvement Plan (Planning) Clinical Practices Portfolio Instructional Improvement Plan (Effects on Student Learning) Dispositions
English to Speakers of Other Languages	L2 Analysis Introspective Assessment Observation Paper
Gifted In-Field	Curriculum Frameworks Rubric Differentiated Lesson Plan Reflective Paper
K-5 Mathematics	K-5 Mathematics Endorsement Pedagogical Knowledge K-5 Mathematics Endorsement Content Knowledge K-5 Mathematics Endorsement Professional Community Assessment
Preschool Special Education	Preschool Special Education Program Key Assessment 1 Preschool Special Education Program Key Assessment 2
Reading Education	Content Area Literacy (CAL) Case Study Project Rubric Content Area Literacy (CAL) Curriculum Plan Project Rubric Literacy Case Report
Financial Literacy	To be Developed

## 7. Admissions

*Table 6. Admissions Criteria*

Proposed Certificate	Admissions Criteria
Coaching (Mathematics)	(1) candidate's valid, T-4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate; (2) enrollment in the Master of Education or Educational Specialist in Mathematics Education programs (this endorsement is only offered in conjunction with the advanced preparation mathematics program); (3) a grade point average of 3.0 or higher; and (4) course grades of C or higher in all courses within a degree program prior to application for endorsement entry.
Educational Leadership (Tier I)	(1) GRE scores; (2) a résumé or curriculum vitae; (3) a statement of purpose; (4) official transcripts from all prior institutions attended; (5) documentation showing passage of the GACE Program Admissions Assessment or exemption of the assessment based on Praxis I, SAT, ACT, or GRE scores; and (6) three letters of recommendation. As required by the University of Georgia Graduate School, candidates must have a minimum of an undergraduate grade point average of 2.6. The GaPSC revised its processes for educational leadership credentialing.

English to Speakers of Other Languages	(1) a grade point average of 3.0 or higher; and (2) course grades of C or higher in all courses within a degree program prior to application for endorsement entry or courses with a C or better from a prior degree.
Gifted In-Field	(1) submission of a non-degree application to the University of Georgia Graduate School; (2) a statement of purpose; and (3) official transcripts from last institution attended. The candidate must have a valid, level 4 or higher Induction, Professional, Advance Professional, or Lead Professional teaching.
K-5 Mathematics	(1) a UGA Graduate School non-degree application; (2) a statement of purpose; (3) a minimum of one year of teaching experience; (4) two letters of recommendation; (5) transcripts from all institutions attended; and (6) a minimum undergraduate grade point average of at least 3.0. The candidate must have a valid, level 4 or higher Induction, Professional, Advance Professional, or Lead Professional teaching certificate in one of the following fields: Early Childhood Education (P-5); Middle Grades Mathematics (4-8); Special Education General Curriculum/Early Childhood Education (P-5); or any of the following certificates combined with a core academic content concentration in mathematics: Special Education General Curriculum (P-12); Special Education Adapted Curriculum (P-12); Special Education Behavior Disorders (P-12); Special Education Learning Disabilities (P-12); Special Education Deaf Education (P-12); Special Education Physical and Health Disabilities (P-12); Special Education Visual Impairment (P-12) or Gifted Certificate (P-12).
Preschool Special Education	The program is open to both certified Early Childhood Education and Special Education teachers, as well as existing UGA candidates who are in a MEd or EdS and who hold the aforementioned certification(s). Applicants for the Special Education Preschool Endorsement must have at least a 2.5 minimum GPA.
Reading Education	(1) having successfully passed an introductory course in reading instruction and assessment with a grade of B- or higher; (2) completion of an application for the endorsement program; (3) submission of a non-degree application to the University of Georgia Graduate School; (4) a résumé or curriculum vitae; (5) a statement of purpose; and (3) unofficial transcripts from all institutions attended. The candidate must have a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching.
Financial Literacy	(1) candidate's valid, T-4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate; (2) an undergraduate grade point average of 3.0 or higher; and (3) course grades of C or higher in all courses within a degree program prior to application for endorsement entry.

## 8. Faculty and Facilities Resources

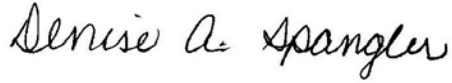
Each of the proposed certificate programs currently exist as non-degree options and almost all have been in place for at least 10 years, except the Financial Literacy Endorsement. The course offerings and programmatic assignments to run the programs are already factored into faculty instructional budgeted time. Courses are regularly offered to ensure timely completion of the credential. No new facilities or equipment are needed for these certificates. As with all educator and other school personnel programs, students in the proposed certificate will have full access to the existing library resources at the University of Georgia.

## 9. Budget

Because these proposed certificates already exist as non-degree options at the university, costs associated with their delivery are already factored into the faculty instructional budgeted time.

**Approval:**

**Mary Frances Early College of Education:**



10-30-23

---

**Denise Spangler**  
**Dean, Mary Frances Early College of Education**

---

**Date**



26OCT2023

---

**Roger Hill**  
**Department of Mathematics, Science, and Social Studies Education**

---

**Date**



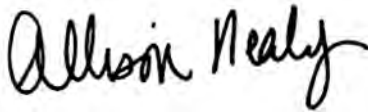
26 October 2023

---

**Kathy Roulston**  
**Department of Lifelong Education, Administration, and Policy**

---

**Date**



10/27/23

---

**Allison Nealy**  
**Department of Language and Literacy Education**

---

**Date**



10.27.23

---

**Amy Reschly**  
**Department of Educational Psychology**

---

**Date**



10/27/23

---

**Bethany Hamilton-Jones**  
**Department of Communication Sciences and Special Education**

---

**Date**

DocuSigned by:

*Anisa Zvonkovic*

25D47E1CAD27449

**Anisa Zvonkovic**  
**Dean, College of Family and Consumer Sciences**

12/07/2023 | 2:53 PM EST

**Date**

DocuSigned by:

*Swarn Chatterjee*

4372B5D4E7434B2

**Swarn Chatterjee**  
**Department of Financial Planning, Housing, and Consumer  
Economics**

12/07/2023 | 11:48 AM PST

**Date**





UNIVERSITY OF  
**GEORGIA**

Aderhold Hall, G4  
110 Carlton St.

Athens, Georgia 30602


TEL 706-542-6446 | FAX 706-542-0360

[www.coe.uga.edu](http://www.coe.uga.edu)

**Mary Frances Early College of Education**

*Office of Academic Programs*

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

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


**DATE:** December 7, 2023

**RE:** Revised Plan of Study- MED in Learning, Design, and Technology- Area of Emphasis:  
Instructional Design and Development

Please find attached a program of study update for the Masters of Education in Learning, Design, and Technology- Area of Emphasis: Instructional Design and Development. The College of Education's Curriculum Committee approved this approval on December 6, 2023.



UNIVERSITY OF  
GEORGIA

Mary Frances Early College of Education

*Department of Workforce Education and Instructional Technology*

November 21, 2023

To: Curriculum Committee  
Mary Frances Early College of Education

From: Jill Stefaniak, Program Coordinator  
Learning, Design, and Technology  
Department of Workforce Education and Instructional  
Technology

Cc: Lloyd Rieber, Department Head  
Department of Workforce Education and Instructional  
Technology

To whom it may concern,

The Learning, Design, and Technology program seeks to revise its plan of study for the Master of Education in Learning, Design, and Technology Area of Emphasis in Instructional Design and Development. By revising the curriculum, we will be able to expand our students' acquisition of new skills expected of them in the field and mitigate challenges with course scheduling. We would like to replace EDIT 6210e- Team-Based Design of Interactive Learning Environments with EDIT 8150e- Instructional Message Design.

The proposed change will also help students enrolled in our Graduate Certificate in eLearning Design.

Sincerely,

A handwritten signature in black ink that reads "Jill Stefaniak".

Jill Stefaniak, Ph.D.

Associate Professor

Program Coordinator, Learning, Design, and Technology

University of Georgia

[Jill.stefaniak@uga.edu](mailto:Jill.stefaniak@uga.edu)

Master's in Education in Learning, Design, and Technology  
Area of Emphasis: Instructional Design and Development

Plan of Study

<b>Course</b>	<b>Title</b>
EDIT 6170E	Introduction to Instructional Systems Design
EDIT 6190E	Design Thinking and Development Tools
EDIT 6200E	Designing Interactive Learning Environments
EDIT 7350E	Evaluation and Analytics in Instructional Design
EDIT 6400E	Emerging Approaches in Teaching, Learning, and Technology
EDIT 6500E	Video Production for Teaching and Learning
EDIT 7170E	Advanced Instructional Design
EDIT 7520E	Online Teaching and Learning
EDIT 8150E	Instructional Message Design
EDIT 7150E	Principles of Human Performance Technology and Analysis
EDIT 7550E	Project Management in Instructional Design
EDIT 6900E	Research Methods in Instructional Technology



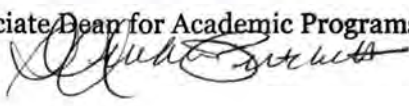
UNIVERSITY OF  
**GEORGIA**

Aderhold Hall, G4  
110 Carlton St.  
Athens, Georgia 30602  
TEL 706-542-6446 | FAX 706-542-0360  
[www.coe.uga.edu](http://www.coe.uga.edu)

**Mary Frances Early College of Education**

*Office of Academic Programs*

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

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


**DATE:** December 7, 2023

**RE:** Program of study update for the Master of Science in Athletic Training

Please find attached a program of study update for the Master of Science in Athletic Training. The College of Education's Curriculum Committee approved this approval on December 6, 2023.



# Mary Frances Early College of Education

Department of Kinesiology

UNIVERSITY OF GEORGIA

December 4, 2023

To: Mary Frances Early College of Education Curriculum Committee

From: Jill Manners, Athletic Training Program Director  
Department of Kinesiology

Jamie Cooper, Department Head  
Department of Kinesiology

To Whom It May Concern:

The Athletic Training Program faculty seek to modify the plan of study for the Master of Science in Athletic Training (MSAT) program. This program was initially approved in 2020 and graduated its first cohort in 2023. These changes are based upon a course change that was recently approved.

1. Currently the MSAT program requires:
  - ATTR 6000 Clinical Anatomy for Athletic Training 1
  - ATTR 6010 Clinical Anatomy for Athletic Training 2

These courses will be deleted from the current Plan of Study and replaced by:  
ATTR 6020 Clinical Anatomy for Athletic Training

Thank you for considering this request.

Sincerely,

Jill Manners, ScD, LAT, ATC, PT, COMT, FNAP  
Athletic Training Program Director

Jamie Cooper, PhD  
Department Head – Department of Kinesiology

**Program of Study – Thesis Option (85 hours)**

Course Prefix	Course Number	Course Title	Hours
<b>Summer I</b>			11
ATTR	6020	Clinical Anatomy for Athletic Training	4
ATTR	6500	Clinical Evaluation and Treatment: Emergent Conditions	3
ATTR	6300	Therapeutic Interventions I	1
ATTR	6100	Introduction to Athletic Training Clinical Practice	2
ATTR	7800	Clinical Education I	1
<b>Fall I</b>			16
ATTR	6510	Clinical Evaluation and Treatment: Spine and Trunk	4
ATTR	6520	Clinical Evaluation and Treatment: Brain	3
ATTR	6200	Clinical Medicine I	3
ATTR	6310	Therapeutic Interventions II	2
ATTR	7010	Evidence Based Practice I	1
ATTR	7810	Clinical Education II	3
<b>Spring I</b>			15
ATTR	6530	Clinical Evaluation and Treatment: Foot, Ankle, and Lower Leg	3
ATTR	6540	Clinical Evaluation and Treatment: Knee and Hip	3
ATTR	6210	Clinical Medicine II	3
ATTR	6320	Therapeutic Intervention III	2
ATTR	7020	Evidence Based Practice II	1
ATTR	7820	Clinical Education III	3
<b>Summer II</b>			10
ATTR	6550	Clinical Evaluation and Treatment: Shoulder	3
ATTR	6560	Clinical Evaluation and Treatment: Elbow, Wrist, and Hand	3
ATTR	7830	Clinical Education IV	1
ATTR	7100E	Psychological and Social Considerations in Healthcare	3
<b>Fall II</b>			13
ATTR	7400E	Healthcare Management	3
ATTR	7030E	Evidence Based Practice III	1
ATTR	7840	Clinical Education V	6
KINS	7300	Master's Thesis	3
<b>Spring II</b>			17
ATTR	7500	Special Topics in Athletic Training	2
ATTR	7200	Clinical Imaging and Diagnostic Procedures	3
ATTR	7210	Special Populations and Disabilities	1
ATTR	7700	Transition to the Athletic Training Profession	1
ATTR	7040	Evidence Based Practice IV	1
ATTR	7300	Injury Prevention, Performance Enhancement and Wellness	3
ATTR	7850	Clinical Education VI	3
KINS	7300	Master's Thesis	3
<b>Any semester</b>			
ATTR	7050	Advanced Research Skills In Athletic Training	3

**Master of Science in Athletic Training  
Program of Study**

Course Prefix	Course Number	Course Title	Hours
<b>Summer I</b>			11
ATTR	6020	Clinical Anatomy for Athletic Training	4
ATTR	6500	Clinical Evaluation and Treatment: Emergent Conditions	3
ATTR	6300	Therapeutic Interventions I	1
ATTR	6100	Introduction to Athletic Training Clinical Practice	2
ATTR	7800	Clinical Education I	1
<b>Fall I</b>			16
ATTR	6510	Clinical Evaluation and Treatment: Spine and Trunk	4
ATTR	6520	Clinical Evaluation and Treatment: Brain	3
ATTR	6200	Clinical Medicine I	3
ATTR	6310	Therapeutic Interventions II	2
ATTR	7010	Evidence Based Practice I	1
ATTR	7810	Clinical Education II	3
<b>Spring I</b>			15
ATTR	6530	Clinical Evaluation and Treatment: Foot, Ankle, and Lower Leg	3
ATTR	6540	Clinical Evaluation and Treatment: Knee and Hip	3
ATTR	6210	Clinical Medicine II	3
ATTR	6320	Therapeutic Intervention III	2
ATTR	7020	Evidence Based Practice II	1
ATTR	7820	Clinical Education III	3
<b>Summer II</b>			10
ATTR	6550	Clinical Evaluation and Treatment: Shoulder	3
ATTR	6560	Clinical Evaluation and Treatment: Elbow, Wrist, and Hand	3
ATTR	7830	Clinical Education IV	1
ATTR	7100E	Psychological and Social Considerations in Healthcare	3
<b>Fall II</b>			10
ATTR	7400E	Healthcare Management	3
ATTR	7030E	Evidence Based Practice III	1
ATTR	7840	Clinical Education V	6
<b>Spring II</b>			14
ATTR	7500	Special Topics in Athletic Training	2
ATTR	7200	Clinical Imaging and Diagnostic Procedures	3
ATTR	7210	Special Populations and Disabilities	1
ATTR	7700	Transition to the Athletic Training Profession	1
ATTR	7040	Evidence Based Practice IV	1
ATTR	7300	Injury Prevention, Performance Enhancement, and Wellness	3
ATTR	7850	Clinical Education VI	3
<b>Total</b>			<b>76</b>

- **POLICY ON USE OF GENERATIVE AI IN THESES AND DISSERTATIONS:**

Per the Graduate Bulletin, the master's thesis demonstrates independent judgment in developing a problem from primary sources, and a dissertation represents originality in research, independent thinking, scholarly ability, and technical mastery of a field of study. It is the responsibility of the advisory committee to review and evaluate the thesis or dissertation as a representation of a student's individual effort. As such, the use of generative AI in theses and dissertations is considered unauthorized assistance per the Academic Code of Honesty and is generally prohibited unless specifically authorized by members of the advisory committee for use within the approved scope. If approved by the advisory committee, the extent of generative AI usage should be disclosed in a statement within the thesis or dissertation.

- 1) Guidance from Academic Honesty: [https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited\\_Conduct/](https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited_Conduct/)

Giving or receiving help for assignments without prior approval from your instructor. During any assignment, any help (such as books, notes, calculators, technology, internet resources, or conversations with others) is considered unauthorized unless the instructor explicitly allows it. Examples include, but are not limited to:

- i. Copying, or allowing others to copy, answers to an assignment.
- ii. Sending, receiving, posting, uploading, downloading, or accessing relevant exam information, prior to, during, or after the exam itself (including written or orally, or use of sign, electronic device, or digital resource information).
- iii. Completing someone else's assignment or allowing them to complete yours.
- iv. Collaborating on any assignment that is an individual assignment.
- v. Submitting group work that does not represent work from all members of the group. Every student whose name is on a group project is responsible for the academic honesty of the group assignment.
- vi. Using any cellular device, electronic device, digital device, or programmable calculator without permission during an exam or closed assignment.

The bottom line:

- If you are requesting, sharing, or receiving any assignment or test information and it is an individual assignment, you are putting yourself at risk.
- The whole group is responsible for the integrity of group work.
- Don't access any electronic devices or notes for any reason unless your instructor explicitly says it's allowed during an exam.
- Never use Artificial Intelligence on an assignment unless it is explicitly authorized by your instructor *before* the assignment is turned in.

Additional information from CTL: [https://ctl.uga.edu/\\_resources/documents/ChatGPT-Guidance-for-Instructorsc.pdf](https://ctl.uga.edu/_resources/documents/ChatGPT-Guidance-for-Instructorsc.pdf)

Examples from other graduate schools:

<https://www.sgs.utoronto.ca/about/guidance-on-the-use-of-generative-artificial-intelligence/>



- Both policies are listed under Academic Regulations in Graduate School Policy:

### **Extension & Correspondence**

#### Policy to Delete:

Graduate credit is not allowed for work done in extension or by correspondence.

#### Rationale to discontinue:

Extension coursework is already prohibited due to residence and matriculation requirements (students could only pursue graduate coursework if admitted to UGA in a degree program or as non-degree seeking).

Correspondence courses are out of date. However, some students do enroll in online degree programs that include asynchronous components that could be construed as “correspondence.”

### **Awarding Doctoral Degrees – University Faculty**

#### Current Policy:

No member of the faculty of the University of Georgia above the rank of instructor will be awarded a doctoral degree by the University.

#### Proposed Policy:

No member of the faculty of the University of Georgia above the rank of instructor may be awarded a doctoral degree earned in their academic unit of employment.

#### Rationale to change:

Occasionally, university faculty may seek a doctoral degree in a new discipline as part of their ongoing professional development. Changing this policy would permit UGA faculty to continue their graduate education in new areas.

This policy would still prohibit earning a doctoral degree from the unit in which they work to avoid conflicts of interest. However, [faculty above the rank of instructor](#) are already required to hold a terminal degree in their academic discipline, so it is unlikely that a faculty member would seek a degree in the discipline in which they are employed.

- **GRADUATE CERTIFICATES FOR NON-DEGREE SEEKING STUDENTS**

Current policy:

<https://reg.uga.edu/faculty-governance/academic-affairs-policies/#row2>

Certificates are viewed as a complement or addition to an existing degree, rather than a free-standing credential. Thus, to preclude certificates from usurping the traditional role of degrees, the following guidance is strongly suggested:

- i. Undergraduate certificates should be completed only by students who are making progress toward an undergraduate degree or by students who already have an undergraduate degree and wish to return for the sole purpose of securing a particular certificate.
- ii. Graduate certificates should be completed only by graduate students who are either prospective candidates for a degree or non-degree candidates who hold a master's or a doctoral degree.

Alternative/proposed language for (ii):

Graduate certificates are primarily completed by graduate students who are either prospective candidates for a degree or non-degree candidates who hold a master's or a doctoral degree.

Graduate certificates may be completed by students with baccalaureate degrees who are admitted as non-degree seeking graduate students in cases where the certificate comprises an area of study that would have professional applicability for a student or could later be applied to a graduate degree.